

Karnes City Independent School District
Karnes City High School
2022-2023 Campus Improvement Plan



Mission Statement

To Inspire, To Impact, and to Improve Lives.

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Make-Up

Karnes City High School is made up of 330 students who are offered instruction in grades 9-12. The students are taught by 34 high school teachers--13 shared in various capacities with the junior high campus. Our staff includes six paraprofessionals, one library paraprofessional, one PEIMS secretary, one front office receptionist, one counselor, one nurse (shared with middle school), one secondary assistant principal, and one principal.

We proudly serve:

- 63% Economically Disadvantaged
- 13% Special Education
- 40% At-Risk
- 59% Hispanic, 35% White, 5% Black-African American, 0.2%Asian, .3% Indian
- 52% Female, 48% Male
- 12% Gifted and Talented
- 13% English as a Second Language

Karnes City High School teaching staff is comprised of 38% Hispanic, 58% White, and 3% who identify as two or more races. The gender make-up of the teaching staff is 44% female and 56% male. All teachers hold either State teacher certification in the content area they teach, have the equivalent industry-based certification/experience to teach the courses they are assigned, or are enrolled in teacher alternative certification program. Thirty-five (35%) percent of teachers have ten years or fewer experience while 65% of our teachers have eleven years or more experience.

The campus will continue professional development with the areas of yield instructional strategies, RtI implementation and Capturing Kids Hearts as a focus for the campus. The campus also will continue using Mark White for rigor and relevance training. Staff development includes professional growth, in-service education, continuing education, recurrent education, and on-the-job training. KCHS teachers have the opportunity to sign-up for workshops and schedule visits to other classrooms for personal growth relating to the accomplishment of stated goals and objectives. In this sense, staff development places an emphasis on proactive organizational learning. Faculty and staff assume the primary responsibility for continuous personal growth. Staff development focuses on projected needs and objectives that will help the school system remain creative and productive. Staff development is viewed as an important investment for our students and community.

Parents and Community

Census Bureau data from the American Community Survey (estimates) as it relates to educational levels of parents indicates the following for the age group 25 and older: 68.4% of Karnes City population have graduated from high school or attained a higher degree.

Socio-economic data from the Census Bureau (estimates) for households in Karnes City indicate a 6.6% unemployment rate and that roughly 23% of all families lived at or below the poverty level. The median household income is \$54,844. The median income for a male is \$27,295 and for a female is \$11,447.

Demographics Strengths

Student diversity - Diversity of needs has prompted the campus to implement programs and support services to meet those needs.

Graduation Rate - We continue to offer alternative academic avenues in order to meet State graduation requirements, which have led to implementation of a rigorous credit recovery program that allows students to get back on track to graduate on-time.

Low Drop-out Rate

Faculty/Staff Commitment to district - a high number of staff either graduated from KCISD or one of the adjacent school districts. Several staff members have returned to KCHS to serve the district where they grew up.

Professional Development- The district invests in employees growth and development. This includes providing training through Capturing Kids Hearts, Region 20 professional development, Model Schools conferences, TEK resources, special education training, and Safe Schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Karnes City High School is comprised of a staff that is 38% white while the student body is 59% Hispanic. **Root Cause:** The lack of candidates applying for positions in the district.

Problem Statement 2 (Prioritized): Karnes City High School's academic and CTE programs aim to provide opportunities for students to transition into post-secondary education/workforce, but the community continues to have about 23% of its population living at or below the poverty level. **Root Cause:** The lack of information made available to students and parents regarding CTE programs, course availability, lack of program diversity and staffing to grow.

Problem Statement 3: Student attendance and involvement of families in the school community are negatively impacted by a variety of potential factors. **Root Cause:** Some families struggle with valuing educational experiences of students, or have an inability to support their child's educational experiences as a potential result of a variety of influences factors, to include: failure to graduate high school or move onto post-secondary instruction themselves; work schedules that may be in excess due to poor pay in low-paying jobs; the need for students to work

Student Learning

Student Learning Summary

Karnes City High School strives to put instruction as a primary focus. This includes supporting students as a whole and unique individual, as their social and emotional needs are detrimental to their academic success.

Data available from state testing from 2021-2022 includes the following:

2022 Accountability Rating Overall: 87- B

Student Achievement:84-B

School Progress: 91-A

Academic Growth: 91-A

Relative Performance: 87-B

Closing the Gaps: 77-C

Distinction Designations: Mathematics, Comparative Academics Growth

KCHS has been successful in facilitating enrollment of students into dual credit coursework. College, Career and Military Readiness has been an area of strength, as students have received credit for industry certifications, participation in TSI and college bridge coursework to prepare for success in post-secondary instruction.

Student Learning Strengths

- High numbers of seniors graduating having achieved their CCMR goal through participation in TSI, college bridge and dual-credit, as well as success on SAT/ACT or achievement of industry-level certifications
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Sub-populations of students historically (and continuously) perform poorly on state assessment. Failures at the high school level significantly impact their ability to graduation. **Root Cause:** There are a lack of applicants applying for positions within the district qualified to support sub-populations of students, as well as a lack of training and experience of staff in planning for instruction which supports unique populations of students.

Problem Statement 2: The lack of ability for common planning periods creates an environment where teachers work in isolation. **Root Cause:** Issues with the limited master schedule make it difficult to create common planning periods and opportunities to participate in PLCs.

Problem Statement 3: Teachers do not use diverse methods for teaching classes (station teaching, small grouping, blended learning, etc.) and students lack engagement in the learning process. **Root Cause:** Teachers lack adequate training, knowledge, confidence, experience and willingness for risk-taking to grow in their instructional practices.

Problem Statement 4: Students are not finishing programs of study as a part of their graduation plans. **Root Cause:** Lack of staffing to teach diverse programs of study and struggles of a limited master schedule --offering opportunities for all students to participate in a program that interests them--impacts students ability to begin and finish programs in their high school careers.

School Processes & Programs

School Processes & Programs Summary

Personnel (District policy)

The Superintendent or designee advertises employment opportunities on the TASA website, the KCISD website, and in the local newspaper. Employment vacancy notices are also posted at the district and campus offices. The Board is committed to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications. Personnel are placed in the positions for which employee is qualified and evaluations are conducted by the assigned supervisor. Paraprofessionals are required to meet the Paraprofessional Highly Qualified requirements.

Professional Practices

Professional development is planned around identified strengths or challenges and related professional learning goals and activities as they relate to individual faculty/staff. Professional development activities may result from:

1. Evidence collected from most recent annual performance evaluation.
2. The need for content specific improvement/growth.
3. District or campus related improvement goals.

Once the specific area of professional development is identified, specific learning goals to address the need are established. For each of the goals, specific learning activities are developed to accomplish the goal.

The high school utilizes the TEKS Resource System curriculum for core academic courses and the iCEV curriculum for the majority of our Career and Technology Education courses. TCMPC TEKS Resource System is an online curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS Resource System's high quality curriculum and assessment components assist schools in meeting the high standard of rigor and relevance required in the TEKS and on STAAR assessment. The iCEV curriculum provides cloud-based curriculum that is interactive and can be accessed anytime and anywhere by students. Students have the ability to obtain industry certifications and easily explore career options through the curriculum. The high schools provides opportunities for student acceleration and enrichment through our dual credit course offering and utilization of Edgenuity. Students have the opportunity to obtain an associate's degree by the time they graduate from high school. We also offer a solution for credit/course recovery, dropout prevention, remediation, RtI, credit accrual, and whole class instruction just to mention a few.

The high school has seen a significant increase in CTE course enrollment. We have added new CTE programs/courses to the high school master schedule for the past several years. We offer dual credit opportunities in all disciplines. Students that complete these courses are better prepared for the workforce or postsecondary education.

Procedures

Each year the high school strives to integrate more technology into instructional and administrative programs, and while the majority of our teachers take advantage of the technology that is available to them, we still have those few that do not except change so readily. The high school integrates a number of technology resources into instruction to include Edgenuity (credit recovery, dropout prevention, credit accrual), iCEV (CTE), Clever, Blackboard, Eduphoria (data disaggregation), TEKS Resource System (curriculum), as wells as textbook adoptions that provide an array of technology and web-based instructional resources.

School Processes & Programs Strengths

Processes for dual credit enrollment that have been implemented to provide maximum benefit to our 11th and 12th grade students.

Attendance and tardy tracking system that notifies and updates parents daily.

Counseling program aimed and providing care to support the social/emotional well-being of our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are no staff identified to support students served through ESL (English as a Second Language) and this sub-pop continuously struggles to perform on state assessment **Root Cause:** There are a lack of applicants applying for positions within the district qualified to support English Language Learners.

Problem Statement 2: Special Education students historically perform poorly on state assessments. **Root Cause:** A lack of well-trained staff to support unique learners, in addition to a lack of sufficient programs of support, impact student performance when learning needs are not met.

Problem Statement 3 (Prioritized): Students struggle in college coursework which can negatively impact class rank and ability to complete associates degrees upon high school graduation, as well as negatively impacts future college coursework when students drop classes while in high school (when they are only allowed 6 'drops' in their college career). **Root Cause:** Lack of information for students and families regarding dual credit in order for them to make informed decisions about participation in this program.

Problem Statement 4: The lack of ability for common planning periods creates an environment where teachers work in isolation. **Root Cause:** Issues with the limited master schedule make it difficult to create common planning periods and opportunities to participate in PLCs.

Perceptions

Perceptions Summary

Karnes City High School continuously looks to improve community involvement. Community call-outs are used to inform families of upcoming activities and other campus news. This year, Student Council has helped to create a monthly newsletter which goes out to all families via email. Social Media is also used to highlight district and campus activities. Stakeholders are involved in the development of the CIP, as well as part of the Principal's Advisory Committee. Teachers are expected to communicate with families in an on-going basis, but most especially as first-line partners for addressing concern with students academic and behavior. Administrators communicate with parents when they interact with students regarding specific issues/concerns.

There is a lack of diversity in community involvement--oftentimes, the same individuals participate in campus activities. When speaking with families, many expressed their fears (of retaliation) when contacting the campus with concerns. Administration continually reassures

diversity

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Karnes City High School attempts to bridge the gap between a predominantly minority student body and white teaching staff, but increasing multicultural awareness and capacity for cultivating partnerships between schools, families and community has proved to be difficult. **Root Cause:** Teaching staff does not match the diversity reflected in the student population.

Problem Statement 2: Karnes City High School's commitment to stakeholder involvement ensures that stakeholder input is solicited regarding certain policy decisions, but a more effective, two-way means of communication is needed. **Root Cause:** Systems in place need to be reevaluated annually

Problem Statement 3: There is a lack of diverse community member involvement in campus activities. **Root Cause:** Lack of value placed on education/instruction, fear of retaliation for vocalizing concerns, previous negative experiences participating in campus activities or with previous district/campus staff impacts family involvement.

Priority Problem Statements

Problem Statement 1: Karnes City High School is comprised of a staff that is 38% white while the student body is 59% Hispanic.

Root Cause 1: The lack of candidates applying for positions in the district.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Karnes City High School's academic and CTE programs aim to provide opportunities for students to transition into post-secondary education/workforce, but the community continues to have about 23% of its population living at or below the poverty level.

Root Cause 2: The lack of information made available to students and parents regarding CTE programs, course availability, lack of program diversity and staffing to grow.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students struggle in college coursework which can negatively impact class rank and ability to complete associates degrees upon high school graduation, as well as negatively impacts future college coursework when students drop classes while in high school (when they are only allowed 6 'drops' in their college career).

Root Cause 3: Lack of information for students and families regarding dual credit in order for them to make informed decisions about participation in this program.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Staff surveys and/or other feedback

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

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

Performance Objective 1: In-class support will be provided to qualifying students 45 minutes per week and result in increased performance on the English I and II EOC assessments.

Evaluation Data Sources: Lesson plans, EOC, Professional Development Certificates, Sign-in sheets, Rti

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Scaffold instruction to insure that students master TEKS (Bell to bell instruction). Strategy's Expected Result/Impact: Increase academic growth on English I and II End of Course assessments. Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Differentiate instruction in small group settings to accommodate various learning styles Strategy's Expected Result/Impact: Increase academic growth on English I and II End of Course assessments. Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal.	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress </div> <div style="text-align: center;"> Accomplished </div> <div style="text-align: center;"> Continue/Modify </div> <div style="text-align: center;"> Discontinue </div> </div>				

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

Performance Objective 2: Close the gap for students served through Special Education in their English I and II EOC scores for the 2022-2023.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate in-class support (in the general education classroom) by Special Education teachers/paras with strengths in the areas of reading/writing for English I & II (utilizing accommodations such as oral admin, rephrasing/rewording, emphasis on major points, previewing text).</p> <p>Strategy's Expected Result/Impact: Increase in scores on English I and II EOC. Increase in History EOC scores.</p> <p>Staff Responsible for Monitoring: English Teachers, Special Education Teachers, Paraprofessionals</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutorials provided during Excellence, pull-outs and before/after school to support student success</p> <p>Strategy's Expected Result/Impact: Increase in scores on English I and English II EOC; Increase in History EOC scores</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Co-teacher and paraprofessionals are placed by their strengths and abilities to reach the needs of their students.</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores, grades,</p> <p>Staff Responsible for Monitoring: Teachers, sped paraprofessional, Principal, Assistant Principal</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: Increase attendance rate for the 2022-2023 school year

Evaluation Data Sources: TAPR, PEIMS, and Truancy data

Summative Evaluation: Some progress made toward meeting Objective









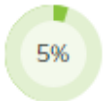





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives (off-campus lunch, rewards, recognition) to students that promote daily attendance.</p> <p>Strategy's Expected Result/Impact: Increased Attendance, Improved Grades</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Administration, Counselors</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily calls to absent students guardians are made, home visit to frequently absent students are made, and meetings with guardians to ensure student's are attending school.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance, increase in EOC scores, and students meeting their required courses to graduate.</p> <p>Staff Responsible for Monitoring: Attendance clerk, community liaison, Assistant Principal, Principal</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 2: Decrease drop-out rate for campus to 1% or less.

Evaluation Data Sources: TAPR, Entry/Withdrawal Data

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for flexible school attendance (OFSDP) Strategy's Expected Result/Impact: Decrease Drop-out Rate Staff Responsible for Monitoring: Teacher, Principal, Attendance Clerk	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide credit recovery opportunities during the semester and summer school. Strategy's Expected Result/Impact: Pass Courses Decrease Drop-out Rate Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
Strategy 3: Follow up on students that left district, attending home schooling, or virtual schools. Strategy's Expected Result/Impact: Decrease KCHS drop out rate, Increase KCHS graduation rate. Staff Responsible for Monitoring: PIEMS Clerk, Attendance Clerk, Counselor, Assistant Principal, Principal.	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase graduation rate for campus for the 2022-2023 school year.

Evaluation Data Sources: TAPR and PEIMS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase course offerings that are of interest to students Strategy's Expected Result/Impact: Increase Graduate Rate Staff Responsible for Monitoring: Teacher, Counselor, Administration	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide accelerated instruction to all students who do not meet state standards on End of Course assessments. Strategy's Expected Result/Impact: Increase student growth on End of Course assessments, Increase Graduation Rate Staff Responsible for Monitoring: Teacher, Administration Funding Sources: - 282 ESSER III	Formative			Summative
	Jan	Mar	May	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 4: All (100%) of KCHS students will receive consistent instruction in character education and social-emotional learning.

Evaluation Data Sources: CKH leadworthy lesson, counselor lessons, counseling services

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Capturing Kids Hearts will be implemented campus wide to promote a positive learning environment</p> <p>Strategy's Expected Result/Impact: Increase the number of positive interaction on campus between staff and students.</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Work to encourage parental involvement by engaging parents and the community in the district's vision and goals that support the growth of each student.</p> <p>Strategy's Expected Result/Impact: Shared Vision among stakeholders. Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor, Full service community grant.</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with community role models for presentations on topics based on campus needs.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of skills needed to accomplish goals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Counselor</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: Increase academic achievement (student growth) for all students in EOC tested subjects

Evaluation Data Sources: End of Course Data, TAPR, Campus Assessment Data

Summative Evaluation: Some progress made toward meeting Objective













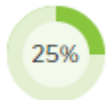



Strategy 1 Details	Reviews			
<p>Strategy 1: Implement programs that promotes skills development for every student (GT, At-Risk, SpEd, etc.) on campus. Strategy's Expected Result/Impact: Increase student growth on End of Course assessments. Staff Responsible for Monitoring: Teacher, Administration Funding Sources: - 282 ESSER III, - TCLAS</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerated instruction will be provided to all students who do not perform successfully on End of Course assessments. Strategy's Expected Result/Impact: Increase student growth on End of Course assessments Staff Responsible for Monitoring: Teachers, Counselor, Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Content experts consultants will be providing support and utilized for enrichment during our EOC blitzes for December EOC test takers and our end of year EOC. Strategy's Expected Result/Impact: Increase our approaches, meets, and master numbers on EOC test. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Funding Sources: - 282 ESSER III</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				









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

Performance Objective 2: Make services available to 100% of students at-risk of dropping out due to grade level retention.

Evaluation Data Sources: SCE Funding, Tutorials, Master Schedule, Program Implementation

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Incorporate accelerated instruction courses into the master schedule for all EOC tested subjects. Strategy's Expected Result/Impact: Increased student performance in EOC tested subjects. Staff Responsible for Monitoring: Core Content Teachers, Administration	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide students with equal access to learning via internet hotspot capabilities at home. Strategy's Expected Result/Impact: Improve digital literacy. Provide access to high speed internet at home. Staff Responsible for Monitoring: Media Specialist, Administration	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
Strategy 3: Parental involvement via frequent contacts regarding school activities that promote learning (i.e. homework, participation, effort, etc.) Strategy's Expected Result/Impact: Increase course credit attainment Staff Responsible for Monitoring: Teacher, Counselor, Administration	Formative			Summative
	Jan	Mar	May	May
				
Strategy 4 Details	Reviews			
Strategy 4: Implement behavior management techniques to increase positive classroom interactions. Strategy's Expected Result/Impact: Increase course credit attainment Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
				

Strategy 5 Details	Reviews			
Strategy 5: Provide tutorials, extended year services, or summer school programs that focus on development of academic skills Strategy's Expected Result/Impact: Increase course credit attainment Staff Responsible for Monitoring: Teachers, Administration	Formative			Summative
	Jan	Mar	May	May
	 55%	 55%	 100%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Increase support for teachers to help minimize stressors that lead to burn-out and feelings of despair.

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

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Highly qualified teachers with state certification or DOI in content area will be hired to fill vacancies on the campus</p> <p>Strategy's Expected Result/Impact: Improved students performance on state and local assessments.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for content and program specific professional development that will grow our teachers.</p> <p>Strategy's Expected Result/Impact: Quality Teacher Instruction, Increase student performance on state assessments</p> <p>Staff Responsible for Monitoring: Teacher, Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide incentives for teachers to improve their craft via professional development, paid master's degree, and stipends for certifications in high need content areas.</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers, Quality Instruction, Increase performance on state assessment</p> <p>Staff Responsible for Monitoring: Teacher, Administration</p>	Formative			Summative
	Jan	Mar	May	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 4: Drop out prevention program (Credit Recovery) will serve 100% of students not meeting graduation requirements.

Evaluation Data Sources: PEIMS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Enroll at-risk students in Credit Recovery program to recapture or accrue credits toward meeting graduation requirement. Strategy's Expected Result/Impact: Increase course credit attainment to maintain graduation timeline Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 5: Special populations will be targeted for more meaningful, needs based instruction to maximize growth for all.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase PD opportunities with an emphasis on instructional strategies for special populations -- to include Special Education, ELL and economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Teacher utilizing successful strategies to help increase special education, ESL, and economic disadvantage students scores.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Central office, Principal, Assistant Principal</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide feedback to teachers during walk-throughs which specifically targets assisting teachers to make learning accessible to all students (ways to differentiate if opportunity is observed at the time of the walk-through).</p> <p>Strategy's Expected Result/Impact: Teachers utilizing strategies for differentiation during instruction will positively impact student outcomes.</p> <p>Staff Responsible for Monitoring: Teacher, Central Office, Principal, Assistant Principal</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for teachers (by way of professional development and teacher/admin conferences) for the continued increase of knowledge on IEP development and related instructional practices to make more individualized, targeted decisions during the ARD process.</p> <p>Strategy's Expected Result/Impact: Appropriate IEPs are developed for students based on their unique needs, ultimately resulting in students served in the most appropriate settings with individualized levels of support to help positively impact student outcomes.</p> <p>Staff Responsible for Monitoring: Teacher, Central Office, Principal, Assistant Principal</p>	Formative			Summative
	Jan	Mar	May	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 6: All (100%) of KCHS students will be exposed to future opportunities including workforce, military, trade school, or college.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Military recruiters will host a military night and visit during lunches to inform the students of military career opportunities.</p> <p>Strategy's Expected Result/Impact: Provide Knowledge and opportunities for students that might not attend college after they graduated from KCHS.</p> <p>Staff Responsible for Monitoring: Full service community grant counselors, Counselors</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
	100%	100%	100%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: Information nights for our students and their families from Coastal Bend will be conducted to ensure our students are successful and making informed decision about the dual credit program.</p> <p>Strategy's Expected Result/Impact: Increase students success while taking college dual credit courses</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Jan	Mar	May	May
	100%	100%	100%	100%
Strategy 3 Details	Reviews			
<p>Strategy 3: Career day will be hosted to provide students with opportunities to look at different career paths and connect their learning to the real world.</p> <p>Strategy's Expected Result/Impact: Provide students with knowledge about different career path opportunities and make connections to real world jobs.</p> <p>Staff Responsible for Monitoring: Counselor Full service community grant counselors</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
	40%	40%	100%	100%



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Karnes City High School's academic and CTE programs aim to provide opportunities for students to transition into post-secondary education/workforce, but the community continues to have about 23% of its population living at or below the poverty level. **Root Cause:** The lack of information made available to students and parents regarding CTE programs, course availability, lack of program diversity and staffing to grow.

School Processes & Programs

Problem Statement 3: Students struggle in college coursework which can negatively impact class rank and ability to complete associates degrees upon high school graduation, as well as negatively impacts future college coursework when students drop classes while in high school (when they are only allowed 6 'drops' in their college career). **Root Cause:** Lack of information for students and families regarding dual credit in order for them to make informed decisions about participation in this program.

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Chris Guastella	High School Principal
Administrator	Kelly Ruiz	Assistant Principal
Classroom Teacher	Angela Dement	Teacher
Non-classroom Professional	Michelle Scheffler	Counselor
Parent	Veronica Butler	Parent/Community Representative
Business Representative	Kali Clark	Business Representative
Classroom Teacher	Katelyn Ebrom	Teacher
Non-classroom Professional	Laurie Wood	Principals Secretary
Classroom Teacher	Jayma Wood	Sped Teacher
Parent	Jessica Homeyer	Parent

Campus Funding Summary

199 -- Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	4	1			\$0.00
3	6	1			\$0.00
3	6	3			\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00