Karnes City Independent School District

Karnes City Primary

2026-2027 Campus 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.

Karnes City Primary will be a loving and inclusive school that nurtures critical thinking by building a strong academic foundation that empowers students to become innovative, honorable leaders.

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Comprehensive Needs Assessment

Demographics

Summary

Karnes City Primary serves 188 students across Early Education through 1st Grade. The population is predominantly Hispanic-Latino (81%), with 15% White, and small percentages of other races. Gender distribution is balanced (50% female, 50% male). A significant 65% of students are economically disadvantaged, with 4% identified as homeless. Notably, 19.8% receive Special Education services, 10.7% are Emergent Bilingual, and nearly 69% are flagged at risk for dyslexia. Class sizes remain small (average 18:1), with strong support staff and paraprofessional ratios. These demographics present both opportunities for early intervention and challenges in meeting diverse learning needs.

Strengths

- **Balanced Gender Distribution**
  Our equal representation of male (50%) and female (50%) students creates a natural balance across classrooms, extracurricular activities, and leadership opportunities. This parity supports equitable access to resources, promotes inclusive collaboration, and fosters positive peer interactions that reflect fairness and equality.
- **Strong Hispanic-Latino Representation**
  With 81.07% of our students identifying as Hispanic-Latino, our campus reflects the culture and values of the community we serve. This strong cultural representation allows us to build authentic connections with families, celebrate traditions that are meaningful to our students, and integrate culturally relevant instructional practices that enhance engagement and learning outcomes.
- **Diverse Student Perspectives**
  While our population is largely Hispanic-Latino, the presence of Asian (0.49%), Black or African American (0.97%), Native Hawaiian or Pacific Islander (0.49%), White (16.02%), and students identifying as two or more races (0.97%) enriches our school environment. This diversity, though modest, encourages cultural awareness, empathy, and respect for differences among our students, preparing them to thrive in a multicultural society.
- **Early Education Focus**
  With 2.91% in Early Education, 29.13% in Pre-K, 31.07% in Kindergarten, and 36.89% in 1st Grade, our campus serves as the foundation of learning in the district. This strong early childhood focus ensures that the majority of our students are exposed to high-quality instruction at the most critical stages of brain development. The emphasis on foundational literacy, numeracy, and social-emotional learning equips our students with the tools necessary for long-term academic success.
- **Close-Knit Student Body Size**
  Serving a total of 188 students allows us to maintain small class sizes and foster close relationships between teachers, students, and families. This intimate learning environment supports personalized instruction, targeted interventions, and strong community engagement—key factors in student growth and achievement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Karnes City Primary serves a predominantly Hispanic-Latino student population and provides the foundational educational experience for students in Early Education through first grade. While the campus benefits from strong cultural connections and a small, close-knit learning community, there is a continued need to ensure that instructional practices, intervention systems, and family engagement eff	Continued refinement of data-driven instructional practices, early identification of student needs, targeted intervention systems, and culturally responsive family engagement is needed to ensure consistent academic and developmental outcomes for all students.
2	Karnes City Primary serves a diverse early childhood population with varying academic, developmental, and social-emotional needs; therefore, the campus must ensure consistent systems are in place to identify student needs early and provide timely, differentiated support so all students enter the next grade level with strong foundational skills.	Inconsistent use of early identification, progress-monitoring data, and differentiated intervention practices may delay timely support for students with varying academic, developmental, and social-emotional needs.

★ = Priority

Student Achievement

Summary

Assessment systems include MAP Growth (K–1), mClass (K–1), Circle (Pre-K), and Dyslexia screeners. Data show strong growth in math and literacy for many, but gaps persist for at-risk and emergent bilingual students. In 2024–25, Kindergarten and 1st grade met moderate growth goals, yet less than 50% consistently met or exceeded expected RIT growth. Reading proficiency remains uneven, with 59% of Kinder and 80% of 1st graders at benchmark by EOY. Attendance challenges (tardies, early pick-ups) further impact academic progress.

Strengths

- Significant reading growth through Saxon Phonics and Amplify Texas.
- Implementation of Heggerty Phonological Awareness supports literacy.
- Data-driven small group instruction and RTI systems in place.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Problem: Academic gaps remain for students despite growth trends.	Inconsistent differentiation and limited use of manipulatives/technology for diverse learning needs.
2	Attendance issues negatively impact instructional time.	Parent routines, transportation challenges, and low awareness of attendance's impact on achievement.

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School Culture and Climate

Summary

KCP continues to cultivate a warm, supportive environment through Capturing Kids' Hearts, PBIS, and Boomer's Buddy recognitions. Students, staff, and families report strong satisfaction, with most feeling connected and supported on campus.

Strengths

Karnes City Primary maintains a strong, positive campus culture centered on relationships, safety, character development, and clear behavioral expectations. Although the campus is no longer formally utilizing Capturing Kids' Hearts, building meaningful relationships with students and families remains a priority. Staff continue to intentionally create welcoming classroom environments, foster student belonging, and build positive connections that support both academic and social-emotional growth.

Our annual parent survey continues to reflect this strength, with families providing positive feedback regarding the welcoming environment at Karnes City Primary. Parents consistently report feeling welcomed and supported by campus staff, reinforcing our commitment to strong school-family partnerships and a culture in which students and families feel valued.

To further strengthen character development, Karnes City Primary has developed its own monthly character education focus. Each month, students learn about and practice a specific character trait. Students who demonstrate the monthly trait may be recognized through our **Boomer's Buddy** recognition program. This provides students with meaningful opportunities to be celebrated for demonstrating positive character, making good choices, and contributing to the campus community.

The campus has also strengthened its school-wide approach to behavior through a **PBIS-inspired behavior expectations framework**. Three consistent expectations are used throughout the campus:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

These expectations are explicitly defined for common areas throughout the school, including hallways, the cafeteria, restrooms, arrival and dismissal areas, playground spaces, and other shared environments. Students are directly taught what being safe, respectful, and responsible looks and sounds like in each setting. This provides consistent language and expectations across classrooms and campus areas while helping students develop independence and personal responsibility.

Positive behavior reinforcement continues to be an important part of the campus approach. Rather than focusing solely on consequences for inappropriate behavior, staff intentionally recognize, model, teach, and reinforce expected behaviors. Student incentives and recognition opportunities are also utilized to encourage positive behavior, strong attendance, responsibility, and engagement in school.

Karnes City Primary also maintains clear procedures for reporting, responding to, and investigating concerns related to student mistreatment or safety. Concerns are addressed promptly and appropriately, and campus staff work collaboratively to provide students with the support they need.

Together, these practices allow Karnes City Primary to maintain a safe, structured, welcoming, and relationship-centered environment where students understand expectations, develop positive character traits, and feel connected to their school community.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	While parent survey results show that families view Karnes City Primary as a safe, caring, and welcoming campus, some concerns were noted regarding student behavior, rough play, and perceived bullying. Continued focus on consistent behavior expectations, supervision, and early intervention is needed to ensure all students feel safe and supported.	School-wide behavioral expectations and procedures have not always been explicitly taught, reinforced, and implemented with the same level of consistency across all classrooms and common areas, resulting in varying student understanding of expected behaviors.
2	Although parent survey feedback reflects strong overall relationships and positive communication between families and campus staff, some families expressed a need for more consistent, timely, and clear communication when concerns or sensitive student situations arise.	Campus communication practices have varied among staff members and situations, creating inconsistencies in how quickly information is shared, how concerns are communicated, and how families are kept informed through resolution.

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Staff Quality, Recruitment, and Retention

Summary

Our campus is staffed with highly qualified teachers who demonstrate strong commitment to student success and the mission of early childhood education. Many of our educators bring valuable experience in foundational literacy and numeracy, and they consistently engage in professional development aligned to district and state priorities. Instructional coaches and campus leadership provide ongoing support to strengthen instructional practices and ensure alignment with TEKS, HQIM, and early intervention strategies.

While staff stability is a strength, the demands of teaching younger students—such as higher classroom management needs, early literacy interventions, and strong family communication—can contribute to increased stress and teacher burnout.

Despite these challenges, staff morale remains a priority. The campus invests in building a positive culture through recognition systems, collaborative PLCs, and targeted professional learning. These supports foster teacher growth, promote retention, and ensure that students benefit from consistent, high-quality instruction.

Strengths

- **Highly Qualified Teachers**
  The majority of our staff are fully certified and experienced in early childhood education, bringing specialized knowledge in foundational literacy, numeracy, and social-emotional development.
- **Commitment to Students**
  Teachers demonstrate strong dedication to building relationships with students and families, ensuring a safe and nurturing environment that supports whole-child growth.
- **Professional Growth Culture**
  Staff actively participate in professional development, PLCs, and instructional coaching, showing a willingness to refine their practice and align with best practices.
- **Collaborative Teamwork**
  Grade-level teams and cross-grade collaboration foster consistency in instructional approaches and allow teachers to support one another through planning and shared strategies.
- **Campus Culture and Morale**
  A positive school culture, staff recognition systems, and intentional community-building activities help foster staff satisfaction and loyalty to the campus.
- **Retention of Experienced Staff**
  Despite challenges in the teaching profession, many teachers have chosen to remain on campus for multiple years, providing stability and continuity for our young learners.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Our campus has highly qualified, committed teachers who foster strong outcomes and a positive culture. However, when vacancies occur, the limited pool of certified early childhood and bilingual teachers makes recruitment difficult, disrupting instructional consistency and increasing staff workload.	The specialized demands of early childhood education, combined with a regional shortage of certified bilingual and early childhood teachers, limit the pool of qualified applicants. As a result, when a vacancy occurs, it is difficult to recruit and hire staff quickly, placing additional strain on current teachers and impacting instructional continuity.

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Curriculum, Instruction, and Assessment

Summary

KCP uses MAP Growth, mClass, and Circle to monitor early literacy and math, supported by HQIM including Bluebonnet Reading, Bluebonnet Math Saxon, Heggerty, and Discovery Ed. Professional Learning Communities (PLCs), WIN Time, and RTI processes provide structures for differentiation. Data from the 2023–2024 and 2024–2025 school years shows that while students are making growth in both reading and math RIT scores, grade-level proficiency percentages remain inconsistent across Kinder and 1st Grade, signaling a need for stronger alignment of instruction, progress monitoring, and interventions.

Strengths

- HQIM adoption in all core subjects.
- WIN Time ensures targeted intervention/enrichment daily.
- PLCs and 9-week planning days allow collaborative data-driven decision-making.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Inconsistent fidelity in HQIM implementation across grade levels.	Insufficient early training and lack of consistent monitoring structures.
2	Curriculum alignment challenges across grade levels.	Staff turnover and lack of documented cross-grade instructional practices.

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Family and Community Engagement

Summary

Karnes City Primary provides a variety of meaningful family engagement opportunities throughout the year, including academic nights, student performances, parades, Lunch & Learns, conferences, and campus events. ParentSquare and bilingual communication tools have increased accessibility and strengthened communication with families. The newly established PTO has also created an additional avenue for families to become involved, provide input, and support campus activities. Parent feedback reflects high satisfaction with the welcoming and supportive culture of the campus. Continued efforts to provide clear and consistent academic progress updates will further strengthen the partnership between school and home.

Strengths

- High participation in family events and Title I activities.
- Parents rate the school very positively (100% say the school partners with them).
- Multi-faceted efforts like Lunch & Learns and translators help reach diverse families.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Although families report positive relationships with Karnes City Primary, parent feedback indicates a need for clearer and more consistent communication regarding student academic progress and areas of need.	Campus-wide expectations for how and when academic progress is communicated to families have not been consistently defined across grade levels and classrooms.
2	Karnes City Primary provides numerous family engagement opportunities; however, continued growth is needed to increase meaningful family participation, feedback, and partnership in supporting student success.	Family engagement has often centered on campus events and activities rather than consistent opportunities for families to provide input, understand academic expectations, and actively participate in their child's learning.

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School Organization

Summary

KCP benefits from a small student population (≈200) with a favorable 18:1 class ratio. The school day is structured to maximize instructional time, with WIN Time and targeted interventions built in. PLCs and RTI meetings guide student support. However, inconsistent routines across grade levels lead to gaps in predictability for students and inefficiencies in practice. The leadership team has built trust but needs stronger systems for monitoring fidelity and alignment.

Strengths

Karnes City Primary's small campus size supports strong relationships, personalized student support, and close collaboration among staff. The school day is intentionally structured to maximize instructional time while providing opportunities for intervention, enrichment, and collaborative planning.

Key organizational strengths include:

- Weekly PLCs that support collaborative planning, data analysis, and instructional decision-making.
- Dedicated WIN Time that provides targeted intervention, reteaching, enrichment, and support based on student needs.
- Strong leadership and counselor support systems that promote student success and staff collaboration.
- Sensory spaces, including a sensory hallway and sensory room, that provide additional tools to support student self-regulation and readiness to learn.
- Established attendance procedures, incentives, and recognition systems designed to encourage consistent attendance and school routines.
- Structured intervention and student-support processes that allow staff to identify needs and respond with appropriate supports.
- A close-knit campus structure that allows leadership and staff to maintain frequent communication and respond quickly to student, staff, and family needs.
- Continued emphasis on strengthening campus-wide procedures and alignment to improve consistency across grade levels and common areas.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Inconsistent routines and procedures across grade levels and common areas can reduce predictability for students and create inefficiencies in campus operations.	Campus-wide expectations and procedures have not always been explicitly defined, communicated, and reinforced consistently across all staff and settings.
2	Although strong systems such as PLCs, WIN Time, and intervention supports are in place, implementation and follow-through are not consistently monitored across the campus.	Formal systems for monitoring fidelity, reviewing implementation data, and ensuring alignment across grade levels are still being developed.

★ = Priority

Technology

Summary

Interactive whiteboards are now in 100% of classrooms, and technology is increasingly part of instruction. However, usage varies, and more staff training is needed for effective integration.

Strengths

- All classrooms equipped with interactive whiteboards.
- Teachers and students have access to a variety of tech tools; each classroom has class sets of iPads
- RTI classroom has 10 chrome books

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Technology integration is inconsistent across classrooms.	Teachers received only basic training, with limited ongoing coaching on how to embed technology effectively into instruction.
2	Limited home access for economically disadvantaged families reduces program impact.	Technology inequities outside of school.

★ = Priority

Goals

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

Performance Objective 1 ☑ HB3 Goal

80% of Pre-Kindergarten, 81% of Kindergarten and 85% of First Grade students will meet or exceed expected reading proficiency levels.

Evaluation Data Source: MAP Growth, CIRCLE, mClass, IXL, Amplify Boost Progress, RTI Progress Monitoring, Reading Levels, Administrator Walkthroughs and Observations (TTESS), Instructional Coach Cycles.

Strategy 1

Daily small group reading instruction used in Pre-Kindergarten, Kindergarten and First Grade classrooms.

Strategy's Expected Result/Impact: Decreased number of students in need of intervention; one year growth on reading assessment; build strong foundation in independent reading.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Continued implementation of Saxon Phonics program in Kindergarten & First Grade to provide foundational phonics reading skills. Saxon Phonics will increase specific instruction in phonics to strengthen basic reading skills and be proactive in addressing possible dyslexia concerns.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped in delivering phonics instruction, decreased number of students on dyslexia screener; one year growth on reading assessments; build strong foundational skills in reading.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

Funding Sources: Saxon Phonics curriculum 211-Title I, Part A, $5,000

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Implementation of Amplify Texas Reading curriculum in Kindergarten & First Grade to provide foundational reading skills. Amplify Texas is identified as a High Quality Instructional Material designed to provide foundational reading strategies and skills.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Implementation of Heggerty Phonological Awareness curriculum to provide foundational reading skills. Heggerty Phonological Awareness provides the phonological reading skills foundation in Pre-Kindergarten and Kindergarten.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped in delivering phonological instruction, decreased number of students in need of intervention; build strong foundational skills in reading.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Karnes City Primary will participate in at least one professional development session or learning conference focused on innovative instructional strategies and student engagement.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.

Staff Responsible for Monitoring: Instructional Coach, Campus Administrator, Classroom Teachers

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

Performance Objective 1

100% of all Karnes City Primary students will have the opportunity to engage in character education and social-emotional learning
monthly.

Evaluation Data Source: Master schedules, surveys, discipline referrals, Capturing Kids' Hearts reports

Strategy 1

The school counselor will provide to Tier II and Tier III behavior.

Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to enrich the learning environment; fewer classroom disruptions; decrease in discipline referrals.

Staff Responsible for Monitoring: Administrator, school counselor

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Strategy 2

The school counselor will provide monthly Social-Emotional strategies.

Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to identify emotions and feelings; fewer classroom disruptions; decrease in discipline referrals.

Staff Responsible for Monitoring: Administrator, school counselor

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

100% of campus staff will implement behavior management techniques.

Evaluation Data Source: Data collection of behavior referrals, walkthroughs and observations

Strategy 1

Ensure all teachers and staff are trained in expectations; implement the Boomer's Buddy program on campus.

Strategy's Expected Result/Impact: Fair and consistent behavior management techniques will be used to provide a safe, secure and healthy learning environment.

Staff Responsible for Monitoring: Classroom Teachers, Counselor

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Strategy 2

Students will receive incentives for behavior and attendance throughout the year based on our school wide economy with Badger Bucks.

Strategy's Expected Result/Impact: Positive behavior will minimize disruptions in the classroom and provide a positive learning
environment; student attendance rates will increase.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators

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Performance Objective 3

Karnes City Primary will maintain a high level of parent and family engagement throughout the school year.

Evaluation Data Source: Sign-in sheets, communication (Parent Square, newspaper, announcements, flyers, notes.), surveys

Strategy 1

Parents and families will be invited to attend campus activities such as Meet the Teacher, Grandparents Day, Academic Night, Veterans Day program, Thanksgiving Feast, Thanksgiving Float Parade, Christmas program, Field Day, Game Night, Phonics Parade, etc.

Strategy's Expected Result/Impact: A welcoming school atmosphere with positive relationship between the school and community to benefit families and students.

Staff Responsible for Monitoring: All campus staff.

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Strategy 2

KCP will implement a multi-faceted volunteer program designed to meet the needs of parent/ family volunteers.

Strategy's Expected Result/Impact: A welcoming school atmosphere with positive relationship between the school and community to benefit families and students.

Staff Responsible for Monitoring: All campus staff, Parent Liaison

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Strategy 3

The campus teachers will hold conferences with parents or guardians face-to-face at least once in the Fall semester and once in the Spring semester as needed. The School Compact and Parent and Family Engagement policy will be distributed at this time. Parents will be invited to Title I planning meetings and invited to participate on campus committees.

Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students.

Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers.

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Strategy 4

The campus will offer "Lunch and Learns" parent events during the school year inviting families to have lunch with their students and participate in an academic activity to take home.

Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students and increase parental involvement in the student's academics.

Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers, district parent liaison, Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Karnes City Primary will implement electronic language translators to support multilingual communication for students and families.

Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students and increase parental involvement in the student's academics.

Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers, district parent liaison

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

Performance Objective 1

Karnes City Primary will meet district growth goals through implementation of effective instructional practices and methodologies.

Evaluation Data Source: Lesson Plans, Walkthroughs and Observations (TTESS), Learning Walks, grade level planning, student learning outcomes and examples, progress monitoring, grades, skills checklist, reading progress.

Strategy 1

Grade level, PLC meetings, and 9 Week Planning days will be held to focus on the implementation of selected High-Quality Instructional Materials (HQIM) and research based instructional strategies.

Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches, RTI Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Targeted instruction will be provided to special populations (Gifted & Talented, Special Education, Dyslexia, ESL, At-Risk, and RTI) during WIN (What I need) Time.

Strategy's Expected Result/Impact: Students will receive appropriate support and services as needed per student. Students will perform at or above grade level, or per IEP/504 plan.

Staff Responsible for Monitoring: Campus Administration, counselor, teachers, district admin.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

HIT (High-Impact Tutorials), homework assistance, and enrichment provided by the ACE grant and teacher tutorials.

Strategy's Expected Result/Impact: Students will make significant progress to reach grade level or above expectations.

Staff Responsible for Monitoring: Administration, teachers, ACE Site-Coordinator, ACE staff

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Strategy 4

Karnes City Primary will integrate instructional manipulatives into classrooms, with a focus on enhancing hands-on learning experiences in core subjects.

Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches

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Performance Objective 2 ✅ HB3 Goal

Meet grade level targets and demonstrate one year of growth.

Evaluation Data Source: CLI Engage Circle Assessment, NWEA MAP Growth, IXL, Zearn Progress, RTI Progress Monitoring, Administrator Walkthroughs and Observations (TTESS), Instructional Coach Cycles.

Strategy 1

Implementation of Eureka and Zearn Math curriculum in Kindergarten & First Grade to provide foundational math skills. Eureka and Zearn are identified as a High Quality Instructional Material designed to provide foundational math strategies and skills.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Karnes City Primary will increase student attendance to a 96% average for the school year.

Evaluation Data Source: Attendance reports

Strategy 1

Implement a campus attendance process to track and follow up with students and families with frequent absences, tardies, and leaving early.

Strategy's Expected Result/Impact: Student daily attendance will increase, and cause less gaps in students knowledge and skills.

Staff Responsible for Monitoring: Teachers, Administration, PEIMS Clerk, Counselor, Parent Liaison

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implementation of attendance rewards and recognition when students, grade levels, and campus meets the 96% campus goal.

Strategy's Expected Result/Impact: Student daily attendance will increase, and cause less gaps in students knowledge and skills.

Staff Responsible for Monitoring: Teachers, Administration, PEIMS Clerk, Counselor, Parent Liaison

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Karnes City Primary will implement a sensory hallway and room designed to support students' sensory needs and improve focus, behavior, and emotional regulation.

Evaluation Data Source: Usage logs, behavior incident reports, and teacher surveys.

Strategy 1

The campus will design and install a sensory hallway that includes various sensory stations tailored to different sensory needs, such as tactile panels, movement paths, and calming visual stimuli.

Strategy's Expected Result/Impact: The implementation of the sensory hallway will result in improved self-regulation, focus, and behavior among students with sensory processing challenge and a decrease in office referrals and classroom disruptions, leading to a more conducive learning environment. The sensory hallway will also provide teachers with a valuable tool to help students manage their sensory needs, resulting in increased student engagement and a positive impact on overall school climate.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches

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Strategy 2

Staff will receive training on how to guide students through the sensory hallway and integrate its use into daily routines.

Strategy's Expected Result/Impact: The implementation of the sensory hallway will result in improved self-regulation, focus, and behavior among students with sensory processing challenge and a decrease in office referrals and classroom disruptions, leading to a more conducive learning environment. The sensory hallway will also provide teachers with a valuable tool to help students manage their sensory needs, resulting in increased student engagement and a positive impact on overall school climate.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, SPED Teachers, Counselor

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Performance Objective 5

Karnes City Primary will enhance instructional delivery through the effective use of interactive whiteboards in 100% of the general education classrooms.

Evaluation Data Source: Lesson plan reviews, classroom observations, and student surveys.

Strategy 1

Provide comprehensive training for all teachers on the effective use of interactive whiteboards, focusing on integrating this technology into daily lessons to enhance student participation and engagement.

Strategy's Expected Result/Impact: The effective integration of interactive whiteboards into classroom instruction will lead to a significant increase in student engagement and foster a more dynamic and interactive learning environment, contributing to overall student achievement and a positive classroom atmosphere.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches

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Funding Summary

Funding Summary

211-Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Saxon Phonics curriculum	--	$5,000.00
				Sub-Total	$5,000.00