Karnes City Independent School District

Karnes City
Independent School District

Accountability Rating: B

2026-2027 District Improvement Plan

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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

SUMMARY

Over the past three years, overall enrollment declined (-102 students), with the largest drop occurring from 2024–2025 to 2025–2026 (-9.01%). The student population remains majority Hispanic/Latino (80.09%) with a high and rising Economic Disadvantage rate (65.98%). Student support needs are notable: Special Education (SPED) increased to 19.05%, At-Risk remains near 50%, and mobility (transfer-ins) increased over time. Our school qualifies for and operates a Title I Part A Schoolwide Program, which supports 655 students (69.8%). This funding enables us to implement comprehensive schoolwide strategies that promote academic achievement and close performance gaps among students.

Enrollment Trend (3 Years)

School Year	Total Enrollment	Change from Prior Year	% Change from Prior Year
2023–2024	1,031	—	—
2024–2025	1,021	-10	-0.97%
2025–2026	929	-92	-9.01%

Implication: The enrollment decline may affect staffing allocations, program sections, and resource planning.

Student Demographics

Gender

School Year	Female	Male
2023–2024	50.05%	49.95%
2024–2025	49.46%	50.54%
2025–2026	50.48%	49.52%

Ethnicity/Race

School Year	Hispanic/ Latino	White	Black/ African American	Asian	Two-or-More
2023–2024	76.92%	18.82%	2.52%	0.39%	1.07%
2024–2025	79.63%	16.94%	1.27%	0.59%	1.27%
2025–2026	80.09%	16.25%	1.18%	0.65%	1.51%

Key pattern: Hispanic/Latino representation increased +3.17 percentage points across three years.

Student Programs (3-Year Participation)

Program	2023–2024	2024–2025	2025–2026
Special Education (SPED)	165 (16.00%)	182 (17.83%)	177 (19.05%)
Dyslexia	70 (6.79%)	68 (6.66%)	77 (8.29%)
Gifted & Talented (GT)	76 (7.37%)	64 (6.27%)	72 (7.75%)
Section 504	69 (6.69%)	63 (6.17%)	60 (6.46%)
Emergent Bilingual (EB)	76 (7.37%)	85 (8.33%)	76 (8.18%)
ESL	72 (6.98%)	83 (8.13%)	73 (7.86%)

Implication: The district has a consistent EB/ESL population (~8%) and increasing SPED and Dyslexia service needs.

student Indicators (Risk, Poverty, Mobility, Homelessness)

Indicator	2023–2024	2024–2025	2025–2026
At-Risk	485 (47.04%)	591 (57.88%)	459 (49.41%)
Economic Disadvantage	631 (61.20%)	626 (61.31%)	613 (65.98%)
Homeless	3 (0.29%)	20 (1.96%)	13 (1.40%)
Transfer-In Students	132 (12.80%)	139 (13.61%)	136 (14.64%)
Military Connected	18 (1.75%)	11 (1.08%)	14 (1.51%)
Immigrant	0 (0.00%)	0 (0.00%)	0 (0.00%)
Migrant/ Migratory	0 (0.00%)	0 (0.00%)	0 (0.00%)

Key patterns:

- Economic Disadvantage increased to 65.98% (highest year).
- At-Risk peaked in 2024–2025, then decreased but remains high (~50%).
- Homelessness increased compared to baseline year (2023–2024).
- Mobility (transfer-in) increased to 14.64%.

Staffing Snapshot & Student-to-Teacher Ratio (Approx.)

School Year	Students	Teachers	Students per Teacher (Approx.)	Admin Support	Educational Aides	Auxiliary
2023–2024	1,031	96	10.74	49	33	63
2024–2025	1,021	90	11.34	49	31	63
2025–2026	929	92	10.10	50	36	81

Implication: Student-to-teacher ratio improved in 2025–2026; however, staffing should be reviewed alongside student need

(SPED/EB/At-Risk) and master schedule demands.

Strengths

Stable gender balance and consistent subgroup composition
-Gender remains nearly 50/50 each year, supporting consistent planning for programming and supports.

Predictable EB/ESL service needs (steady ~8%)
-EB/ESL percentages remain stable, enabling consistent staffing and language support structures.

Improved student-to-teacher ratio in 2025–2026
-The ratio decreased to approximately 10.10 students per teacher, which can support more individualized instruction if staffing aligns to student needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Enrollment declined over three years with uneven grade-level shifts, creating challenges for staffing, scheduling, and program allocation.	Limited forecasting/monitoring of cohort movement and stability; entry/exit patterns likely driving volatility (transfer-out/withdrawal & stability-rate data needed to confirm).
2	High and increasing proportions of students require intensive support, indicating elevated demand for intervention and specialized services.	Rising economic barriers; increasing service demand and/or identification practices; service delivery and staffing may need scaling to match need.
3	Mobility and homelessness are elevated compared to baseline, increasing risk for disrupted instruction and inconsistent access to supports.	More mid-year transitions affecting placement/ pacing; housing instability creating attendance and engagement barriers; stronger onboarding/ continuity systems may be needed.

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Student Achievement

Summary

District performance improved at the Approaches level from 66% to 69%, the Meets level from 36% to 43%, and the Masters level from 8% to 11%. Concurrently, the percentage of students performing at the Did Not Meet level decreased from 34% to 31%. Significant academic gains were observed in Mathematics and Science, with Mathematics improving from 56% to 66% at Approaches and reducing Did Not Meet performance from 44% to 34%. Science improved from 30% to 46% at Meets and increased Masters performance from 6% to 19%. While overall student achievement improved, performance concerns remain in Reading and Social Studies, where district Did Not Meet rates remained elevated at 32% and 43% respectively. Achievement gaps also continue among Emergent Bilingual, Special Education, and Economically Disadvantaged students, particularly at the Meets and Masters performance levels.

Strengths

Strength 1: Overall District Progress

Districtwide performance increased across all achievement levels, while the percentage of students performing at the Did Not Meet level decreased from 34% to 31%, indicating positive movement toward grade-level mastery and academic growth.

Strength 2: Mathematics Improvement

Mathematics demonstrated substantial improvement across multiple grade levels. Districtwide Approaches performance increased from 56% to 66%, Meets performance increased from 26% to 34%, and Did Not Meet performance decreased from 44% to 34%. Grade 8 Mathematics improved significantly, increasing from 41% to 72% Approaches and reducing Did Not Meet performance from 59% to 28%.

Strength 3: Science Achievement Growth

Science produced the largest gains among all tested subjects. Meets performance increased from 30% to 46%, Masters increased from 6% to 19%, and Did Not Meet decreased from 32% to 26%. Biology achieved 100% Approaches and 31% Masters performance.

Strength 4: High School Performance

KCHS is the district's highest-performing campus with an overall “A” rating, with 85% Approaches, 60% Meets, 12% Masters, and only 15% Did Not Meet performance.

Strength 5: Advanced Academic Growth

Masters-level achievement increased substantially in Reading (7% to 14%) and Science (6% to 19%). The district also demonstrated improvements among several student groups, including Hispanic students, economically disadvantaged students, and Emergent Bilingual students.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Despite overall district growth, significant achievement gaps remain among Emergent Bilingual (EB), Special Education (SPED), and Economically Disadvantaged (economically disadvantaged) students. Forty-one percent of EB students and 65% of SPED students performed at the Did Not Meet level, while only 24% of EB students and 14% of SPED students met grade-level expectations.	The district lacks a consistent system for implementing targeted instructional supports, accommodations, language acquisition strategies, and intervention services that accelerate learning for high-needs student populations across all campuses and content areas.
2	Although mathematics performance improved overall, 34% of students continue to perform at the Did Not Meet level, and performance at the Meets and Masters levels remains low across several grade levels, particularly Grades 4, 6, and 7. District mathematics achievement continues to lag behind other content areas in advanced academic performance.	While teachers are consistently implementing a vertically aligned mathematics instructional framework, there are gaps in implementing conceptual understanding, problem-solving, data-driven intervention, and rigorous grade-level learning experiences necessary for students to achieve Meets and Masters performance.
3	Reading and Social Studies performance remain areas of concern. Thirty-two percent of students performed at the Did Not Meet level in Reading, while Social Studies had the district's highest Did Not Meet rate at 43%. Grade 8 Social Studies showed particularly low performance, with 75% of students performing at the Did Not Meet level.	Students are consistently provided opportunities to engage in rigorous literacy practices, including vocabulary development, comprehension strategies, written responses, and analysis of complex texts across content areas. However, students have pre-existing gaps resulting in reading comprehension and content-area achievement disparities.

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District Culture and Climate

Summary

Karnes City Independent School District (KCISD) prioritizes culture, climate, and safety through districtwide implementation of Capturing Kids' Hearts (CKH), campus "Badger culture" traditions, and strong safety systems, including 100% compliance in intruder detection audits and facility hardening efforts. Culture and climate remain a district-level priority, while also noting that sense of belonging is inconsistent across campuses and staff morale varies annually, with root causes tied to disproportionate participation in student activities, communication gaps, and administrator turnover.

Stakeholder perception data indicate both strengths and areas for improvement. Staff responses suggest CKH is viewed as beneficial (average 4.25/5 on positive impact), while perceptions of being valued/heard by district administration (average 2.43/5) and feeling supported in one's role (average 2.23/5) are lower—highlighting opportunities to strengthen communication, clarity, and support systems that influence campus climate. Parent survey feedback reflects overall positive sentiment in some areas while also surfacing recurring concerns in open-ended responses related to bullying, respect, communication, and consistency of behavioral expectations on some campuses/grade levels.

Strengths

1. Physical safety systems are strong and well documented, including 100% intruder detection audit compliance and facility hardening efforts in the DIP.
2. Districtwide culture framework is established and recognized, with CKH implemented districtwide and all campuses recognized as CKH National Showcase Schools (as stated in the DIP).
3. Staff perceive CKH as beneficial overall, with an average rating of 4.25 on CKH's positive impact in the staff survey.
4. Shared identity and traditions ("Badger Pride") are emphasized in the DIP as a unifying culture element supporting belonging and community connection.

Problem Statements Identifying District Culture and Climate Needs

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

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Staff Quality, Recruitment, and Retention

Summary

Staff Quality

Karnes City Independent School District ensures staff quality through a comprehensive, data-driven review of staffing, certification, and instructional support practices. As part of the Collaborative Comprehensive Needs Assessment (CNA) process, we analyzed multiple data sources including staffing ratios, certification and assignment data, staff survey feedback, and third-party evaluations. TASB staffing findings confirmed that the district maintains favorable student-to-teacher ratios, instructional coaching support, and student services that support effective instruction. Teacher certification data indicates that the majority of teachers are appropriately certified and assigned, with ongoing monitoring to address any out-of-field or certification needs.

Recruitment

Karnes City Independent School District supports equitable recruitment by maintaining competitive, market-aligned compensation and transparent staffing practices. The TASB compensation study verified that teacher salaries exceed local market medians across experience levels, supporting recruitment of qualified educators and reducing staffing disparities. Staffing and certification data are reviewed annually to ensure campuses serving low-income students are not disproportionately staffed by inexperienced or out-of-field teachers.

Retention

Karnes City Independent School District prioritizes staff retention through competitive compensation, supportive working conditions, and continuous feedback mechanisms. The TASB compensation audit validated the district's above-market pay structures. Staff survey data collected as part of the CNA process indicates that the majority of employees intend to remain with the district, citing relationships, student impact, and campus support as key factors. CNA findings and survey feedback are used to guide professional learning, leadership development, and staffing adjustments through attrition rather than reduction, supporting stability and continuous improvement.

Strengths

1. Predominantly Certified Workforce: The district maintains a teaching staff that is largely certified and appropriately assigned, with systems in place to monitor and address certification status and out-of-field assignments.
2. Competitive Compensation Structure: Teacher compensation exceeds local market medians, supporting recruitment and retention of qualified educators across campuses.
3. DataDriven Staffing Review: Multiple data sources—including certification records, staffing ratios, and staff survey feedback—are used to monitor staffing equity and teacher quality.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	The district experiences challenges filling certain high need certification areas (e.g., secondary math, science, and special education), which may result in limited out of field or probationary assignments.	A limited regional applicant pool and statewide shortages in specialized certification areas reduce access to fully certified candidates, particularly in a rural context.
2	Staff perceptions of leadership support and communication vary across campuses, which may impact morale and long term retention.	Inconsistent campus level communication practices and leadership structures contribute to uneven staff experiences, as reflected in staff survey feedback.
3	Increased instruction and compliance demand place pressure on teacher workload and sustainability.	Staffing limitations combined with expanded instructional responsibilities and accountability requirements have increased teacher workload faster than staffing capacity.

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Curriculum, Instruction, and Assessment

Summary

Karnes City Independent School District implements a standard-aligned curriculum to support high-quality instruction and equitable access to grade-level learning. We utilize Bluebonnet Learning as our primary high-quality instructional material for Reading (K–5) and Mathematics (K–8), with Algebra I implementation planned for the 2026–2027 school year. Curriculum alignment to the Texas Essential Knowledge and Skills (TEKS) is supported through TCMPC resources, including Instructional Focus Documents (IFDs), Year-at-a-Glance documents, vertical alignment tools, and TEKS verification resources.

We use multiple data sources to inform curriculum, instruction, and assessment decisions, including formative assessments, module/unit assessments, benchmark assessments, and progress monitoring tools such as NWEA MAP Growth (K–8, Algebra I) and mCLASS (K–5). These data are analyzed within PLCs to identify student strengths, learning gaps, and instructional next steps for Tier 1 instruction and targeted Tier 2 and Tier 3 supports. Instructional design emphasizes systematic and explicit instruction, scaffolding, active engagement, and structured lesson delivery embedded within Bluebonnet Learning.

Assessment practices are aligned to grade-level TEKS and STAAR rigor through the use of common assessments, DMAC item banks, and released STAAR assessments. While curriculum alignment and assessment structures are in place, CNA findings indicate variability in the consistency of curriculum implementation, differentiation practices, and evidence-based intervention systems across classrooms and campuses. These findings were used to identify strengths and areas of need related to curriculum coherence, instructional consistency, and assessment practices.

Strengths

1. **TEKSAligned HighQuality Instructional Materials:** The district has adopted Bluebonnet Learning for Reading (K–5) and Mathematics (K–8), and Algebra (8-9), providing TEKSaligned, logically sequenced instructional materials that promote rigorous, ongradelevel learning with builtin scaffolds and supports.
2. **Multiple Data Sources Used to Inform Instruction:** Teachers analyze formative assessments, module/unit assessments, benchmarks, MAP Growth, and mCLASS data to identify student needs and guide instructional planning, smallgroup instruction, and targeted interventions.
3. **Structured Instructional Design and Student Engagement:** Bluebonnet Learning lessons emphasize clear objectives, academic vocabulary, guided practice, checks for understanding, and opportunities for student discourse and engagement. Teachers are increasingly adapting lessons with manipulatives, interactive tools, and additional strategies to enhance student engagement.
4. **Alignment of Assessments to TEKS and STAAR Rigor:** District assessments are aligned to gradelevel standards and STAAR expectations through the use of common assessments, DMAC item banks, and released STAAR items, supporting consistent expectations for student performance.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Curriculum implementation and instructional practices are not yet consistent across all classrooms and campuses.	While Bluebonnet Learning and TCMPC resources are available districtwide, there is not a clearly defined system for monitoring fidelity of implementation, resulting in variation in rigor, pacing, and instructional practices.
2	Differentiation and targeted support for specific student groups vary in depth and consistency.	Although instructional materials include built in scaffolds, there is no system wide process to ensure consistent use of differentiation strategies for English learners, students receiving special education services, struggling learners, and advanced learners.
3	Evidence based intervention systems are not fully consistent across campuses and classrooms.	Intervention practices rely heavily on teacher developed small groups and campus level structures, with limited districtwide alignment, monitoring, and consistency in implementation and progress monitoring.
4	Assessment practices require continued refinement to ensure fairness, equity, and clarity for students.	While assessments are aligned to TEKS and STAAR rigor, additional structures are needed to consistently review assessments for bias, ensure appropriate assessment length, and collect student perception data related to assessment experience.

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Family and Community Engagement

Summary

Across the 2025–2026 school year, Karnes City ISD implemented a balanced “engagement mix” that combined learning-focused family events (Title I Lunch & Learns and grade-level academic supports), student recognition/community-building events (Academic Rallies and Student-of-the-Month style celebrations), and community-support services (food drive and food distribution supports).

Evidence indicates that student-centered and campus-based events drew strong participation (e.g., Lunch & Learns and Academic Rallies with documented totals), while meeting-style or external learning formats (e.g., community dialogue sessions, some virtual workshops, and at least one parent info session) had low-to-no attendance, suggesting a need to refine outreach, access, and format based on family preferences. District parent survey results reflect generally positive perception overall (e.g., 50% Promoters) while also indicating variation in perceptions of family voice across campus levels, reinforcing the importance of consistent two-way feedback loops districtwide.

Strengths

High engagement in campus-based, learning-connected events
Documented participation totals show strong turnout for family learning opportunities such as Lunch & Learn and grade-level Lunch & Learns in spring.

Strong participation in academic recognition and belonging-building events
Academic recognition events show consistently high documented totals.

Positive overall family perception alongside active community support efforts
Survey evidence reflects positive overall district perception (50% Promoters). Community-support efforts are documented through a district food drive and food distribution check-ins with recorded totals on multiple sheets.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Participation varies by engagement format; campus-based, student-centered events draw stronger attendance than meeting-style/community dialogue or some informational sessions.	Barriers likely include scheduling, awareness, childcare/transportation, and perceived relevance; meeting-style formats may require alternative delivery models (embedded into student events, hybrid options, targeted invitations, incentives).
2	Family voice and experience are not consistently perceived across campus levels, indicating a need for stronger, more visible two-way engagement and decision-feedback processes.	Families may not consistently see how input is collected, used, and communicated back (input - decision/action - follow-up), and engagement systems may differ by campus/level.
3	Participation in some partner-based learning opportunities appears limited, reducing the district's ability to leverage external training supports for families.	Families may need clearer access pathways (single calendar, reminders, registration support) and formats/times aligned to family availability; some topics may require stronger "why it matters" framing tied to immediate student needs.

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District Organization

Summary

Karnes City Independent School District structures its campuses to support effective teaching and learning through protected collaboration time, defined teacher leadership roles, and strong stakeholder engagement. All campuses have protected Professional Learning Community (PLC) time, ensuring consistent opportunities for teacher collaboration and instructional planning. Each campus assigns grade-level or content-area teacher leads to facilitate PLCs, support communication, and elevate teacher voice in instructional discussions and decision-making.

At Karnes City Primary (KCP) and Karnes City Elementary (KCE), PLCs are further supported by ESC Region 20 staff through the LASO grant, with a focus on implementation of the Bluebonnet Learning curriculum. This structure provides external facilitation, instructional coherence, and ongoing professional support at the elementary level. Staff survey results indicate that many employees feel supported by their supervisors and campus leadership, while also identifying variability in perceptions of communication, consistency, and organizational practices across campuses.

In addition, active Parent-Teacher Organizations (PTOs) at KCP and KCE collaborate with campus administration and teachers through regular meetings to discuss campus needs, campus workdays, and fundraising efforts that support campus events and daily operations. Together, organizational structures and perception data were reviewed as part of the CNA process to assess leadership, communication, collaboration, and support systems across the district.

Strengths

1. **Stakeholder systems exist and are being activated to address concerns:** District site-based documentation reflects broad stakeholder representation & Staff survey results are being used to drive campus-level problem solving through site-based committees
2. **Districtwide Protected Collaboration Structures:** All KCISD campuses have protected Professional Learning Community (PLC) time, ensuring consistent opportunities for teacher collaboration, shared planning, and instructional coordination across the district.
3. **Defined Teacher Leadership and Staff Voice:** Each campus assigns grade-level or content-area teacher leads who facilitate PLCs, support communication, and provide teachers with structured opportunities to lead discussions and contribute to instructional decision-making. Staff survey results indicate that many employees feel supported by their supervisors and campus leadership, reflecting the positive impact of these organizational structures.
4. **Targeted External Support for Elementary Curriculum Implementation:** Karnes City Primary and Karnes City Elementary receive ongoing PLC support from ESC Region 20 through the LASO grant, focused on effective implementation of the Bluebonnet Learning curriculum. This partnership strengthens instructional coherence and provides sustained external guidance aligned to campus needs.
5. **Active Parent and Community Organizational Support:** Active PTOs at KCP and KCE collaborate with campus administration and teachers through regular meetings to address campus needs, campus workdays, and fundraising for campus events, contributing positively to campus culture and organizational support systems.

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	Staff perceptions of communication, leadership support, and organizational consistency vary across campuses.	While organizational structures such as protected PLCs and teacher leads exist districtwide, campus level implementation and communication practices differ, resulting in uneven staff experiences as reflected in staff survey data.
2	External instructional and organizational support structures are stronger at the primary and elementary levels than at other campuses.	Region 20 support through the LASO grant is focused on KCP and KCE for implementation of the Bluebonnet Learning curriculum, limiting comparable external PLC facilitation at secondary campuses.
3	Teacher leadership roles are established across campuses, but their scope and influence are not fully standardized districtwide.	Campus autonomy in how teacher leads are utilized, supported, and integrated into decision making has led to variation in role clarity, training, and consistency of impact.
4	Community and organizational support structures are more robust at elementary campuses than at secondary levels.	Active PTOs at KCP and KCE provide regular collaboration, campus support, and fundraising, while comparable parent organization structures are less formalized or less active at other campuses.

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Technology

Summary

Karnes City Independent School District provides students and staff with access to a robust technology environment designed to support instruction, communication, and operational efficiency. All classrooms are equipped with projection capabilities, with many offering touch or pen-enabled interaction. The district maintains a 1:1 device environment for students, including tablets for students in grades K–1, Chromebooks for grades 2–8, and a combination of Chromebooks and Windows laptops for grades 9–12, with high school students permitted to take devices home. Additional devices are available for checkout to support specialized needs, including ESL and special education services.

The district's network infrastructure includes a 10 Gbps internet connection, a 10 Gbps Ethernet backbone, centrally managed wireless access points, and managed switches that provide reliable connectivity across campuses. Instructional and operational systems are supported through managed platforms, including Office 365, Google Workspace, Adobe Creative Cloud (as appropriate), ClassLink for single sign-on and rostering, and Lightspeed for content filtering, usage monitoring, and classroom management.

While the district has strong technology infrastructure and access in place, staff and student technology proficiency varies. Many staff members and students demonstrate high levels of comfort with technology, while others require additional support to adapt to evolving tools and platforms. CNA findings indicate that limited formal professional development and time constraints present barriers to maximizing effective and consistent instructional use of technology across classrooms.

Strengths

1. Robust and Reliable Technology Infrastructure: The district maintains a high-capacity network with a 10 Gbps internet connection, centralized wireless management, and reliable hardware systems that support consistent access for instructional and operational needs.
2. Equitable Access to Devices and Digital Tools: KCISD provides students with grade-appropriate devices across all levels and ensures staff access to laptops and instructional tools. Districtwide access to Office 365, Google Workspace, Adobe Creative Cloud (as appropriate), and ClassLink supports collaboration, instruction, and productivity.
3. Systems in Place for Digital Safety and Management: The use of Lightspeed for content filtering, monitoring, and classroom management, combined with managed user accounts and centralized access through ClassLink, supports safe, organized, and efficient use of technology.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Effective instructional use of technology is inconsistent across classrooms.	Staff technology proficiency varies, and there has been limited formal technology professional development to support consistent implementation of instructional tools.
2	Staff and students are not uniformly prepared to fully leverage available technology resources.	Rapid changes in technology, limited time for training, and reliance on informal or self directed learning have created gaps in technology skills, including keyboarding and platform familiarity.
3	Technology professional development is not systematically planned or monitored.	The district has focused on infrastructure and access, but lacks a structured, districtwide technology professional development plan with defined outcomes and follow up support.
4	Time constraints limit the effective integration of technology into instruction.	Competing instructional priorities and limited dedicated time for training and practice reduces opportunities for teachers to build confidence and proficiency with instructional technology tools.

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Goals

Goal 1

Karnes City Independent School District will improve student academic growth and achievement by ensuring consistent access to high quality instruction, using data to guide instructional decisions, fully implemented MTSS framework, and providing timely academic supports so all students can meet challenging state academic standards.

Performance Objective 1

By the end of the 2026-2027 school year, all campuses will implement district adopted high quality instructional materials with documented use during PLCs, as evidenced by PLC agendas, lesson planning artifacts, and administrative walkthrough documentation.

Strategy 1

1. Provide campus administrators and teacher leaders with clear expectations and guidance for instructional material use during PLC planning and classroom instruction.

Formative Reviews

December	February	April	June

Strategy 2

Monitor implementation through regular walkthroughs and PLC artifact reviews to support consistent use of district adopted materials.

Formative Reviews

December	February	April	June

Performance Objective 2

During the 2026-2027 school year, campuses will use existing assessment systems (MAP, STAAR, Circle, benchmarks) at designated BOY, MOY, and EOY intervals to monitor student progress and adjust Tier 1, Tier 2, and Tier 3 interventions at least quarterly at all campuses.

Strategy 1

Establish districtwide data review windows aligned to existing assessment calendars to support timely instructional decision making.

Formative Reviews

December	February	April	June

Strategy 2

2. Use PLCs to analyze assessment data and plan instructional adjustments and targeted support for identified student needs.

Formative Reviews

December	February	April	June

Strategy 3

Utilize ACE Program for tutoring and enrichment support.

Formative Reviews

December	February	April	June

Performance Objective 3

By EOY 2026-2027, each campus will document a functioning MTSS process aligned to district expectations, including data review cycles and instructional response planning.

Strategy 1

1. Provide campuses with a common MTSS framework outlining expectations for data review, instructional response, and documentation.

Formative Reviews

December	February	April	June

Strategy 2

Support campus MTSS implementation through administrative oversight and collaborative problem solving during leadership and data meetings.

Formative Reviews

December	February	April	June

Goal 2

Karnes City Independent School District will strengthen teacher quality and instructional practice by ensuring equitable access to qualified educators, providing meaningful professional learning, and supporting teachers with the tools and feedback needed to improve instruction and student outcomes.

Performance Objective 1

During the 2026-2027 school year, the district will annually review teacher certification, assignment, and staffing data to identify and address potential inequities across campuses.

Strategy 1

1. Conduct an annual review of staffing and certification data to identify trends and areas for corrective action.

Formative Reviews

December	February	April	June

Strategy 2

2. Collaborate with campus leadership to address identified disparities through staffing adjustments and targeted support.

Formative Reviews

December	February	April	June

Strategy 3

3. Utilize T-TESS data in DMAC to address the needs of individuals and/or campuses.

Formative Reviews

December	February	April	June

Performance Objective 2

By the end of the 2026-2027 school year, all instructional staff will participate in district-provided professional learning and collaborative structures aligned to High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS).

Strategy 1

Align professional learning offerings to CNA-identified instructional priorities, district curriculum expectations, and LIFT grant frameworks.

Formative Reviews

December	February	April	June

Strategy 2

Utilize LIFT Grant resources to implement coaching and feedback cycles that support the effective rollout and sustainable implementation of HQIM (e.g., Bluebonnet Learning).

Formative Reviews

December	February	April	June

Strategy 3

Establish "Learning Walks" as a non-evaluative peer-support mechanism to share Research-Based Instructional Strategies (RBIS) and foster teacher-to-teacher collaboration.

Formative Reviews

December	February	April	June

Strategy 4

Use existing tracking systems to document participation and guide continuous improvement of professional learning supports.

Formative Reviews

December	February	April	June

Performance Objective 3

By EOY 2026-2027, staff feedback from district surveys will be reviewed and used to inform adjustments to professional learning, instructional support, and leadership practices.

Strategy 1

Analyze staff survey results at the district and campus level to identify trends related to instructional support and working conditions.

Formative Reviews

December	February	April	June

Strategy 2

Use survey findings to inform planning conversations with campus leaders and guide adjustments to support structures.

Formative Reviews

December	February	April	June

Goal 3

Karnes City Independent School District will support student well being, engagement, and a sense of belonging by maintaining safe learning environments, promoting positive school culture, and reducing barriers that impact attendance, behavior, and student success.

Performance Objective 1

During the 2026-2027 school year, campuses will implement district wide expectations for student support systems, including attendance monitoring, behavioral supports, and social emotional learning practices.

Strategy 1

Communicate district expectations for attendance, behavior, and student support systems to campus leadership teams.

Formative Reviews

December	February	April	June

Strategy 2

Monitor campus implementation through regular review of attendance and behavior processes.

Formative Reviews

December	February	April	June

Strategy 3

Utilize RAMPED Grant to provide additional support to students in need of emotional or social supports.

Formative Reviews

December	February	April	June

Performance Objective 2

By EOY 2026-2027, campuses will review discipline and attendance data disaggregated by student group to identify trends and guide campus level improvement efforts.

Strategy 1

Use existing data systems to analyze discipline and attendance trends by student subgroup.

Formative Reviews

December	February	April	June

Strategy 2

Support campuses in using data findings to inform campus improvement planning and student support strategies.

Formative Reviews

December	February	April	June

Goal 4

Karnes City Independent School District will strengthen family, community, and organizational partnerships by engaging stakeholders, aligning resources to district priorities, and maintaining transparent systems that support student learning and district effectiveness.

Performance Objective 1

During the 2026-2027 school year, the district and campuses will provide multiple opportunities for parent and family engagement aligned to district and campus Parent and Family Engagement plans and develop a system to track the level of participation across the district.

Strategy 1

Coordinate district and campus engagement efforts to ensure alignment with Parent and Family Engagement plans.

Formative Reviews

December	February	April	June

Strategy 2

Communicate engagement opportunities through multiple channels to reach families effectively.

Formative Reviews

December	February	April	June

Performance Objective 2

Gather and respond to family feedback to better serve KCISD families.

Strategy 1

Review existing engagement data and feedback to identify strengths and areas for growth.

Formative Reviews

December	February	April	June

Strategy 2

Use findings to adjust communication and engagement practices at the district and campus levels.

Formative Reviews

December	February	April	June

Performance Objective 3

Throughout the 2026-2027 school year, Title I, Part A and other resources will be aligned to district priorities identified in the CNA and Strategic Plan, as documented through budgeting and planning processes and revised documentation strategies.

Strategy 1

Align budgeting and planning discussions to CNA identified needs and Strategic Plan priorities.

Formative Reviews

December	February	April	June

Strategy 2

Monitor resource usage to ensure alignment with district goals and compliance requirements.

Formative Reviews

December	February	April	June

Strategy 3

Monitor effectiveness of resource allocation through quarterly reviews.

Formative Reviews

December	February	April	June

Goal 5

Increase student achievement and reduce performance gaps through the consistent implementation of high-quality instructional materials, targeted interventions, and data-driven instructional practices, resulting in improved STAAR performance at the Meets and Masters Grade Level standards.

Performance Objective 1

Increase Meets Grade Level performance for Emergent Bilingual, Special Education, and Economically Disadvantaged students by at least 5 percentage points while reducing the Did Not Meet rate for each group.

Strategy 1

Strengthen implementation of evidence-based differentiation, accommodations, language supports, and specially designed instruction to ensure all students access grade-level content.

Formative Reviews

December	February	April	June

Strategy 2

Implement a districtwide progress-monitoring system that uses common assessments and student data reviews to identify learning gaps and provide timely interventions.

Formative Reviews

December	February	April	June

Performance Objective 2

Increase district Mathematics performance at the Meets Grade Level standard from 34% to 40% and reduce the Did Not Meet rate from 34% to 29%
.

Strategy 1

Provide ongoing coaching and professional learning focused on the effective implementation of Bluebonnet Learning/HQIM mathematics resources, conceptual understanding, mathematical discourse, and problem-solving practices.

Formative Reviews

December	February	April	June

Strategy 2

Utilize formative assessment data to provide targeted intervention and acceleration opportunities during designated intervention periods.

Formative Reviews

December	February	April	June

Performance Objective 3

Increase Reading and Social Studies performance by reducing the Did Not Meet rate in each content area by at least 5 percentage points and increasing Meets Grade Level performance.

Strategy 1

Implement districtwide approved curriculum that emphasize academic vocabulary, text analysis, written responses, and comprehension across all content areas.

Formative Reviews

December	February	April	June

Strategy 2

Provide instructional support and monitoring to ensure consistent implementation of literacy components embedded within Bluebonnet Learning and other HQIM resources.

Formative Reviews

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 ensures that all students have access to a well-rounded, high-quality education and that their progress toward meeting challenging State academic standards is systematically monitored through a comprehensive, data-driven framework.

The district implements the use of TCMPC (TEKS Resource System) aligned to the TEKS, including the adopted HQIM include Bluebonnet Learning (Math K-Algebra 1 and Reading K-5), and other resources such as Amplify Reading 6-8, Study Sync 9-12, McGraw Hill Social Studies 9-12, Discovery Education Science K-5, HMH Into Science 6-8, McGraw Hill Sciences 9-12, Studies Weekly Social Studies K-5, Lowman Social Studies 6-8, and McGraw Hill Social Studies 9-12.

Student progress is monitored using MAP Growth, STAAR, TELPAS, mCLASS, CLI Engage/ CIRCLE, and curriculum-based assessments, with data reviewed regularly in PLCs, campus data meetings, and district leadership reviews.

The district also analyzes subgroup performance data (Economically Disadvantaged, Emergent Bilingual, Special Education, and other student groups) using STAAR/EOC, benchmarks aligned to STAAR rigor, TELPAS, MAP, and local assessments to identify achievement gaps and guide instructional decisions.

At Karnes City ISD, student progress is monitored through ongoing analysis of academic, attendance, behavior, and assessment data, ensuring access to a well-rounded program including advanced academics, CTE, fine arts, athletics, and extracurricular activities, while using data to drive interventions and close achievement gaps.

At the campus level:

- KC Elementary (CSI campus) uses HQIM and multiple data systems to monitor student progress and address subgroup achievement gaps, with support from Region 20 ESC to strengthen instruction for Special Education students.
- KC Primary focuses on early literacy through mCLASS, Amplify, MAP, and CIRCLE, with strong subgroup support through ESL-certified staff (85%), structured literacy, and rapid instructional adjustments every 10 days.

The district recognizes that data reflects uneven achievement gains among student groups, particularly for Emergent Bilingual and Special Education students, and is addressing this through strengthened differentiation, professional development, and instructional support.

Karnes City ISD is implementing a Multi-Tiered System of Supports (MTSS) using Branching

Minds, providing structured, tiered interventions and enhanced progress monitoring.

Through this comprehensive system, all students are supported in meeting or exceeding State standards while receiving a well-rounded education.

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

Karnes City ISD utilizes a comprehensive early warning system to identify students at risk of academic failure through multiple data sources and indicators.

Students are screened using:

- STAAR, MAP Growth, TELPAS, mCLASS, CLI Engage/CIRCLE
- Benchmark exams aligned to STAAR rigor
- Classroom performance, IXL progress, and teacher observations

Early warning indicators include:

- Attendance and chronic absenteeism
- Tardiness
- Behavioral and disciplinary data

The district monitors subgroup performance and demographic indicators, including poverty status, program participation (SpEd, 504, Dyslexia, EB/ESL), and student mobility (McKinney-Vento, migrant, foster care).

Special populations are monitored using:

- IEP progress data
- TELPAS performance
- Program-specific progress tracking

Campuses utilize weekly PLCs and data meetings to identify at-risk students, diagnose learning gaps, and trigger interventions.

At KCHS, identification occurs through integrated review of academic, behavioral, and attendance data within an MTSS framework.

At campuses:

- KC Elementary analyzes subgroup data regularly and collaborates with Region 20 ESC to address disproportionalities in Special Education outcomes
- KC Primary uses mCLASS, Amplify, MAP, and CIRCLE to identify risk early and adjust instruction rapidly

Students are flagged for intervention when they fail to meet benchmarks.

MTSS implementation, through Branching Minds, will strengthen identification by centralizing data, improving consistency, and ensuring systematic documentation.

Through this system, Karnes City ISD ensures early, accurate identification of at-risk students

and timely support.

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 targeted, evidence-based educational assistance to students identified as needing support in meeting State standards.

Students are identified through MAP, STAAR, TELPAS, mCLASS, benchmarks, IXL, and classroom data, including subgroup performance.

The district currently implements a Response to Intervention (RtI) framework, providing:

- Small-group and individualized instruction
- High-dosage tutoring and targeted remediation
- Flexible grouping and scaffolded supports (sentence stems, graphic organizers, RACE strategy)

Interventions are informed by subgroup data and STAAR-aligned benchmarks, ensuring alignment to rigor and targeted support.

Collaboration occurs through:

- Weekly PLCs
- General Intervention Support Team meetings every 6 weeks, led by intervention staff

At KCISD, intervention is delivered through an MTSS framework, integrating academic, behavioral, and attendance data.

At campuses:

- KC Elementary implements targeted interventions and receives Region 20 support to improve differentiation and access for Special Education students and Emergent Bilinguals
- KC Primary provides strong MTSS-based supports, including:
    - Tier 1, Tier 2 (regrouping every 10 days), and Tier 3 interventions
    - Structured literacy and phonics-based instruction
    - Dyslexia supports
    - Paraprofessional-led fluency interventions
    - Strong EB support through ESL-certified staff

Title I funds support:

- RtI teachers, paraprofessionals, instructional coaches
- Early Intervention Reading Specialist

The district acknowledges a need for more consistent differentiation across classrooms and is addressing this through coaching, PD, and MTSS implementation.

MTSS using Branching Minds will provide:

- Standardized intervention delivery
- Centralized documentation
- Improved fidelity and progress monitoring

Parents are informed of student progress and interventions through communication and conferences.

Through this system, students receive the targeted support necessary to meet academic standards.

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

Karnes City ISD implements sustained instructional improvements, professional development, and supportive learning environments to improve student outcomes.

The district prioritizes student-centered instruction, active engagement, and continuous monitoring aligned to TEKS and HQIM.

Professional development includes:

- Weekly PLCs using data (MAP, STAAR, mCLASS, Formative Assessments)
- Instructional coaching (federally funded)
- Science of Teaching Reading, Reading Academies, Math Academies
- Walkthroughs, data reviews, and collaboration

Professional learning is driven by subgroup data, focusing on:

- Differentiation strategies
- Scaffolding for EB and Special Education students
- Language supports and accessibility

KC Elementary (CSI campus) engages in:

- Continuous improvement planning
- Walkthrough feedback cycles
- Region 20 partnership to improve outcomes for Special Education students through HQIM scaffolding

KC Primary emphasizes:

- Data-driven instruction
- Structured literacy practices
- Responsive teaching adjustments
- Strong classroom structures for early learners

KCHS strengthens instruction through:

- Data-driven practices
- MTSS-aligned supports
- Research-based engagement strategies

The district ensures positive learning environments through:

- Clear behavioral and academic expectations
- Structured routines
- Strong relationships among students, staff, and families
- Embedded social-emotional learning practices

The district monitors professional development effectiveness through:

- Walkthrough data
- Student performance outcomes
- Teacher feedback

Data analysis has identified a need for greater consistency in differentiation, which is being addressed through coaching, PD, and system-wide expectations.

These efforts align with district priorities for academic growth and student well-being, ensuring long-term

Descriptor 2: Teacher Quality

Karnes City ISD ensures that low-income and minority students are not taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers through a comprehensive system of data analysis, strategic staffing, and continuous improvement.

Disparity Identification: Equity Review Process

Karnes City ISD conducts annual equity reviews to monitor the distribution of teacher effectiveness, experience, and certification across campuses and student populations. The district analyzes:

- Teacher certification status (in-field/out-of-field assignments)
- Years of teaching experience
- Teacher evaluation data (T-TESS)
- ESL certification status
- Assignment of teachers to high-need student populations

This staffing data is analyzed alongside student demographic and subgroup performance data, including:

- Economically Disadvantaged
- Emergent Bilingual
- Special Education
- Other identified student groups

Additional student performance indicators include:

- STAAR/EOC results
- MAP Growth and local benchmark data
- mCLASS and early literacy measures

At the campus level:

- Karnes City Elementary (CSI campus) reviews teacher assignment data and student subgroup performance through PLCs and leadership data reviews to ensure equitable instructional access
- Karnes City Primary demonstrates strong alignment between teacher qualifications and student needs, with approximately 85% of certified teachers ESL-certified, supporting Emergent Bilingual students
- Karnes City High School (KCHS) regularly reviews teacher certification, experience, assignments, and student performance data, alongside attendance and behavior indicators, to monitor equitable access to effective instruction

The district uses this combined analysis to identify potential inequities and determine whether

teacher assignment patterns may be contributing to achievement gaps among student groups.

Root Cause Analysis: Identifying Contributing Factors

When disparities or potential gaps are identified, Karnes City ISD conducts a root cause analysis to determine contributing factors, including:

- Recruitment challenges in high-need areas, such as bilingual/ESL, early childhood, and specialized content areas
- Teacher retention trends, particularly in high-need campuses, grade levels, or subject areas
- Geographic and rural constraints limiting the pool of certified applicants
- Scheduling and staffing limitations, including constraints in specialized programs or intervention services
- Workload and scheduling concerns, as identified through staff feedback, which may impact teacher satisfaction and retention
- Limited availability of certified candidates, particularly for hard-to-fill positions under District of Innovation (DOI) provisions

In early childhood settings such as Karnes City Primary, particular attention is given to ensuring teachers possess strong literacy training and ESL certification, recognizing the long-term impact on foundational student success.

Strategic Action Plan: Addressing and Eliminating Disparities

Karnes City ISD implements a multi-layered strategy to ensure equitable access to effective educators:

1. Strategic Hiring and Staffing

- Positions filled under the District of Innovation (DOI) plan are annually reposted to recruit fully certified, highly qualified candidates
- Priority is given to hiring ESL-certified and early childhood-trained teachers, aligning with district demographics and student needs
- The district strategically assigns experienced and highly effective teachers to high-need classrooms, particularly in foundational grades (PreK–1) and high-priority subject areas

2. Mentorship and Instructional Support

- New and alternative certification teachers receive ongoing mentorship and support
- Instructional Coaches (federally funded) provide job-embedded coaching, modeling, and support aligned to student needs
- Campuses implement PLCs, walkthrough feedback cycles, and coaching systems to

support teacher effectiveness

3. Professional Development and Capacity Building

- Teachers participate in targeted professional development, including:
  - Science of Teaching Reading
  - Reading and Math Academies
  - ESL and differentiation strategies
- Professional learning is informed by student subgroup performance data, ensuring responsiveness to student needs

4. Targeted Campus Support (CSI Focus)

- Karnes City Elementary, as a CSI campus, receives:
  - Additional instructional coaching
  - Region 20 Education Service Center support
  - Professional development focused on differentiation and scaffolding within HQIM (Bluebonnet Learning)
- This work specifically addresses disproportionalities in Special Education and other high-need student outcomes

5. Teacher Retention and Incentives

- The district conducts annual compensation studies to remain competitive
- Participation in the Teacher Incentive Allotment (TIA) (currently in the data capture year) supports:
  - Recognition of highly effective teachers
  - Development of Master Teacher pathways
  - Long-term retention of high-quality educators

6. Continuous Data Monitoring and Adjustment

- Staffing assignments are regularly reviewed and adjusted based on:
  - Student performance outcomes
  - Subgroup achievement data
  - Campus-specific needs

Assurance Statement

Through comprehensive data analysis, intentional staffing practices, targeted professional development, and strategic recruitment and retention efforts, Karnes City ISD ensures that all students—regardless of income, race, or background—have equitable access to effective, in-field, and experienced teachers.

Descriptor 3: School Improvement and Support Activities

Karnes City ISD fulfills its responsibility to support campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) through a systematic, collaborative, and data-driven continuous improvement framework aligned with the Texas Accountability Intervention System (TAIS) and guidance from the Texas Education Agency (TEA) and Region 20 Education Service Center.

Campus Accountability and Oversight Structure

Karnes City ISD ensures strong administrative oversight of campus improvement efforts through a clearly defined leadership structure:

- The Superintendent and District Curriculum & Instruction Team provide direct oversight of school improvement efforts
- Campus principals are responsible for developing and implementing Campus Improvement Plans (CIPs) aligned to identified needs and accountability targets
- The district utilizes the Comprehensive Needs Assessment (CCNA) process to guide planning, goal setting, and resource alignment
- Campus leadership teams, including administrators, instructional coaches, and teacher leaders, collaborate to monitor implementation and progress

Identified campuses, particularly Karnes City Elementary (CSI campus), participate in ongoing collaboration with:

- Region 20 Education Service Center specialists
- TEA representatives, as applicable

These partnerships support:

- Strengthening Tier I instruction
- Aligning curriculum, instruction, and assessment
- Building capacity for data-driven decision-making through PLCs

KC Elementary, as a Schoolwide Title I and CSI campus, has demonstrated improvement (from an “F” rating in 2023–2024 to a “D” rating in 2024–2025), reflecting ongoing progress within the continuous improvement process.

Resource Allocation and Strategic Support

Karnes City ISD prioritizes and allocates resources to campuses based on accountability data, student performance outcomes, and identified needs, ensuring that high-need campuses receive intensified support.

Strategic resource allocation includes:

- Deployment of instructional coaches and interventionists, particularly in reading and mathematics
- Allocation of additional paraprofessional support to provide targeted interventions, including fluency development using decodable texts
- Use of Title I, Part A and LASO grant funds to:
    - Strengthen leadership capacity
    - Provide targeted professional development
    - Support intervention services and instructional improvement
- Implementation of High-Quality Instructional Materials (HQIM) and assessment systems, including:
    - Amplify Reading
    - mCLASS
    - MAP Growth
    - CIRCLE (PreK)
- Provision of professional development focused on:
    - Science of Teaching Reading
    - Structured literacy practices
    - Support for Emergent Bilingual students
- Flexibility in campus operations, including:
    - Structured intervention blocks
    - High-dosage tutoring
    - Emerging MTSS implementation aligned to Branching Minds (2026–2027)

Resources are continuously reviewed and adjusted based on campus progress and evolving needs.

Monitoring Progress and Ensuring Effectiveness

Karnes City ISD employs a multi-layered monitoring system to evaluate the effectiveness of campus improvement efforts and ensure continuous progress:

Campus-Level Monitoring

- Weekly PLC meetings to analyze student performance data (MAP, mCLASS, Amplify, CIRCLE, benchmarks)
- Use of Week-at-a-Glance (WAG) planning to align instruction and monitor pacing

- Ongoing formative assessment tracking and reteach decisions
- GIST meetings (every 6 weeks) to review intervention effectiveness and adjust supports
- Student regrouping practices (e.g., every 10 days at KC Primary) to ensure responsive instruction

Campus Leadership Monitoring

- Principal-led data reviews to track progress toward Campus Improvement Plan goals
- Analysis of benchmark assessments, cumulative exams, and STAAR/EOC-aligned data
- Collection of staff feedback through surveys to inform adjustments

District-Level Monitoring

- Regular district-led data meetings (monthly or quarterly) with campus leadership teams to:
  - Review student outcomes
  - Evaluate the effectiveness of interventions
  - Monitor fidelity of implementation of improvement plans
- Ongoing collaboration with instructional coaches and service providers to adjust PLC focus and instructional priorities

While the district maintains frequent and ongoing data review practices, it is actively working to formalize and standardize district-wide monitoring protocols to ensure consistency across campuses.

Assurance Statement

Through structured oversight, strategic resource allocation, targeted professional development, and continuous progress monitoring, Karnes City ISD ensures that campuses identified for CSI, TSI, and ATS receive sustained, data-driven support necessary to address root causes, close achievement gaps, and improve student outcomes in alignment with state accountability expectations.

Descriptor 4: Measure of Poverty

Karnes City ISD uses a consistent, federally approved poverty measure to rank school attendance areas and allocate Title I, Part A funds in accordance with statutory requirements when applicable.

Selected Poverty Measure

Karnes City ISD utilizes Free and Reduced-Price Lunch (FRPL) eligibility data, as determined through Direct Certification and the district's annual Socioeconomic Survey, as the primary statutorily approved measure to rank campuses by poverty.

- The Socioeconomic Survey, completed annually during student registration prior to the Fall PEIMS snapshot, collects household income information for all students
- The Direct Certification List, provided through the Child Nutrition Program, identifies students automatically eligible based on participation in state and federal assistance programs

These data sources provide a reliable and comprehensive measure of student economic disadvantage, ensuring accurate identification of campuses with the highest need.

Community Eligibility Provision (CEP) Implementation

Karnes City ISD operates as a Community Eligibility Provision (CEP) district, in which all students receive free meals.

To ensure compliance with federal Title I requirements, the district uses:

- Identified Student Percentage (ISP) data derived from Direct Certification
- The federally approved multiplier applied to ISP data to estimate campus poverty percentages

This methodology ensures that campus poverty levels are accurately calculated and equitably compared, even within a CEP framework.

Conditional Ranking and Allocation Requirement

Karnes City ISD acknowledges that:

- District enrollment is currently below 1,000 students, and
- In accordance with federal Title I provisions, the district is not required to rank school attendance areas for allocation purposes at this time

However, the district maintains a fully developed and compliant ranking and allocation process and will implement it if enrollment exceeds the 1,000-student threshold.

If applicable, the district will:

1. Calculate campus poverty percentages using FRPL/CEP-adjusted data
2. Rank campuses from highest to lowest poverty percentage
3. Allocate Title I, Part A funds based on:
    - Poverty rank
    - Student need
    - Program requirements aligned to ESSA

This proactive approach ensures the district remains fully prepared for compliance should enrollment levels change.

Consistency and Compliance

Karnes City ISD ensures that its poverty measure methodology:

- Is standardized across all campuses
- Is implemented through uniform district procedures
- Is overseen by the Business Office, ensuring compliance with all state and federal regulations

Documentation is maintained to verify:

- Data collection processes (Socioeconomic Survey, Direct Certification)
- Calculation methods (CEP ISP and multiplier)
- Allocation methodology (when applicable)

Assurance Statement

Through the use of FRPL eligibility data, Socioeconomic Survey results, Direct Certification, and CEP-adjusted calculations, Karnes City ISD ensures that, when required, Title I, Part A funds will be equitably and accurately allocated based on student poverty levels, with systems in place to maintain full compliance with ESSA requirements regardless of enrollment changes.

Descriptor 5: Nature of Programs

All Title I program activities are directly aligned to the annual Comprehensive Needs Assessment (CNA) and documented within each campus's Campus Improvement Plan (CIP).

The CNA process includes analysis of:

- MAP Growth, STAAR/EOC, mCLASS, Amplify, and CIRCLE data
- Student subgroup performance (Economically Disadvantaged, Emergent Bilingual, Special Education)
- Attendance, behavior, and early literacy indicators

Based on identified needs, CIPs outline:

- Measurable goals focused on academic achievement and closing achievement gaps
- Implementation of RtI/MTSS structures, including responsive regrouping practices

- Targeted instructional strategies such as:
  - Small-group instruction
  - Differentiation and scaffolding supports
  - Structured literacy and use of decodable texts
- Professional development aligned to:
  - Science of Teaching Reading
  - ESL instructional strategies
  - Differentiation and intervention practices

This ensures that Title I funds and services are data-driven, strategic, and aligned to student needs.

Program Implementation and Continuous Improvement

Karnes City ISD implements a comprehensive system of supports that includes:

- Tiered interventions through RtI/MTSS frameworks
- Data-driven identification of student needs
- Instruction aligned to TEKS and HQIM standards

The district acknowledges the need for greater consistency in differentiation and intervention implementation across classrooms and is addressing this through:

- Enhanced instructional coaching and professional development
- Strengthened implementation of RtI/MTSS systems
- Development of districtwide Research-Based Instructional Strategies (RBIS) frameworks for reading and math
- Preparation for full implementation of MTSS using the Branching Minds platform

Neglected and Delinquent (N/D) Services

Karnes City ISD does not currently serve students residing in local institutions for neglected or delinquent children and does not operate or support community day school programs for these populations.

Assurance Statement

Through the implementation of a Schoolwide Title I model, alignment to the CNA and CIP processes, and a commitment to continuous instructional improvement, Karnes City ISD ensures that all students—especially those most at risk—receive the support necessary to meet challenging State academic standards.

Descriptor 6: Services to Homeless Children and Youth

Karnes City ISD ensures that children and youth experiencing homelessness are identified, enrolled, and supported in a timely manner through coordinated services aligned with the McKinney-Vento Homeless Assistance Act. The district removes barriers to enrollment, attendance, and academic success by providing comprehensive academic and wraparound support services.

McKinney-Vento Coordination and Identification

Karnes City ISD maintains a designated McKinney-Vento Homeless Liaison, who works collaboratively with the Title I Coordinator, campus administrators, counselors, and staff to identify and support students experiencing homelessness.

Identification of students occurs through:

- Enrollment processes and residency questionnaires
- Annual Socioeconomic Survey and family intake forms
- Staff referrals and observations
- Ongoing communication between campuses and the Homeless Liaison

When a student is suspected of experiencing homelessness, campus staff refer the student to the Homeless Liaison for verification, guidance, and coordination of services.

The Homeless Liaison ensures:

- Immediate enrollment, even when documentation is unavailable
- Coordination of services across district departments
- Communication with the Title I program to ensure access to supplemental academic supports

The Title I Coordinator collaborates with the Homeless Liaison to ensure that identified students are:

- Prioritized for academic interventions and support services
- Included in early literacy and intervention programs, especially at campuses such as Karnes City Primary
- Provided equitable access to all instructional resources and opportunities

At the campus level, including Karnes City High School, staff work collaboratively to quickly identify barriers to attendance, engagement, and learning, ensuring students remain connected to school and supported in achieving academic success.

Title I, Part A Homeless Set-Aside

Karnes City ISD reserves the required Title I, Part A homeless set-aside annually to provide services that eliminate barriers to enrollment, attendance, and academic achievement for students experiencing homelessness.

Determination of Set-Aside Amount

The set-aside is calculated annually based on:

- The number of identified McKinney-Vento students
- Prior year expenditures and documented needs
- Anticipated costs for services such as transportation, supplies, and academic supports
- Input from the Homeless Liaison and district leadership

Use of Funds

Title I homeless set-aside funds are used to provide:

- Transportation assistance, including transportation to the school of origin, even when students reside outside of district boundaries
- School supplies, clothing, and basic necessities needed for immediate participation in school
- Academic support services, including tutoring, intervention programs, and access to district instructional resources
- Access to meals and coordination with nutrition programs
- Support for attendance and engagement needs

At the campus level, funds and services support:

- Immediate access to TEKS-aligned instructional materials, including HQIM such as Bluebonnet Learning
- Participation in intervention programs utilizing Amplify, mCLASS, MAP Growth, and CIRCLE (PreK)
- Early literacy and foundational skill development, especially at Karnes City Primary

Wraparound and Support Services

Karnes City ISD coordinates with community agencies and regional partners to provide additional services, including:

- Referrals for counseling and mental health support
- Assistance with clothing, hygiene, and basic needs
- Connections to housing and social services resources

These supports ensure students experiencing homelessness receive comprehensive assistance beyond academic services.

Equity, Access, and Stability

The district ensures that homeless students:

- Are immediately enrolled and able to attend school without delay
- Have access to transportation to maintain school stability
- Receive equitable access to all educational programs and services
- Are supported through coordinated academic, behavioral, and social-emotional systems

These efforts align with district priorities focused on student well-being, academic success, and equitable access to resources.

Assurance Statement

Through coordinated efforts between the Title I program and McKinney-Vento Homeless Liaison, strategic use of Title I set-aside funds, and partnerships with campuses and community resources, Karnes City ISD ensures that students experiencing homelessness are identified promptly, supported comprehensively, and provided with the resources necessary to succeed academically and maintain school stability.

Descriptor 7: Parent and Family Engagement Strategy

District Assurance Statement

Karnes City ISD implements a comprehensive system of meaningful and effective parent and family engagement aligned with ESSA Section 1116, ensuring that families are active partners in student learning and academic success.

Policy Development and Parent Involvement

Karnes City ISD engages parents in the joint development, annual review, and revision of the district-level Parent and Family Engagement (PFE) Policy and school-parent compacts through a variety of structured opportunities.

These opportunities include:

- Participation in Campus and District Improvement Committees
- Input provided during annual Title I meetings and family engagement events
- Engagement through parent surveys, family meetings, and community forums (e.g., Count on Me Conversations)
- Opportunities to provide feedback during School Board meetings and advisory committees

The district is currently updating its PFE Policy using the Region 16 ESSA Toolkit, ensuring alignment with federal requirements and strengthening authentic two-way communication.

At the campus level:

- Karnes City Primary demonstrates strong implementation by jointly developing and revising the PFE policy with families and distributing it through ParentSquare, campus websites, handbooks, and events
- Campuses are working to increase consistency in formal parent involvement processes across all sites, ensuring alignment with district expectations

Capacity Building for Parents and Families

Karnes City ISD builds parent capacity by providing resources, communication tools, and family learning opportunities designed to help families understand academic expectations and support student progress.

Districtwide Supports

- ParentSquare serves as the primary communication platform, enabling:
  - Real-time updates on student progress
  - Two-way communication between families and staff
  - Access to campus and district announcements
- Ongoing communication through:
  - Campus websites and newsletters
  - Direct teacher communication (email, phone calls, conferences)

Campus-Based Capacity Building

Karnes City Primary provides a strong model for family engagement through:

- Family Literacy Nights and Family Math Nights
- Lunch and Learn sessions aligned to curriculum (Frog Street, Bluebonnet Reading/Math)
- Annual Title I meetings and Meet the Teacher events
- Parent-teacher conferences and academic rallies

These events provide:

- Strategies for supporting literacy and numeracy at home
- Guidance on social-emotional and behavioral supports
- Information on student progress monitoring tools, including:
  - mCLASS
  - MAP Growth

- Clear understanding of curriculum expectations and state standards

Karnes City Elementary supports engagement through:

- Monthly events in partnership with the ACE After School Program
- Activities such as:
  - Family Reading and Math Nights
  - Science Fair Showcase
  - Grandparents Reading Day
  - Fall Festival and other campus events

Karnes City High School (KCHS) supports family partnerships through:

- Frequent communication via ParentSquare, email, and phone calls
- Ongoing opportunities for parent input and engagement
- Sharing of student academic data during parent conferences and meetings

The district acknowledges a need to expand structured academic trainings at all campuses to ensure families consistently understand state standards, assessments, and student progress systems, and is working to strengthen these opportunities.

Funding Utilization for Family Engagement

Karnes City ISD utilizes Title I, Part A funds to support parent and family engagement initiatives in alignment with federal requirements.

- The district monitors its allocation annually to determine if the 1% PFE reservation requirement (for allocations over $500,000) applies
- Funds are used to support:
  - Family engagement events and academic nights
  - Parent communication platforms (ParentSquare)
  - Materials and resources for home learning (literacy and math support)
  - Family outreach activities and engagement initiatives
  - Professional development for staff on effective family engagement practices

At campuses such as Karnes City Primary, families are:

- Consulted in planning engagement activities
- Informed of how funds are used
- Provided access to information regarding PFE programs and expenditures

The district ensures that funds are used to remove barriers to participation, particularly for economically disadvantaged and Emergent Bilingual families, with support from the Parent and Family Liaison.

Building Strong Family-School Partnerships

Karnes City ISD prioritizes building strong, collaborative relationships between families, schools, and the community by:

- Providing multiple opportunities for engagement and feedback
- Ensuring accessible communication in multiple formats
- Promoting a culture of shared responsibility for student success

Efforts are aligned with Strategic Priority 3.2: Parent and Family Engagement, emphasizing:

- Family voice in decision-making
- Inclusive opportunities for participation
- Continuous improvement of engagement practices

Continuous Improvement and Identified Needs

The district recognizes opportunities to strengthen its system, including:

- Increasing consistency in campus-level implementation of PFE policy development
- Expanding structured academic training opportunities for families across all campuses
- Enhancing documentation of parent input in decision-making processes

These needs are being addressed through:

- Updated PFE policy development
- Increased coordination between campuses and district leadership
- Continued expansion of family engagement programming

Assurance Statement

Through the implementation of a comprehensive Parent and Family Engagement program, structured opportunities for collaboration, strategic use of Title I funds, and a commitment to continuous improvement, Karnes City ISD ensures that families are meaningfully engaged as partners in their child's education, contributing to improved academic outcomes and student success.

Descriptor 8: Early Childhood Education Programs and Transition Plans

District Assurance Statement

Karnes City ISD ensures coordination of Title I, Part A services with early childhood education programs and implements structured transition activities to support students' successful entry into elementary school and progression across grade levels.

Program Integration with Early Childhood Education

Karnes City ISD aligns Title I services with its early childhood programs, including Early Education (EE), state-funded Prekindergarten, Kindergarten, and early elementary grades, to ensure a cohesive and developmentally appropriate instructional experience.

At Karnes City Primary, the district ensures vertical alignment of curriculum and instruction through:

- Implementation of Frog Street Curriculum in PreK, supporting early literacy, language development, numeracy, and social-emotional growth
- Transition to TEA-adopted High-Quality Instructional Materials (HQIM), including Bluebonnet Reading and Bluebonnet Math in Kindergarten and 1st Grade
- Use of Amplify Reading, mCLASS, MAP Growth, and CIRCLE assessments to monitor student progress and ensure continuity of data-driven instruction

Title I, Part A funds support early childhood alignment through:

- An Early Intervention Reading Specialist focused on phonemic awareness and foundational literacy development
- Instructional coaching and teacher collaboration, ensuring consistency in instructional practices from PreK through early elementary
- Professional development, including Texas Reading Academies and structured literacy training

The district collaborates with:

- Region 20 Education Service Center
- Local early learning providers to support:
    - Sharing of assessment and readiness data (as applicable)
    - Alignment of instructional expectations
    - Continuity of family engagement practices across early childhood and elementary levels

Elementary Transition Activities

Karnes City ISD implements intentional, sequential transition activities to support students and families

as they enter and progress through elementary school programs.

PreK → Kindergarten Transitions

- Enrollment support and registration assistance for families
- Kindergarten readiness and developmental screenings using tools such as CIRCLE and mCLASS
- Meet the Teacher Night and campus orientation events before or soon after the first day of instruction.
- Annual Title I meetings and parent information sessions
- Family engagement events, including:
    - Literacy nights and math nights
    - Lunch and Learn sessions aligned to Frog Street and Bluebonnet curricula

Beginning in the 2026–2027 school year, Karnes City ISD will implement a PreK Summer Camp before the first day of instruction designed to:

- Introduce students to school routines and expectations
- Build foundational skills in literacy, numeracy, and social-emotional development
- Familiarize families with campus staff, systems, and expectations
- Support a smooth transition for first-time school attendees

Primary → Elementary and Intermediate Transitions

- Campus tours and classroom visits for transitioning students during the last 9 weeks of instruction.
- Opportunities for students to:
    - Meet future teachers
    - Visit instructional spaces
    - Participate in welcome activities (e.g., student letter exchanges)
- Familiarization with campus routines, expectations, and facilities

Intermediate → Secondary Transitions

- 5th Grade Campus Tours to support transition into middle-level programs during the last 9 weeks of instruction.
- Orientation activities to introduce students to:
    - Academic expectations
    - Scheduling and campus procedures
    - Extracurricular opportunities

<u>Family Engagement in Transitions</u>

Families are actively engaged throughout transition processes through:

- Parent orientations and informational meetings
- Continuous communication via ParentSquare, campus websites, and newsletters
- Participation in family engagement events aligned to curriculum and readiness skills

These efforts ensure that families are:

- Informed about academic expectations and school readiness
- Equipped to support student transitions
- Engaged as partners in their child's education from early childhood onward

Continuity of Instruction and Support

The district ensures continuity of instruction by:

- Aligning curriculum and instructional practices across grade levels
- Utilizing consistent assessment systems (CIRCLE, mCLASS, MAP Growth)
- Supporting students through MTSS/RtI frameworks as they transition between grade levels
- Providing targeted support for at-risk students, particularly in early literacy

Assurance Statement

Through the intentional alignment of early childhood programs, coordinated use of Title I resources, and structured transition activities, Karnes City ISD ensures that students experience a smooth, supported progression into and through elementary school, establishing a strong foundation for long-term academic success.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Karnes City ISD acknowledges the requirements outlined in Section 1112(b)(9) regarding the identification of eligible students for services under a Targeted Assistance program.

At this time, no campuses within Karnes City ISD operate a Targeted Assistance Title I program; all campuses implement a Schoolwide program model under Section 1114. Therefore, the procedures for identifying eligible children for Targeted Assistance services are not applicable.

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

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

Karnes City ISD implements a collaborative, districtwide approach to ensure students are prepared for postsecondary success through partnerships and coordinated transition supports.

- Collaboration between junior high and high school counselors, administrators, and Career and Technical Education (CTE) staff ensures alignment of academic planning and student pathways
- Students and families receive guidance on:
    - Graduation requirements
    - Endorsement pathways
    - College, career, and military readiness options

The district partners with:

- Palo Alto College and Coastal Bend College to provide dual credit and college readiness opportunities
- Local employers and community organizations to support workforce readiness and career exploration
- External partners developed through previous initiatives, including the Full-Service Community Schools grant, to sustain programs such as:
    - College and career visits
    - Parent information nights
    - Career awareness and exploration activities

Although Karnes City High School is not a Title I-served campus, these efforts are implemented districtwide, ensuring all students have access to coordinated transition supports.

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 expanding equitable access to dual credit, concurrent enrollment, and career counseling services that prepare students for success beyond high school.

Expanded Student Opportunities

Students have access to:

- Dual credit and concurrent enrollment courses through partnerships with higher education institutions
- Career and Technical Education (CTE) pathways, including opportunities to earn industry-based certifications
- Participation in:
    - College visits and career exploration activities
    - Workforce readiness programs
    - Opportunities aligned to college, career, and military pathways

Descriptor 11: Discipline Disproportionality

Karnes City ISD is committed to reducing the overuse of discipline practices that remove students from the classroom by implementing proactive, relationship-based, and data-driven behavioral supports that prioritize keeping students engaged in instruction while ensuring a safe and supportive learning environment.

Reduction of Overuse of Exclusionary Discipline

Karnes City ISD implements preventative and supportive behavioral practices designed to minimize exclusionary discipline and maximize instructional time.

Districtwide and campus-level practices include:

- Proactive classroom management strategies supported through professional development and instructional coaching
- Structured routines, clear expectations, and consistent behavioral systems across classrooms
- Integration of social-emotional learning (SEL) practices into daily instruction
- Guidance lessons provided by counselors, including scheduled rotations for direct student support
- Attendance incentives and positive reinforcement systems to promote engagement and reduce behavioral concerns

Campuses prioritize:

- Redirection and in-class interventions before removal
- Relationship-building strategies to support student engagement and behavior
- Support from counselors, intervention staff, and campus leadership to address behavioral and emotional needs

At the early childhood level (Karnes City Primary), emphasis is placed on:

- Developmentally appropriate SEL instruction
- Teaching and reinforcing behavior expectations
- Preventative strategies to address behaviors before escalation

At Karnes City High School, staff focus on:

- Maintaining student engagement through positive relationships
- Addressing behavior quickly and proactively
- Providing supports that keep students connected to the classroom and school community

Subgroup Data Disaggregation and Monitoring

Karnes City ISD ensures that discipline practices are equitable through regular analysis of

discipline data disaggregated by student subgroups

The district:

- Reviews discipline data at least quarterly, with more frequent monitoring at the campus level
- Analyzes data through:
  - PEIMS discipline reports
  - Campus discipline dashboards
  - Counseling referrals and SEL data tools (e.g., Satchel Pulse)

Data is disaggregated by:

- Economically Disadvantaged students
- Emergent Bilingual students
- Special Education students
- Gender and other relevant student groups

Campus teams review this data during:

- Leadership meetings
- PLCs and team meetings
- Threat Assessment Team meetings, as needed

This process allows the district to:

- Identify patterns of disproportionate discipline practices
- Determine correlations between attendance, engagement, and behavior
- Implement timely interventions to address inequities

Targeted Campus Support and Intervention

When campuses demonstrate high rates of discipline or disproportionality among student groups, Karnes City ISD provides targeted support through:

- District-level review of discipline data with campus leadership
- Root cause analysis to identify contributing factors, such as:
  - Scheduling challenges
  - Supervision needs (e.g., recess structures)
  - Classroom management practices
- Targeted professional development in:
  - Classroom management strategies
  - Student engagement techniques

    - Behavior intervention practices
- Instructional coaching and leadership support to improve consistency in discipline practices
- Collaboration through:
    - PLCs and campus data meetings
    - Adjustments to class composition, schedules, and supervision structures (e.g., staggered recess to reduce incidents)

At Karnes City Elementary:

- Counseling groups are formed based on identified student needs using SEL data
- An active Threat Assessment Team provides timely intervention and support for student concerns

Assurance Statement

Through the implementation of proactive behavioral supports, ongoing analysis of disaggregated discipline data, and targeted campus interventions, Karnes City ISD ensures that discipline practices are equitable, restorative, and focused on minimizing instructional removal, supporting all students in maintaining consistent access to high-quality learning opportunities.

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 rigorous academic content with Career and Technical Education (CTE) through coordinated instructional strategies that connect classroom learning to real-world applications and promote skills aligned to in-demand industries.

The district utilizes the TEKS Resource System and iCEV curriculum to ensure alignment between core academic instruction and CTE coursework, allowing students to develop both content mastery and technical competencies. Instructional practices emphasize problem-solving, collaboration, and critical thinking, preparing students for success beyond high school.

At the junior high level, students are introduced to CTE pathways through Career Investigations and Technology Applications courses, which are intentionally sequenced to build foundational knowledge and exposure to career fields. Instruction within these courses incorporates:

- Project-based learning and applied tasks
- The Gradual Release of Responsibility (GRR) framework
- Opportunities for student collaboration and real-world application

At Karnes City High School, academic and CTE programs are further aligned through:

- Coordinated coursework and programs of study
- Opportunities to earn industry-based certifications
- Integration of dual credit and advanced coursework

Students engage in experiential learning opportunities, including:

- Career labs and hands-on instruction
- Applied learning projects
- Exposure to real-world problem-solving scenarios

These integrated strategies ensure that students gain academic knowledge, technical skills, and career awareness necessary for high-demand occupations in the state.

All efforts are aligned with Strategic Priority 1.4: College, Career, and Military Readiness (CCMR), ensuring students graduate prepared 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 offer students meaningful, in-depth interaction with industry professionals and support the development of college, career, and workforce readiness skills.

Through partnerships with:

- Local employers
- Regional workforce organizations
- Institutions of higher education students participate in authentic learning experiences that extend beyond the classroom.

Available work-based learning opportunities include:

- Internships
- Job shadowing experiences
- Industry tours and career exploration activities
- Participation in CTE programs of study with embedded real-world applications

At Karnes City High School, students enrolled in CTE pathways are able to:

- Engage directly with industry professionals and workplace environments
- Explore careers aligned to high-demand fields
- Earn academic or elective credit through participation in internships and related experiences (as applicable to program requirements)

At earlier grade levels:

- 8th grade students participate in CTE Principles courses, providing early exposure to career pathways and helping guide informed decisions for high school course selection

The district intentionally aligns work-based learning with:

- Student interests and career goals (identified through counseling and pathway selection)
- Program of study requirements and certification opportunities
- Regional workforce needs

This approach ensures students graduate with:

- Practical experience
- Industry-relevant skills
- A clear understanding of postsecondary and workforce opportunities

All work-based learning efforts support Strategic Priority 1.4: College, Career, and Military Readiness (CCMR), ensuring that students are prepared for successful transitions into college, careers, or military service.

Descriptor 13: Other Proposed Uses of Funds

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

Karnes City ISD utilizes Title I, Part A resources and district systems to support the identification and development of gifted and talented (GT) students, with a particular focus on ensuring equitable access for low-income and underrepresented populations.

The district follows procedures outlined in the Karnes City ISD Gifted and Talented Handbook, aligned with the Texas State Plan for the Education of Gifted/Talented Students, which ensures a comprehensive and equitable identification process. Identification includes:

- Teacher and parent referrals
- Use of multiple qualitative and quantitative measures
- Review of student performance data and academic indicators

To further support equitable identification and early talent development, the district:

- Uses multiple data sources such as mCLASS, MAP Growth, and classroom performance data to identify high-potential students early
- Encourages inclusive referral practices to reduce underrepresentation of economically disadvantaged and Emergent Bilingual students
- Provides early enrichment opportunities, particularly at the PreK–1 level, to build foundational skills and identify advanced learners

Title I-supported instructional strategies help ensure access to rigorous and enriched learning experiences through:

- Differentiated instruction aligned to TEKS and HQIM (Bluebonnet Learning)
- Use of programs such as Lexia, allowing students to progress beyond grade-level expectations at an individualized pace
- Classroom practices that promote critical thinking, problem-solving, and academic extension opportunities

The district acknowledges opportunities to strengthen support for advanced learners, including:

- Expanding enrichment opportunities across campuses
- Increasing preparation for advanced academic competitions and leadership opportunities
- Strengthening consistency in services for identified and high-potential students

Through these efforts, Karnes City ISD ensures that all students, including those from underrepresented groups, have equitable access to advanced academic opportunities and the support needed to reach their full potential.

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 the development and implementation of effective school library programs that promote digital literacy, information literacy, and overall academic achievement for all students.

The district ensures that campuses provide access to:

- Up-to-date print and digital resources aligned to curriculum standards
- Instruction that supports research skills, critical thinking, and inquiry-based learning
- Opportunities for students to engage with technology and digital learning platforms

Library programs function as instructional hubs, where:

- Librarians collaborate with classroom teachers and instructional coaches to integrate:
    - Digital citizenship
    - Media literacy
    - Research and inquiry skills
- Students participate in:
    - Library-based instruction and guided research activities
    - Maker space and innovation opportunities, promoting creativity, collaboration, and problem-solving

- Literacy initiatives such as:
  - “1,000 Books Before Kindergarten”, encouraging early reading engagement and family participation

Title I, Part A funds support these efforts through:

- Providing literacy programs such as Lexia, which strengthens reading development and digital literacy skills
- Expanding access to instructional materials and resources for both school and home use
- Supporting family engagement initiatives that promote literacy and reading habits

Digital literacy is further reinforced through:

- Classroom instruction in technology applications and responsible technology use
- Integration of digital tools within daily instruction
- Communication platforms such as ParentSquare, which support collaboration and digital engagement among students, families, and staff

The district continues to prioritize:

- Integration of technology into instruction
- Expansion of digital learning opportunities
- Ensuring equitable access to resources and tools that support academic achievement

Assurance Statement

Through strategic use of Title I, Part A funds, Karnes City ISD supports the identification and development of gifted and talented students and strengthens school library programs that promote digital literacy and academic success. These efforts ensure that all students—particularly those from underrepresented groups—have access to enriched learning opportunities, high-quality resources, and the instructional support needed to achieve at high levels.

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