Karnes City Independent School District

Karnes City Elementary

Accountability Rating: D

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

Demographic Trend Summary

Karnes City Elementary is experiencing a significant shift in student profile. While total enrollment has remained stable the complexity of student needs has increased. The campus is transitioning from a "standard" elementary profile to one with high specialized service requirements.

Three-Year Enrollment Trends

2023-24 2024-25 2025-26

Total Enrollment 289 296 264

Change? -- +7 -32

Key Trends (2023–2026):

· The "Service Surge": In just three years, the percentage of students requiring Special Education services jumped from 16.6% to 26.5%. (Jump is potentially due to reclassifying 504/Dyslexia students under Special Education.)

· Rising Vulnerability: Economic disadvantage has climbed nearly 4 percentage points, and "At-Risk" status now applies to more than half the student body.

· Linguistic Growth: The Emergent Bilingual (EB) population has nearly doubled since 2023, signaling a need for expanded ESL support.

· GT Identification: After years of remaining under 9%, the Gifted and Talented population surged to 14.1% in the current year, indicating a successful push in identification or a change in the student cohort's academic profile.

Three-Year Comparative Growth (By Percentage)

Category 2023-24 2024-25 2025-26

Hispanic-Latino 79.9% 80.1% 82.1%

Economic Disadvantage 64.7% 66.2% 68.7%

Special Education 16.6% 19.9% 26.5%

Gifted & Talented 8.6% 8.4% 14.1%

Emergent Bilingual 4.8% 6.8% 8.3%

Strengths

1. High Stability & Low Mobility: Despite the high economic disadvantage, the campus maintains a stable enrollment (0% Migratory, 0% Foster Care, and low Transfer-In rates). This stability allows teachers to build long-term relationships with families and track academic progress more effectively over time.

2. Robust GT Identification: Reaching a 14.1% GT rate is a significant achievement for a high-poverty campus. This indicates that the campus is successfully identifying "hidden" potential and moving away from under-identification, which is a common challenge in Title I schools.

3. Strong Support Personnel Infrastructure: With 25% of the staff serving as Educational Aides, the campus is well-positioned to implement the "push-in" and "small group" models necessary to support the high volume of SPED and Dyslexia students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Special Education identification has reached 26.5%, significantly higher than the state average (approx. 13-15%).	Potential lack of a robust Tier 2/Tier 3 RTI (Response to Intervention) process in earlier years and weaker differentiation in Tier 1 instruction, leading to "referral to SPED" as the primary solution for struggling learners.
2	Emergent Bilingual (EB) students have increased by nearly 100% in 24 months, but ESL staffing/ certification may not have scaled at the same rate.	Shift in local regional demographics.
3	At-Risk percentages have surged to 49.24%, indicating a high failure rate on state assessments or reading readiness benchmarks	Cumulative learning gaps exacerbated by socioeconomic stressors and a higher concentration of students with learning disabilities.

★ = Priority

Student Achievement

Summary

Student achievement is the most significant academic priority for Karnes City Elementary. The campus received a "D" accountability rating and currently demonstrates inconsistent evidence of student mastery across grades and subjects. The campus will establish baseline performance during the first six weeks, identify high-leverage standards, implement common assessments, analyze student work, and use reteach, enrichment, and intervention cycles to increase student mastery.

Strengths

- Campus leadership recognizes student achievement as a primary improvement priority.
- Grade-level teams will identify high-leverage TEKS.
- Common assessments will provide more consistent evidence of student mastery.
- Weekly PLC/data meetings will focus on student work and instructional next steps.
- Daily WIN/MTSS time provides an opportunity for intervention and enrichment.
- The campus plans to celebrate academic growth rather than focusing exclusively on proficiency.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Karnes City Elementary student achievement is below the level needed to meet campus and state accountability expectations, as demonstrated by the campus "D" rating and inconsistent evidence of mastery across grades and subjects.	Inconsistent instructional expectations, gaps in standards alignment, uneven intervention practices, and limited implementation of systematic data cycles have prevented the campus from consistently identifying learning gaps and responding with timely reteach, intervention, and enrichment.
2	Students performing below grade level are not consistently receiving sufficiently intensive, evidence-based Tier 2/Tier 3 interventions or differentiated instruction to address individual learning gaps.	A standardized intervention toolbox has not been fully implemented, and HQIM differentiation supports are limited in depth, requiring extensive teacher planning to meet the needs of students with unfinished learning.

★ = Priority

School Culture and Climate

Summary

Karnes City Elementary has a dedicated and resilient staff who care deeply about students, and many families view the campus as a positive and supportive environment. However, the campus has experienced challenges related to morale, communication, discipline, consistency, and administrative support. Staff survey data indicates that approximately 67% of staff feel their feedback is rarely or never heard by campus administration. Both staff and parents have identified concerns regarding inconsistent behavior management and consequences. The campus improvement plan identifies the need to establish a consistent, positive, student-centered culture built around **BELIEVE, ACHIEVE, DREAM, GROW, EXCEL, and RESPECT**.

Strengths

- Staff demonstrate strong commitment to students.
- Some parents describe KCE as a life-changing and positive environment.
- Students who have struggled elsewhere may experience increased belonging and self-esteem.
- Campus has identified a clear set of culture commitments.
- Leadership plans to explicitly teach and reinforce expectations.
- Campus will implement recognition systems.
- Student voice surveys and listening sessions will be used.
- Staff resilience is a significant campus asset.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Staff morale and perceptions of administrative responsiveness are areas of concern, with approximately 67% of surveyed staff reporting that their feedback is rarely or never heard.	Lack of a formal closed-loop system for collecting, responding to, and communicating actions related to staff feedback.
2 ★	The campus has experienced an inconsistent disciplinary climate in which teachers report feeling unsupported with classroom management and parents report concerns regarding student behavior.	Absence of a consistently implemented, campus-wide tiered behavior intervention system.
3	Students and staff do not yet consistently experience the campus as a positive, unified, predictable, and student-centered environment.	Inconsistent expectations and adult responses, combined with limited campus-wide systems for relationship building, recognition, and positive reinforcement.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Karnes City Elementary has a highly qualified instructional staff, with approximately 96.2% of teachers holding in-field professional certifications. The campus also benefits from teachers with additional Special Education and ESL certifications. These strengths provide a strong foundation for differentiation and inclusion. However, staff morale, workload, evaluation consistency, and specialized service demands are concerns. Special Education teachers report feeling overwhelmed by increased caseloads and paperwork, while staff have expressed concerns regarding T-TESS consistency and administrative feedback.

Strengths

- 96.2% in-field certification rate.
- Strong technical qualifications among instructional staff.
- Teachers possess additional SPED and ESL expertise.
- Strong foundation for inclusion and small-group instruction.
- Staff demonstrate resilience and commitment to students.
- Campus has access to instructional coaching.
- Weekly PLCs provide opportunities for collaboration.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Staff morale and perceptions of being heard and supported are concerns that may affect long-term staff satisfaction and retention.	Limited formal feedback loops between staff and administration.
2	Special Education staff report feeling overwhelmed and under-recognized as specialized service demands and documentation requirements have increased.	Increased Special Education and Dyslexia caseloads and paperwork without corresponding increases in planning time or recognition.
3	Teachers have expressed concerns regarding consistency and clarity in the T-TESS evaluation process.	A need for stronger administrative calibration and inter-rater reliability regarding evaluation practices.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Karnes City Elementary has successfully transitioned to High-Quality Instructional Materials (HQIM) using the Bluebonnet and TCMPC (TEKS Resource System) curricula. While the curriculum is rigorously aligned to the TEKS, a significant "Instructional Gap" exists: the curriculum is designed for 180 days, but the district calendar and April testing window provide only ~170 days. The primary opportunity moving forward is an "Alignment Audit"—creatively fitting a robust 180-day curriculum into the 170-day instructional calendar leading up to state assessments, ensuring students receive both breadth and depth of knowledge.

Key Observations:

- The Pacing Paradox: The 10-day deficit in the instructional calendar forces teachers to condense units, which may disproportionately affect the 26% of students in Special Education who require more time for processing. In addition to this 10 day deficit results in stress on staff when planning throughout the year.
- Data-Driven Small Groups: Both Reading and Math coaches report using mid-module and end-of-module data to drive small-group instruction, showing a strong campus-wide commitment to data-informed decision-making.
- Digital Integration: The use of Pear Deck in classrooms has transformed static lessons into interactive, real-time data collection points, allowing for immediate "pivot" coaching during a lesson.

Strengths

- TEKS-aligned Bluebonnet and TCMPC curriculum.
- Strong vertical and horizontal curriculum alignment.
- High level of curriculum rigor.
- STAAR-aligned assessment practices.
- Data-driven small-group instruction.
- Instructional coaching focused on Academic Monitoring.
- Pear Deck provides real-time instructional data.
- Weekly PLCs and frequent coaching support collaborative planning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Instructional "Time Debt": There is a 10-day deficit between the curriculum design (180 days) and the actual instructional calendar (170 days).	The district calendar and the state-mandated April testing window do not provide enough "buffer" for the HQIM scope and sequence.
2 ★	Inconsistency in Intervention (RTI): Reading currently lacks a fully consistent, evidence-based system for Tier 2/Tier 3 interventions across all classrooms.	High-quality materials were prioritized for Tier 1 (core instruction), but a standardized intervention "toolbox" has not yet been fully implemented.
3	Students are not building the stamina needed for the 4-hour STAAR Reading assessment because they only experience a full-length testing session one time before the actual test.	Reading assessments are administered by individual units and are often too lengthy to complete within the allotted class period. To avoid losing additional instructional days, assessments are condensed or shortened, limiting students' opportunities to practice sustained reading and testing endurance.

★ = Priority

Family and Community Engagement

Summary

Karnes City Elementary (KCE) maintains a high-volume engagement model characterized by successful, large-scale collaborative events. Through the strategic partnership of Texas ACE, Title I, Title III, and the PTO, the campus has built a tradition of well-attended family events. However, the qualitative data from parent surveys reveals a "Participation vs. Satisfaction" paradox. While families are physically present for events, a portion feel a disconnect in the quality of daily communication and the emotional climate of the school.

Strengths

- Strong attendance at major family events.
- Strong PTO partnership.
- Successful collaboration among ACE, Title I, Title III, and PTO.
- Events are generally viewed as fun and welcoming.
- Extended family members participate in campus events.
- Campus provides free and instructionally relevant engagement opportunities.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	High event attendance does not translate to high parent satisfaction scores.	The "Event-Based" engagement model lacks a "Relationship-Based" follow-through in daily teacher-parent interactions.
2	5 out of 20 (25%) surveyed parents are "Detractors," citing poor communication and unaddressed behavior issues.	Lack of a standardized, campus-wide protocol for proactive, positive parent outreach and consistent behavioral reporting.
3	Some parents report concerns regarding student behavior and the manner in which discipline concerns are communicated.	Behavior management and communication practices are not yet fully aligned with a shared campus vision.

★ = Priority

School Organization

Summary

Karnes City Elementary has established numerous organizational structures to support communication, collaboration, instruction, and campus management. These include weekly grade-level newsletters, staff bulletins, PLCs, instructional coaching meetings, Campus Leadership Team meetings, and monthly staff meetings. The campus also benefits from coordinated coaching and strategic resource partnerships. The primary organizational challenge is a **"Feedback Gap."** While information is communicated frequently from leadership to staff and from teachers to families, staff report that upward communication does not always result in visible action. Approximately 67% of staff surveyed indicated that their professional feedback is rarely heard.

Strengths

- Frequent communication systems.
- Weekly PLCs.
- Instructional coaching 2–3 times weekly.
- Campus Leadership Team.
- Strong coordination among administrators, coaches, counselor, and PIEMS personnel.
- Strong ACE and PTO partnerships.
- Clear administrative communication structures.
- Strong focus on Academic Monitoring.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	The "One-Way" Communication Trap: Despite weekly newsletters and frequent meetings, 67% of staff surveyed feel their feedback is unvalued, and parents report a lack of "individualized" updates.	Organizational systems prioritize the dissemination of information over the collection and action of stakeholder feedback.
2	Behavioral Support Vacuum: Staff feel unsupported in classroom management, and parents report behavioral concerns; the organization lacks a clear, tiered behavioral response system.	Discipline is often viewed as an individual teacher responsibility rather than a campus-wide organizational system with clear, enforced consequences.

★ = Priority

Technology

Summary

Karnes City Elementary has a strong technology infrastructure. The campus maintains a 1:1 student-to-device ratio through classroom carts, has reliable network connectivity, and uses platforms such as IXL, Pear Deck, Bluebonnet, and other digital resources. ParentSquare, social media, and the district website provide multiple avenues for communication. The primary technology concerns relate to equitable home access, consistency in staff technology skills, and digital citizenship. Hotspots are available only on a limited basis, creating potential access concerns for economically disadvantaged students.

Strengths

- 1:1 student-to-device access.
- Reliable, high-speed network.
- Minimal technology-related instructional disruptions.
- IXL individualized learning paths.
- Pear Deck provides real-time instructional information.
- ParentSquare provides a centralized family communication platform.
- After-school tutorials/homework opportunities help address home connectivity issues.
- Technology is already integrated into multiple content areas.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Limited availability of home internet hotspots may create an inequitable access gap for economically disadvantaged students who need technology outside of school.	High cost of hardware/service plans and limited dedicated funding for expanded mobile connectivity.
2	Staff technology skills and platform use are not yet fully streamlined across the campus.	Multiple digital platforms were implemented historically without a unified, ongoing professional development structure.
3	Digital citizenship and technology safety instruction is not yet consistently embedded throughout the school year.	Technology safety instruction has traditionally been centralized within the technology department rather than consistently embedded within classroom instruction.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Karnes City Elementary student achievement is below the level needed to meet campus and state accountability expectations, as demonstrated by the campus "D" rating and inconsistent evidence of mastery across grades and subjects.	Inconsistent instructional expectations, gaps in standards alignment, uneven intervention practices, and limited implementation of systematic data cycles have prevented the campus from consistently identifying learning gaps and responding with timely reteach, intervention, and enrichment.
2 ★	Special Education identification has reached 26.5%, significantly higher than the state average (approx. 13-15%).	Potential lack of a robust Tier 2/Tier 3 RTI (Response to Intervention) process in earlier years and weaker differentiation in Tier 1 instruction, leading to "referral to SPED" as the primary solution for struggling learners.
3 ★	The campus has experienced an inconsistent disciplinary climate in which teachers report feeling unsupported with classroom management and parents report concerns regarding student behavior.	Absence of a consistently implemented, campus-wide tiered behavior intervention system.
4 ★	Instructional "Time Debt": There is a 10-day deficit between the curriculum design (180 days) and the actual instructional calendar (170 days).	The district calendar and the state-mandated April testing window do not provide enough "buffer" for the HQIM scope and sequence.
5 ★	Inconsistency in Intervention (RTI): Reading currently lacks a fully consistent, evidence-based system for Tier 2/Tier 3 interventions across all classrooms.	High-quality materials were prioritized for Tier 1 (core instruction), but a standardized intervention "toolbox" has not yet been fully implemented.

★ = Priority

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**

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**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **T-TESS data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Study of best practices and high yield strategies**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Goal 1 -- Student Achievement & Accountability

By May 2027, Karnes City Elementary will increase student achievement in all tested content areas by improving the percentage of students demonstrating mastery on TEKS-aligned common assessments and state assessments, with each grade level establishing BOY baselines and measurable quarterly growth targets.

Key Measures:
STAAR performance
BOY/MOY/EOY assessment data
Common assessment mastery
Student growth by grade level and student group
Student work evidence

Why this goal:
The campus D rating and inconsistent evidence of mastery make student achievement the highest-priority outcome. The current CIP already calls for baseline data, high-leverage standards, reteaching, enrichment, PLCs, and progress monitoring.

Performance Objective 1 ☑ High Priority

By the end of the first six weeks, each grade level will establish BOY academic performance baselines and identify priority TEKS and student learning gaps.

Evaluation Data Source: BOY assessment data, STAAR data, common assessments, grade-level data reports.

Strategy 1

1. Conduct BOY data meetings by grade level to analyze STAAR, diagnostic, and beginning-of-year assessment data.
2. Identify high-leverage TEKS and essential standards for each grade level and content area.
3. Create student data profiles identifying strengths, gaps, and instructional needs.
4. Establish measurable quarterly student-growth targets for each grade level.
5. Use data walls or digital dashboards to monitor progress throughout the year.

Strategy's Expected Result/Impact: All grade levels will have clearly established academic baselines, identified priority standards, and documented student learning needs that guide instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach(es), Grade-Level Leaders

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

By July 2027, the campus will demonstrate improvement in STAAR reading and mathematics performance from the established baseline.

Evaluation Data Source: STAAR results; benchmark assessments; common assessments; released STAAR items

Strategy 1

Identify priority standards; use STAAR-aligned tasks; conduct benchmark data reviews; provide targeted reteach; use intervention blocks.

Strategy's Expected Result/Impact: Campus STAAR performance and student mastery of priority standards will improve from the established baseline.

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coach(es); Grade-Level Leaders

Formative Reviews

December	February	April	June

Goal 2

Goal 2 -- Tier 1 Instruction, Intervention & Differentiation

By May 2027, 100% of grade levels will implement a documented instructional cycle that includes standards-aligned planning, common formative assessment, student-work analysis, differentiated instruction, and timely Tier 2/Tier 3 intervention, with at least 90% of identified interventions documented and progress monitored.

Key Measures:
PLC documentation
Walkthrough data
Common assessments
Student work
Intervention rosters
Progress-monitoring data
MTSS documentation

Why this goal:
The CNA identifies inconsistent Tier 2/Tier 3 intervention and limited differentiation depth as significant barriers to student achievement.

Performance Objective 1

☑ **High Priority**

By the end of the first semester, 100% of grade levels will implement a consistent intervention process.

Evaluation Data Source: MTSS records; intervention rosters; progress-monitoring documentation; PLC records

Strategy 1

Develop a campus MTSS process; establish documentation expectations; create intervention groups; establish progress-monitoring expectations; review effectiveness during MTSS/PLC meetings.

Strategy's Expected Result/Impact: All grade levels will use a consistent process for identifying, intervening with, monitoring, and adjusting support for students.

Staff Responsible for Monitoring: Principal; Assistant Principal; MTSS Team; Instructional Coach(es); Grade-Level Leaders

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

Students receiving Tier 2/Tier 3 intervention will have progress monitored according to campus expectations.

Evaluation Data Source: Progress-monitoring data; MTSS records; intervention documentation; PLC minutes

Strategy 1

Establish progress-monitoring calendar; use common tools; review intervention data; adjust ineffective interventions; document movement between tiers.

Strategy's Expected Result/Impact: Intervention decisions will be based on documented student progress, and ineffective interventions will be adjusted in a timely manner.

Staff Responsible for Monitoring: MTSS Team; Instructional Coach(es); Grade-Level Leaders; Teachers; Principal

Formative Reviews

December	February	April	June

Goal 3

Goal 3 -- Instructional Time, Pacing & Assessment Readiness

By April 2027, the campus will maximize available instructional time and align pacing, curriculum, and assessment practices to ensure students receive the instruction and practice necessary for mastery and STAAR readiness.

Key Measures:
Campus pacing audit
Grade-level pacing plans
Curriculum completion
Assessment calendar
STAAR-style practice opportunities
Student assessment stamina data

Why this goal:
The CNA specifically identifies the approximately 10-day instructional deficit between the 180-day HQIM design and the approximately 170-day instructional calendar. It also identifies limited opportunities for students to build sustained reading assessment stamina.

Performance Objective 1

By the end of the first semester, 100% of grade levels will implement a priority-standards pacing plan.

Evaluation Data Source: Pacing guides; PLC documentation; curriculum-monitoring records

Strategy 1

Identify essential standards; vertically align standards; protect ELAR and mathematics instructional time; monitor pacing through PLCs; adjust based on mastery

Strategy's Expected Result/Impact: Grade levels will remain focused on essential standards and make pacing adjustments based on student mastery.

Staff Responsible for Monitoring: Principal; Instructional Coach(es); Grade-Level Leaders

Formative Reviews

December	February	April	June

Performance Objective 2

By the spring assessment window, grade-level teams will use assessment-readiness data to address remaining gaps.

Evaluation Data Source: Benchmark assessments; common assessments; student work; intervention records

Strategy 1

Analyze benchmark data; identify students and standards needing support; provide targeted reteach; use small-group instruction; monitor through short-cycle assessments.

Strategy's Expected Result/Impact: Identified learning gaps will be addressed before STAAR through targeted reteaching and intervention.

Staff Responsible for Monitoring: Principal; Instructional Coach(es); Grade-Level Leaders; Teachers

Formative Reviews

December	February	April	June

Goal 4

Goal 4 -- Positive School Culture, Behavior & Belonging

By May 2027, Karnes City Elementary will establish a consistent, positive, and student-centered campus culture by implementing schoolwide expectations, a tiered behavior-support system, and recognition structures, resulting in improved student and staff perceptions of belonging, safety, respect, and consistency and a reduction in recurring discipline incidents.

Key Measures:
Student climate surveys
Staff climate surveys
Discipline referrals
Recurring discipline incidents
Recognition data
Walkthrough/behavior observations
Student listening sessions

Campus Framework:
BELIEVE * ACHIEVE * DREAM * GROW * EXCEL * RESPECT

Why this goal:
The CNA identify inconsistent discipline, inconsistent adult responses, staff concerns about support, and the need for a more positive and unified campus culture.

Performance Objective 1 ☑ High Priority

By the end of the first six weeks, 100% of classrooms and common areas will explicitly teach and reinforce campus expectations.

Evaluation Data Source: Walkthroughs; classroom observations; behavior data; expectation-teaching documentation

Strategy 1

Teach campus expectations; reteach following breaks; establish common expectations for all settings; use consistent language; monitor implementation.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased awareness and consistent use of campus behavioral expectations.

Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; Teachers; Grade-Level Leaders

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Performance Objective 2

By May 2027, the campus will reduce recurring discipline incidents from the BOY baseline.

Evaluation Data Source: Discipline referrals; incident reports; behavior plans; MTSS records

Strategy 1

Identify students with repeated referrals; develop behavior support plans; provide counselor/ MTSS support; increase positive reinforcement; review data monthly.

Strategy's Expected Result/Impact: Recurring discipline incidents will decrease from the established BOY baseline.

Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; MTSS/Behavior Team

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	February	April	June

Goal 5

Goal 5 -- Staff Capacity, Voice & Retention

By May 2027, Karnes City Elementary will strengthen staff capacity, collaboration, and professional trust by ensuring 100% of teachers participate in documented cycles of collaborative planning, instructional feedback, coaching, and professional learning while increasing staff perceptions that their feedback is heard, valued, and acted upon.

Key Measures:
Staff survey results
PLC completion
Coaching documentation
Walkthrough feedback
Professional development participation
Staff retention data
Staff feedback/action logs

Suggested measurable target:
Increase the percentage of staff reporting that their feedback is "always" or "often" heard and valued from the current baseline to at least 70% by May 2027.

Why this goal:
The CNA reports that approximately 67% of surveyed staff feel their feedback is rarely or never heard. It also identifies concerns related to T-TESS/TIA consistency and the workload experienced by Special Education staff.

Performance Objective 1

By the end of the first semester, 100% of teachers will participate in documented cycles of collaborative planning, data analysis, feedback, and instructional adjustment.

Evaluation Data Source: PLC agendas; student work; assessment data; coaching records

Strategy 1

Protect weekly PLCs; establish PLC protocol; analyze student work/data; provide coaching; document instructional adjustments.

Strategy's Expected Result/Impact: Teachers will consistently collaborate around student learning and use evidence to adjust instruction.

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coach(es); Grade-Level Leaders

Formative Reviews

December	February	April	June

Performance Objective 2

By May 2027, staff perceptions that their feedback is heard, valued, and acted upon will improve from the BOY baseline.

Evaluation Data Source: Staff surveys and feedback

Strategy 1

Conduct staff surveys; share findings; establish 2-3 action steps; provide progress updates; recognize staff contributions.

Strategy's Expected Result/Impact: Staff perceptions of communication, trust, voice, and administrative responsiveness will improve from the BOY baseline.

Staff Responsible for Monitoring: Principal; Assistant Principal; Campus Leadership Team

Formative Reviews

December	February	April	June

Goal 6

Goal 6 -- Family & Community Partnership

By May 2027, Karnes City Elementary will strengthen two-way family and community partnerships by increasing family participation in campus engagement opportunities by at least 30% from the established fall baseline and increasing the percentage of families who report that the campus communicates effectively, welcomes their involvement, and responds to their concerns.

Key Measures:
Family event attendance
Family survey results
ParentSquare communication
Family contact logs
Family listening sessions
Family Partnership Team participation
Parent feedback

Why this goal:
Your first CIP established a 30% participation-growth target, while the CNA adds an important distinction: KCE has strong event attendance, but parents report inconsistent individualized communication and a need for stronger relationship-based engagement.

Performance Objective 1

Throughout the school year, 100% of grade levels will consistently use ParentSquare and approved communication systems.

Evaluation Data Source: ParentSquare records; Week-at-a-Glance posts; newsletters; communication logs

Strategy 1

Establish communication expectations; monitor Week-at-a-Glance postings; provide weekly learning information; share student accomplishments; support grade levels as needed.

Strategy's Expected Result/Impact: Families will receive consistent grade-level communication regarding learning, activities, and student accomplishments.

Staff Responsible for Monitoring: Principal; Assistant Principal; Grade-Level Leaders

Formative Reviews

December	February	April	June

Performance Objective 2 ✅ High Priority

By May 2027, family participation will increase by at least 30% from the established fall baseline.

Evaluation Data Source: Event attendance records; sign-in sheets; family engagement data

Strategy 1

Track attendance; personally invite families; vary event times/formats; partner with ACE, Title I, Title III, PTO, and community organizations; design meaningful events.

Strategy's Expected Result/Impact: Family participation in campus engagement opportunities will increase by at least 30% from the fall baseline.

Staff Responsible for Monitoring:
Principal; Assistant Principal; Family Engagement/Title I Staff; PTO/Family Partnership Team

Formative Reviews

December	February	April	June