Karnes City Independent School District

Karnes City Junior High

2026-2027 Campus Improvement Plan

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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

Demographics

Summary: Karnes City Junior High serves a population of 204 students across grades 6 through 8. The campus student body is predominantly Hispanic-Latino (80.39%) and White (17.16%). A significant portion of the student population faces socioeconomic challenges, with 62.75% of students identified as Economically Disadvantaged and 61.76% designated as At-Risk. Furthermore, the campus supports a high rate of students receiving Special Education services (23.04%) and Section 504 accommodations (12.25%). The entire campus operates as a Title I Part A Schoolwide Program. Understanding these demographics is crucial for ensuring that the campus continues to implement targeted strategies and support systems that meet the diverse needs of this specific student population.

Campus Demographic Data:

School Population	Count	Percent
Student Total	**204**	**100%**
6th Grade	72	35.29%
7th Grade	55	26.96%
8th Grade	77	37.75%

Student Demographics	Count	Percent
Female	94	46.08%
Male	110	53.92%
Hispanic-Latino	164	80.39%
White	35	17.16%

Key Student Programs & Indicators	Count	Percent
Title I Part A Schoolwide	204	100.00%
Economic Disadvantage Total	128	62.75%
At-Risk	126	61.76%
Special Education (SPED)	47	23.04%
Dyslexia	33	16.18%
Section 504	25	12.25%

Strengths

Strengths:

- The campus embraces a diverse student body and successfully identifies students who require specific programmatic support, enrolling 100% of students in the Schoolwide Title I program.
- A high rate of students actively participate in and feel connected to the school environment, which correlates with better attendance and fewer behavioral issues.
- Students are demonstrating measurable academic growth overall.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Performance gains among high-need student populations remain minimal, with Special Education (SPED) students improving by only 2 percentage points (35% to 37%) and Economically Disadvantaged (ECD) students gaining just 1 percentage point (57% to 58%), leaving both groups well below the campus average of 64%.	Limited Co-Teaching & Tier-2 Scaffolding: Lack of regular, job-embedded professional development for general and special education teachers on effective co-teaching models and differentiated instruction for Tier-1 core lessons. Resource & Support Accessibility: Inadequate targeted learning resources, small-group tutoring, or extended learning opportunities.

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Student Achievement

Summary

At Karnes City Junior High, we have observed an overall improvement in the percentage of students meeting the Approaches Grade Level Standard, increasing from 60% in the prior year to 64% in the current year. This positive trend reflects our ongoing commitment to enhancing educational outcomes and supporting student achievement across the board.

In examining demographic performance, we note significant progress among our Asian students, who have achieved a remarkable increase from 0% to 100%. However, there is a concerning decline in performance among our Black students, dropping from 33% to 0%, which requires immediate attention and targeted interventions. Our English learners (EB) have shown improvement, rising from 42% to 48%, and economically disadvantaged students (ECD) have also made slight gains from 57% to 58%. Hispanic students have seen a modest increase from 58% to 59%, while students in special education (SPED) have improved from 35% to 37%. Notably, students identifying as Two or More races have made substantial progress, increasing from 50% to 90%, and our White students have shown significant improvement from 70% to 81%.

In terms of subject-specific performance, mathematics has seen a notable increase from 52% to 69%, indicating effective instructional strategies and student engagement in this area. Reading scores have slightly decreased from 75% to 72%, suggesting a need for renewed focus on literacy initiatives. Science scores have improved from 64% to 68%, demonstrating positive developments in our science curriculum. However, social studies scores have declined from 35% to 25%, highlighting an area that requires strategic intervention and support.

Breaking down performance by grade level and subject, Mathematics 06 has improved from 65% to 71%, Mathematics 07 from 44% to 49%, and Mathematics 08 has seen a significant increase from 41% to 72%. Mathematics A1 has maintained a perfect score of 100% across both years. In reading, there is a mixed performance with Reading 06 decreasing from 75% to 66%, Reading 07 improving from 68% to 83%, and Reading 08 declining from 83% to 69%. Science 08 has shown improvement from 64% to 68%, while Social Studies 08 has experienced a decline from 35% to 25%, necessitating focused efforts to address this downward trend.

Overall, while we celebrate the areas of growth and success, we remain committed to addressing the challenges and disparities highlighted in this data. Our goal is to ensure that all students at Karnes City Junior High have the support and resources they need to succeed academically and reach their full potential.

Strengths

At Karnes City Junior High, we are proud to report an overall improvement in our students' performance, with the percentage of students approaching the grade level standard increasing from 60% to 64%. This positive trend reflects our commitment to academic excellence and the effectiveness of our instructional strategies.

Our Asian student demographic has shown remarkable progress, achieving a 100% success rate, which is a testament to the tailored support and resources we provide to meet the diverse needs of our students. Additionally, our students identified as Two or More Races have made significant strides, with their performance increasing from 50% to 90%, highlighting our inclusive educational environment that fosters growth and achievement.

In the subject of Mathematics, we have seen substantial gains, with overall performance rising from 52% to 69%. This improvement is particularly notable in the eighth grade, where scores jumped from 41% to 72%, demonstrating the effectiveness of our targeted interventions and curriculum enhancements. Our Algebra 1 students have maintained a perfect 100% success rate, underscoring the strength of our advanced mathematics program.

While there was a slight decrease in reading performance from 75% to 72%, our seventh-grade reading scores improved significantly from 68% to 83%, indicating the success of our literacy initiatives and the dedication of our reading specialists. In Science, we have observed a steady increase from 64% to 68%, reflecting our commitment to hands-on, inquiry-based learning experiences that engage and inspire our students.

Overall, these strengths highlight our dedication to fostering an environment where all students can thrive academically. We remain committed to continuous improvement and will continue to implement strategies that support the diverse learning needs of

our student body.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Social Studies (Grade 8) performance declined by 10 percentage points, dropping from an already low 35% to 25%, marking it as the lowest-performing subject area in the school.	Curricular & Literacy Alignment Gaps: Social Studies instruction may heavily rely on complex text reading without integrating necessary literacy scaffolding, compounding difficulties for students struggling with reading comprehension. Pacing and Instructional Strategy Alignment: Potential misalignment between the taught curriculum, depth of knowledge (DOK) requirements, and assessment formats.
2 ★	Overall reading scores decreased from 75% to 72%, driven by notable performance drops in Grade 6 (75% to 66%) and Grade 8 (83% to 69%), despite gains in Grade 7.	Inconsistent Literacy Strategies Across Grades: A lack of standardized, cross-grade reading interventions and vocabulary instruction, leading to variable outcomes as students transition between grade levels. Shifting Text Complexity Demands: Inadequate support for students transitioning to higher-level critical thinking and passage analysis required in 6th and 8th-grade reading standards.
3	Performance gains among high-need student populations remain minimal, with Special Education (SPED) students improving by only 2 percentage points (35% to 37%) and Economically Disadvantaged (ECD) students gaining just 1 percentage point (57% to 58%), leaving both groups well below the campus average of 64%.	Limited Co-Teaching & Tier-2 Scaffolding: Lack of regular, job-embedded professional development for general and special education teachers on effective co-teaching models and differentiated instruction for Tier-1 core lessons. Resource & Support Accessibility: Inadequate targeted learning resources, small-group tutoring, or extended learning opportunities specifically tailored to bridge found

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School Culture and Climate

Summary

Survey data highlights that Karnes City Junior High is making tremendous strides in improving the overall campus climate and culture. Both students and staff generally view the school climate positively and consider the environment to be safe. Teachers prioritize building strong, positive relationships with students, leading to students wanting to be on campus. However, student perceptions occasionally differ from staff on micro-issues; while staff focus on the consistency of the "big picture" systems, students are more likely to highlight specific perceived fairness issues, such as the enforcement of the dress code.

Strengths

- Teachers and administration are highly supportive, responsive, and effectively build strong relationships with their students.
- Students report feeling safe, academically supported, and emotionally supported on campus.
- Families recognize the positive impact of recent campus leadership and overall improvements in responsiveness.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	While the overall climate is positive, perceived inconsistencies in rule enforcement and academic expectations create frustration among some students, and staff experience hidden pressures regarding systems execution.	* Subjective enforcement of policies, such as the dress code for girls, leads students to feel rules are applied differently depending on the situation. * There is a misalignment in communication; staff focus heavily on macro-systems, while failing to clearly explain micro-level academic expectations to students. * Staff face unaddressed operational pressures to maintain high-level systems behind

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Staff Quality, Recruitment, and Retention

Summary

The campus operates with a highly concentrated instructional staff, featuring 28 teachers who make up 82.35% of the campus personnel. Campus leadership and staff are celebrated by families for being increasingly approachable, effective, and willing to assist. Teachers engage in collaborative learning via Lunch and Learn sessions, Ready-to-Go Strategies, and Lead4ward resources to strengthen their differentiation practices. Despite strong instructional capabilities, staff express a desire for their voices and input to be more consistently reflected in the final decision-making processes regarding school policies.

Staff Information Data:

Role	Count	Percent
Teacher	28	82.35%
Educational Aide	5	14.71%
Administrative Support	1	2.94%

Strengths

- Staff members are widely noted by parents as being increasingly approachable, effective, and willing to help.
- Teachers actively engage in professional development through Lunch and Learn sessions and PLC discussions.
- A strong majority of the staff (82.35%) are dedicated directly to classroom teaching, maximizing the instructional personnel available to students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	Teaching staff and paraprofessionals feel their input is not consistently reflected in final campus policy decisions, and there is a lack of instructional consistency across different classrooms.	* Current decision-making structures do not effectively "close the loop" with staff, leaving them feeling that their committee input is ignored during final administrative decisions. * Paraprofessionals and support staff are frequently excluded from core decision-making committees. * Lack of standardized implementation and administrative follow-through regarding differentiated instruction.

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Curriculum, Instruction, and Assessment

Summary

Karnes City Junior High utilizes structured curriculum units (such as Amplify) that generally build upon one another logically. In many classrooms, evidence of rigorous instruction is clear through the use of higher-level questioning, class discourse, and scaffolded supports like small-group modeling. However, parents and staff both note that instruction can sometimes heavily rely on passive methods and worksheets. To address this, the campus has established an action step requiring teachers to incorporate at least one non-technology, non-worksheet instructional strategy twice weekly to boost hands-on, collaborative learning.

Strengths

- Many teachers successfully incorporate rigorous, high-quality experiences that promote critical thinking and require students to defend their answers.
- Curriculum materials generally follow a logically sequenced order, allowing students to build upon previous knowledge.
- The campus is actively implementing STAAR-aligned engagement strategies during core instruction and intervention periods.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Instructional delivery relies too heavily on passive methods, while strict curriculum pacing often misaligns with student developmental readiness, leaving vulnerable student groups without adequate differentiation.	* Teachers over-depend on worksheets and passive instructional routines rather than designing collaborative, hands-on learning opportunities. * District/campus pacing guides are too rigid and do not build in flexible time for teachers to adjust or reteach concepts based on student mastery. * Teachers lack the consistent training to effectively execute differentiated instruction for students.

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Family and Community Engagement

Summary

The campus has made notable improvements in parent communication. Families report strong satisfaction with the positive parent communication pushed out through phone calls, emails, social media, and newsletters. However, the survey data reflects that while support systems are in place, families struggle with access. Parents desire simpler ways to navigate student progress, grades, and assignments, as well as greater awareness of available tutoring interventions. The campus is addressing this by launching a "How Can I Stay Updated with My Child's Academic Progress?"

Strengths

- Families recognize significant improvements in communication and overall responsiveness from the campus.
- Administrators and staff successfully utilize diverse platforms (newsletters, social media, phone calls) to maintain positive parent outreach.
- The campus leadership team maintains strong visibility and accessibility for parents and students.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1 ★	Parents struggle to easily access and interpret student progress information, leading to a lack of awareness regarding the academic supports and tutoring interventions available to their children.	* Teachers use decentralized and inconsistent communication methods and platforms across different classrooms, causing parent confusion. * Digital platforms for accessing grades and assignments are complex, and the school has historically lacked simplified "how-to" guides for parents. * Tutoring and Excellence schedules are not prominently or routinely pushed out in a centralized location.

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School Organization

Summary

Karnes City Junior High leverages Master Scheduling and team groupings to support student learning, recognizing that well-organized staff collaboration correlates with better student behavior and academic outcomes. The campus builds dedicated intervention times (Excellence periods) and after-school tutorials into the schedule to assist struggling learners. However, the organization of these supports is not always transparent. The campus is actively working to ensure teachers clearly display tutoring and Excellence schedules on their weekly "Week-at-a-Glances" to ensure all stakeholders are aligned.

Strengths

- The Master Schedule deliberately includes built-in intervention blocks (Excellence periods) to provide students with targeted academic support.
- Teachers utilize weekly "Week-at-a-Glance" documents to organize and communicate their upcoming instructional schedule.
- When classes and student/staff teams are organized effectively, it strongly correlates with improved overall student success.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	The organization of academic supports and interventions lacks transparent, standardized tracking, and current scheduling configurations do not universally meet the diverse needs of the student population.	* There is no unified, campus-wide documentation system for tracking student attendance in tutorials and interventions. * Master scheduling limitations restrict the ability to group students in ways that best support differentiated instructional needs. * Organizational committee structures are designed in a way that inadvertently creates barriers for support staff and paraprofessionals.

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Technology

Summary

Technology at Karnes City Junior High plays a dual role in both supporting innovation and necessitating instructional balance. The campus is actively exploring the integration of AI-supported tools to assist teachers in generating highly personalized and constructive academic feedback for students. Simultaneously, leadership recognizes the need to balance screen time with interpersonal learning, challenging teachers to incorporate non-technology instructional strategies twice a week to foster better collaborative learning and student discourse.

Strengths

- The campus is forward-thinking, exploring AI-supported tools to streamline personalized academic feedback for families.
- Technology is effectively used to support campus-wide communication via social media, emails, and parent messaging systems.
- Teachers leverage digital platforms to post "Week-at-a-Glance" schedules and updates for parent access.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1 ★	An overreliance on technology for instruction has reduced collaborative classroom opportunities, while complex digital platforms have created accessibility barriers for parents trying to monitor student progress.	* Habitual use of technology for passive instruction (digital worksheets/programs) limits opportunities for hands-on learning and student discourse. * Parent portal interfaces are overly complicated and require specialized knowledge to navigate effectively. * There is a lack of consistent administrative monitoring to ensure all teachers are utilizing communication platforms effectively.

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Priority Problem Statements

	Problem Statement	Root Cause
1	Overall reading scores decreased from 75% to 72%, driven by notable performance drops in Grade 6 (75% to 66%) and Grade 8 (83% to 69%), despite gains in Grade 7.	Inconsistent Literacy Strategies Across Grades: A lack of standardized, cross-grade reading interventions and vocabulary instruction, leading to variable outcomes as students transition between grade levels. Shifting Text Complexity Demands: Inadequate support for students transitioning to higher-level critical thinking and passage analysis required in 6th and 8th-grade reading standards.
2	Performance gains among high-need student populations remain minimal, with Special Education (SPED) students improving by only 2 percentage points (35% to 37%) and Economically Disadvantaged (ECD) students gaining just 1 percentage point (57% to 58%), leaving both groups well below the campus average of 64%.	Limited Co-Teaching & Tier-2 Scaffolding: Lack of regular, job-embedded professional development for general and special education teachers on effective co-teaching models and differentiated instruction for Tier-1 core lessons. Resource & Support Accessibility: Inadequate targeted learning resources, small-group tutoring, or extended learning opportunities.
3	While the overall climate is positive, perceived inconsistencies in rule enforcement and academic expectations create frustration among some students, and staff experience hidden pressures regarding systems execution.	* Subjective enforcement of policies, such as the dress code for girls, leads students to feel rules are applied differently depending on the situation. * There is a misalignment in communication; staff focus heavily on macro-systems, while failing to clearly explain micro-level academic expectations to students. * Staff face unaddressed operational pressures to maintain high-level systems behind
4	Teaching staff and paraprofessionals feel their input is not consistently reflected in final campus policy decisions, and there is a lack of instructional consistency across different classrooms.	* Current decision-making structures do not effectively "close the loop" with staff, leaving them feeling that their committee input is ignored during final administrative decisions. * Paraprofessionals and support staff are frequently excluded from core decision-making committees. * Lack of standardized implementation and administrative follow-through regarding differentiated instruction.
5	Instructional delivery relies too heavily on passive methods, while strict curriculum pacing often misaligns with student developmental readiness, leaving vulnerable student groups without adequate differentiation.	* Teachers over-depend on worksheets and passive instructional routines rather than designing collaborative, hands-on learning opportunities. * District/campus pacing guides are too rigid and do not build in flexible time for teachers to adjust or reteach concepts based on student mastery. * Teachers lack the consistent training to effectively execute differentiated instruction for students.

6 ★

Parents struggle to easily access and interpret student progress information, leading to a lack of awareness regarding the academic supports and tutoring interventions available to their children.

* Teachers use decentralized and inconsistent communication methods and platforms across different classrooms, causing parent confusion. * Digital platforms for accessing grades and assignments are complex, and the school has historically lacked simplified "how-to" guides for parents. * Tutoring and Excellence schedules are not prominently or routinely pushed out in a centralized location.

7 ★

The organization of academic supports and interventions lacks transparent, standardized tracking, and current scheduling configurations do not universally meet the diverse needs of the student population.

* There is no unified, campus-wide documentation system for tracking student attendance in tutorials and interventions. * Master scheduling limitations restrict the ability to group students in ways that best support differentiated instructional needs. * Organizational committee structures are designed in a way that inadvertently creates barriers for support staff and paraprofessionals.

8 ★

An overreliance on technology for instruction has reduced collaborative classroom opportunities, while complex digital platforms have created accessibility barriers for parents trying to monitor student progress.

* Habitual use of technology for passive instruction (digital worksheets/programs) limits opportunities for hands-on learning and student discourse. * Parent portal interfaces are overly complicated and require specialized knowledge to navigate effectively. * There is a lack of consistent administrative monitoring to ensure all teachers are utilizing communication platforms effectively.

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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] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [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] **Results Driven Accountability (RDA)**

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] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Goals

Goal 1 Goal 1: Improve Academic Achievement Across All Core Subject Areas and High-Need Student Groups

Performance Objective 1

Objective 1.1: Increase overall student performance on STAAR Approaches Grade Level Standard from 64% to at least 70%, with specific target increases in 8th Grade Social Studies (from 25% to 40%) and 8th Grade Reading (from 69% to 75%).

Strategy 1

Implement cross-grade literacy strategies and Depth of Knowledge (DOK) aligned instructional techniques, integrating heavy reading comprehension scaffolding specifically within the Social Studies and Reading curricula.
Strategy: Utilize non-technology, non-worksheet engagement methods at least twice weekly to replace passive learning routines with hands-on, collaborative learning opportunities.

Formative Reviews

December	February	April	June

Strategy 2

Utilize non-technology, non-worksheet engagement methods at least twice weekly to replace passive learning routines with hands-on, collaborative learning opportunities.

Formative Reviews

December	February	April	June

Performance Objective 2

Accelerate academic growth for Special Education (SPED) and Economically Disadvantaged (ECD) populations to close the achievement gap with campus averages.

Strategy 1

Provide regular, job-embedded professional development for general education and special education teachers focused on co-teaching models and Tier-1 core lesson differentiation.

Formative Reviews

December	February	April	June

Strategy 2

Expand structured small-group modeling, targeted tutoring interventions, and dedicated "Excellence" period schedules specifically tailored to foundational skill deficits.

Formative Reviews

December	February	April	June

Goal 2 Goal 2: Establish Campus-Wide Consistency in Instructional Delivery and Professional Collaboration

Performance Objective 1

Ensure instructional alignment and eliminate overreliance on passive digital tools across all grade levels.

Strategy 1

Conduct routine administrative observations to monitor the implementation of differentiated instruction, STAAR-aligned engagement strategies, and the required twice-weekly hands-on learning tasks.

Formative Reviews

December	February	April	June

Strategy 2

Adjust district and campus pacing guides to build in flexible reteaching windows based on formative student mastery data.

Formative Reviews

December	February	April	June

Performance Objective 2

Increase teacher and support staff participation in administrative policy and instructional decision-making.

Strategy 1

Revamp committee decision-making structures to include educational aides and paraprofessionals while creating a feedback loop to explain how staff input impacts campus decisions.

Formative Reviews

December	February	April	June

Strategy 2

Leverage Professional Learning Communities (PLCs) and Lunch and Learn sessions to collaboratively refine school policies and shared instructional methods.

Formative Reviews

December	February	April	June

Goal 3 Goal 3: Streamline Family Communication and Standardize Access to Academic

Performance Objective 1

Simplify parent access to student grades, assignments, and academic support schedules.

Strategy 1

Deploy a simplified "How Can I Stay Updated with My Child's Academic Progress?" guide to help parents navigate complex digital portal interfaces.

Formative Reviews

December	February	April	June

Strategy 2

Establish a centralized, campus-wide process for pushing out weekly "Week-at-a-Glance" updates, tutoring schedules, and intervention calendars.

Formative Reviews

December	February	April	June

Performance Objective 2

Standardize classroom communication practices to eliminate parent confusion and increase participation in intervention programs.

Strategy 1

Eliminate decentralized communication platforms by requiring all teachers to adopt a single, standardized parent outreach system.

Formative Reviews

December	February	April	June

Strategy 2

Explore AI-supported tools to assist teachers in generating clear, personalized academic progress feedback for families.

Formative Reviews

December	February	April	June

Goal 4 Goal 4: Enhance School Culture and Standardize System Enforcement

Performance Objective 1

Eliminate student perceptions of unfairness regarding campus rules and micro-level expectations.

Strategy 1

Audit and standardize policy enforcement (such as the campus dress code) across all staff members to ensure consistent application.

Formative Reviews

December	February	April	June

Strategy 2

Clearly communicate micro-level academic and behavioral expectations directly to students to bridge the gap between macro-systems and daily execution.

Formative Reviews

December	February	April	June

Performance Objective 2

Standardize the organizational tracking of student interventions to optimize student scheduling and support staff efficiency.

Strategy 1

Implement a unified, campus-wide tracking system to document student attendance and progress during tutorials and Excellence intervention blocks.

Formative Reviews

December	February	April	June

Strategy 2

Evaluate master scheduling limitations to improve student grouping for targeted scaffolding without creating operational strain on personnel.

Formative Reviews

December	February	April	June