# Karnes City Independent School District

# Karnes City High School

# 2026-2027 Campus Improvement Plan

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# Mission Statement

To Inspire, To Impact, and to Improve Lives.

# Vision

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

KCHS currently serves 277 students. The 9th grade comprises 28.5% of enrollment, 10th grade represents 28.2%, 11th grade accounts for 18.8%, and 12th grade comprises 24.5% of the student population.

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

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

## Strengths

Our school is proud to serve a diverse student population of 277 students, with a nearly balanced gender distribution of 53.28% female and 46.72% male. This gender balance fosters an inclusive environment where students can learn from each other's perspectives and experiences, promoting gender equality and mutual respect within our school community.

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

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

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Large At-Risk Student Population | Nearly 40% of students are identified as at-risk, reflecting underlying academic, behavioral, or socio-emotional challenges that require significant intervention and strain school resources. |
| 2 | High Levels of Economic Disadvantage | Nearing 60% of students qualify for free or reduced-price meals, indicating widespread poverty in the community. This creates barriers to equitable access to educational opportunities, despite available support programs. |
| 3 | Student attendance and involvement of families in the school community are negatively impacted by a variety of potential factors. | Some families struggle with valuing educational experiences of students, or have an inability to support their child's educational experiences as a potential result of a variety of influences factors, to include: failure to graduate high school or move onto post-secondary instruction themselves; work schedules that may be in excess due to poor pay in low-paying jobs; the need for students to work |

★ = Priority

# Student Achievement

## Summary

### KCHS Student Achievement

KCHS made history with an A rating and an overall score of 91, b*ut what actually goes into that number?* Over the next several weeks, we want to take you Behind the A and explain the data that tells the story of our students, staff, and campus. We begin with Domain I: Student Achievement, where KCHS earned a B with a score of 86, up from 74 the previous year. That 12-point increase represents significant progress, but Student Achievement is about much more than a single test score.

For a high school, Student Achievement looks at three major areas: STAAR performance, College, Career, and Military Readiness (CCMR), and graduation. TEA describes the domain as measuring whether students meet expectations on STAAR while also considering graduation and how prepared students are for success after high school. KCHS earned a 77 in STAAR Performance, 92 in CCMR, and 90 in Graduation Rate. Those numbers are important because they show that our responsibility is not simply to help students pass a state test. We want our students learning at increasingly higher levels and leaving KCHS prepared for college, a career, the military, or whatever comes next.

There is plenty to celebrate, but an *86 also tells us there is room to grow*. That is why you will hear us talk about TEKS mastery, Beginning-, Middle-, and End-of-Year assessments, individualized instruction through Flex, CCMR opportunities, attendance, and academic intervention throughout the year. These are not separate initiatives, they are pieces of the same goal: know where every student is, determine what each student needs, and help every Badger grow. An A is something worth celebrating, but it isn't a finish line, this is where we begin. Don't Stop Believin'! We're just getting started!

## Strengths

KCHS demonstrated significant growth in Student Achievement, increasing from 74 to 86. This improvement reflects stronger academic performance across multiple measures and continued progress toward high levels of student achievement.

KCHS also demonstrated strong growth in CCMR, increasing from 87 to 92. This reflects continued success in preparing students for college, career, and military readiness through industry-based certifications, college readiness opportunities, CTE pathways, and other CCMR indicators.

Overall campus performance increased from 81 to 91.

# Problem Statements Identifying Student Achievement Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | KCHS has not yet achieved consistently high levels of STAAR performance, as reflected by a STAAR component score of 77, which limits the campus's overall Domain I Student Achievement score to 86. | Inconsistent mastery of grade-level TEKS and individual student skill gaps continue to limit student performance on STAAR assessments. |

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# School Culture and Climate

## Summary

KCHS continues to foster an supportive school culture where students are valued, respected, and connected. Through student recognition, grade-level meetings, extracurricular activities, consistent expectations, and Badger Pride, we emphasize positive relationships, belonging, accountability, and student responsibility.

Student social-emotional and behavioral needs are supported through campus counselors, RAMPED grant counselors and social workers, student check-ins, and individualized transition support for students returning from disciplinary placements.

Attendance remains a campus priority. KCHS attendance improved from 90.5% in 2023-2024 to 93.6% in 2025–26, and we continue to address attendance and chronic absenteeism through monitoring, parent communication, incentives, recognition, clear expectations, and early intervention. The current campus attendance goal is 96%.

KCHS provides additional support for transfer students, military-connected students, students experiencing homelessness, and students identified as at risk. Some students experience homelessness, requiring continued coordination of resources and individualized support.

The campus monitors attendance, discipline, and engagement across student groups to identify needs and respond appropriately. KCHS remains committed to an inclusive and respectful environment for all students.

Through Flex and other individualized supports, KCHS connects school culture with purpose-driven instruction by providing targeted intervention, acceleration, enrichment, and college, career, and military readiness opportunities based on student need.

## Strengths

KCHS has demonstrated significant improvement in student attendance, increasing 3.1% over the past two school years. Clear expectations, attendance monitoring, student incentives and recognition, and strong extracurricular participation have helped strengthen student engagement and reinforce the importance of being at school every day.

KCHS provides students with strong academic, behavioral, and personal support through campus counselors, RAMPED grant counselors and social workers, student check-ins, and individualized interventions. These supports help students address barriers, make better choices, set goals, and remain focused on academic success.

The campus also provides targeted support for transfer students, military-connected students, students experiencing homelessness, and students identified as at risk. KCHS works to identify individual needs, connect students with appropriate resources, and maintain high expectations while providing the support necessary for students to be successful.

# Problem Statements Identifying School Culture and Climate Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 60% of students are from low socio-economic backgrounds, creating barriers to learning. | Students from a low socioeconomic background, including homeless students, make up more than half of the KCHS student population. When student basic needs are not met at home they are less likely to be motivated to improve their academic standing, but rather focus on day to day survival and safety. |
| 2 | The same individuals participate in most campus activities. The majority of our student population is involved in at least one extracurricular activity and/or club. Encouraging those who do not participate seems to be a family culture problem rather than a school opportunity issue. | A number of our families do not seem to have a high investment in education and their student(s) participation outside of the master schedule. |

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# Staff Quality, Recruitment, and Retention

## Summary

KCHS made significant progress in staff retention. After hiring 12 new teachers on a 30-teacher campus in 2025, a 40% turnover rate, KCHS hired only four new teachers in 2026, reducing turnover to 13.3%. This represents a 16.7% increase in retention, more than tripling the campus goal of 5% and providing greater instructional stability for students.

KCHS supports teachers through department head leadership, mentoring for new and early-career teachers, regular administrative check-ins, teacher recognition, and targeted professional development. Campus leadership uses walkthroughs, data reviews, PLCs, peer support, and individual teacher meetings to identify needs and provide support for continued instructional growth.

Professional learning remains focused on strengthening classroom instruction through data-driven planning, Fundamental 5 instructional practices, T-TESS/GSPD goal setting, and targeted support based on teacher and student needs. This combination of support, accountability, professional growth, and recognition is helping KCHS develop a more stable and effective instructional staff.

## Strengths

- Significantly improved teacher retention, with turnover decreasing from 40% to 13.3% and retention improving by 16.7%, more than tripling the campus goal of 5%.
- Greater staff stability and continuity, with only four new teachers hired in 2026 compared to 12 the previous year.
- Strong support systems for new and early-career teachers through mentoring, department heads, administrative check-ins, and targeted assistance.
- Instructional leadership through department heads, providing teachers with content-specific support and collaboration.
- Walkthroughs, data reviews, peer support, T-TESS/GSPD goal setting, and targeted professional development.
- Consistent staff recognition and appreciation to reinforce strong performance, build morale, and recognize employee contributions.
- A campus culture of support and accountability, providing teachers with the resources and guidance to improve while maintaining clear expectations for student learning and professional performance.

# Curriculum, Instruction, and Assessment

## Summary

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

## Strengths

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

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

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

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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# Family and Community Engagement

## Summary

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

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

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

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

## Strengths

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

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

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

# Problem Statements Identifying Family and Community Engagement Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | To develop and implement engaging activities that promote parent and community involvement. | Lack of time, proverty levels, and value of education |
| 2 | Karnes City High School's commitment to stakeholder involvement ensures that stakeholder input is solicited regarding certain policy decisions, but a more effective, two-way means of communication is needed. | Systems in place need to be reevaluated annually |

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# School Organization

## Summary

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

One of our key strengths lies in the implementation of department rotations, which include Week-at-a-glance (WAGs), PLCs, and data talks. Teaching staff meet with the principal multiple times in the year to assess data, set goals, and discuss needs. Department heads meet with teaching staff as support and serve as a layer between teachers and administration. These rotations are instrumental in ensuring that planning is cohesive across the board, allowing departments to work in harmony towards common goals. Additionally, we have structured monitoring of progress at regular intervals, every six or nine weeks, to assess and adjust our strategies as needed.

## Strengths

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

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

# Problem Statements Identifying School Organization Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Karnes City High School does not have a dedicated collaboration period for groups such as PLC and Department Meetings. | Teachers must have a 45 minute daily planning period. |

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# Technology

## Summary

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

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

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

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

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

## Strengths

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

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

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

# Problem Statements Identifying Technology Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | A portion of teachers at KCHS are reluctant to integrate technology into classroom instruction, resulting in inconsistent student access to digital tools and uneven preparation for 21st-century learning expectations. | Teachers' reluctance to integrate technology stems from limited training and confidence, concerns about increased workload, a preference for traditional instructional methods, and past challenges with access or reliability of digital tools. |

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# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

- [x] **State-developed online interim assessments**

## Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**

## Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**

## Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

# Goals

# Goal 1 KCISD will maximize opportunity through proficiency in literacy and the love of reading.

## Performance Objective 1

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

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

### Strategy 1

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

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

**Staff Responsible for Monitoring:** Teacher, Administration

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 2

Differentiate instruction in small group settings to accommodate various learning styles

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

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

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 2

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

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

## Strategy 1

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

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

## Performance Objective 1

Increase attendance rate for the 2024-2025 school  year.

**Evaluation Data Source:** TAPR, PEIMS, and Truancy data

### Strategy 1

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

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

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

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 2

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

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

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

**Funding Sources:** 199 -- Local,

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 2

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

**Evaluation Data Source:** TAPR, Entry/Withdrawal Data

## Strategy 1

Provide opportunities for flexible school attendance (OFSDP)

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

**Staff Responsible for Monitoring:** Teacher, Principal, Attendance Clerk

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

Provide credit recovery opportunities during the semester and summer school.

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

**Staff Responsible for Monitoring:** Teacher, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 3

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 3

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

**Evaluation Data Source:** TAPR and PEIMS

### Strategy 1

Increase course offerings that are of interest to students

**Strategy's Expected Result/Impact:** Increase Graduate Rate

**Staff Responsible for Monitoring:** Teacher, Counselor, Administration

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 2

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

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

**Staff Responsible for Monitoring:** Teacher, Administration

**Funding Sources:**

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 4

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

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

### Strategy 1

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

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

**Staff Responsible for Monitoring:** All campus staff

**Funding Sources:** 199 -- Local,

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 3

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

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

**Staff Responsible for Monitoring:** Principal, Assistant principal, Couselor

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

# Goal 3 KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

## Performance Objective 1

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

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

### Strategy 1

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

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

**Staff Responsible for Monitoring:** Teacher, Administration

**Funding Sources:** ,

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 2

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

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

**Staff Responsible for Monitoring:** Teachers, Counselor, Administration

#### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 3

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

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

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

**Funding Sources:**

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 2

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

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

### Strategy 1

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

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

**Staff Responsible for Monitoring:** Core Content Teachers, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 2

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

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

**Staff Responsible for Monitoring:** Media Specialist, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

### Strategy 3

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

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

**Staff Responsible for Monitoring:** Teacher, Counselor, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 4

Implement behavior management techniques to increase positive classroom interactions.

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

**Staff Responsible for Monitoring:** Teacher, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 5

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

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

**Staff Responsible for Monitoring:** Teachers, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 3

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

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

## Strategy 1

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

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

**Staff Responsible for Monitoring:** Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

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

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

**Staff Responsible for Monitoring:** Teacher, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 3

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

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

**Staff Responsible for Monitoring:** Teacher, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 4

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

**Evaluation Data Source:** PEIMS

## Strategy 1

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

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

**Staff Responsible for Monitoring:** Teacher, Administration

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 5

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

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

## Strategy 1

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 3

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Performance Objective 6

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

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

## Strategy 1

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

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

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

**Funding Sources:** 199 -- Local,

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

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

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

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 3

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

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

**Staff Responsible for Monitoring:** Counselor
Full service community grant counselors

**Funding Sources:** 199 -- Local,

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

# Performance Objective 7

KCHS will utilize the Flex individualized learning period to provide protected, purpose-driven instructional time for targeted intervention, acceleration, enrichment, credit attainment, and college, career, and military readiness based on each student's identified needs.

## Strategy 1

KCHS students will receive a Flex assignment aligned to an identified academic, graduation, enrichment, or CCMR need, with placements reviewed and adjusted every 6-9 weeks.

**Strategy's Expected Result/Impact:** Students receive targeted Flex support based on their individual academic, graduation, enrichment, or CCMR needs.

**Staff Responsible for Monitoring:** Principal, Counselor, Flex Teacher

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 2

Students receiving Flex intervention will demonstrate measurable progress toward identified academic goals as measured through IXL, campus assessments, EOC preparation, HB 1416 progress, course performance, and other appropriate measures.

**Strategy's Expected Result/Impact:** Students demonstrate measurable academic growth and increased mastery of identified skills.

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 3

KCHS will utilize Flex to increase student readiness and attainment through targeted preparation for TSIA2, SAT/ACT/PSAT, College Bridge, IBCs, ASVAB, credit completion, and other CCMR opportunities.

**Strategy's Expected Result/Impact:** Students increase participation and attainment of CCMR opportunities and indicators.

**Staff Responsible for Monitoring:** Principal, Counselor, CCMR/CTE Staff

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 4

KCHS will monitor individual graduation pathways to ensure students remain on track for graduation, endorsements, CTE programs of study, and appropriate academic and extracurricular opportunities, providing individualized scheduling solutions when needed.

**Strategy's Expected Result/Impact:** Students remain on track for graduation while maintaining access to endorsements, programs of study, and appropriate academic and extracurricular opportunities.

**Staff Responsible for Monitoring:** Principal, Counselor

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

## Strategy 5

Flex participation, student progress, outcomes, and course access will be reviewed every 6-9 weeks, with student assignments and instructional supports adjusted based on demonstrated need and performance.

**Strategy's Expected Result/Impact:** Flex assignments and supports are adjusted every 6-9 weeks based on student progress, outcomes, and identified needs.

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

### Formative Reviews

| December | February | April | June |
|---|---|---|---|

# Committees

# Committees

## KCHS Site Based Decision Making Team

## Members

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

# Funding Summary

# Funding Summary

## 199 -- Local

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 2 | 1 | 2 | | -- | $0.00 |
| 2 | 4 | 1 | | -- | $0.00 |
| 3 | 6 | 1 | | -- | $0.00 |
| 3 | 6 | 3 | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |