

Kilgore Independent School District

Kilgore Intermediate

2023-2024 Improvement Plan



Mission Statement

Preparing today's students for tomorrow's opportunities

Vision

Igniting life-long learning in all students

Value Statement

- Quality instruction is critical for student success.
- Academic excellence is our cornerstone.
- Education is more than just classrooms or test scores.
- Responsible citizenship is character in action.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kilgore Intermediate School is a 4th and 5th grade campus with approximately 580 students. There are 45 certified teachers and 15 instructional paraprofessionals. Four leadership people - principal, assistant principal, instructional specialist, counselor. 98% of teachers and paraprofessionals are highly qualified.

- 42% White
 - 12% African American
 - 38% Hispanic
 - 7% 2 or More Races
 - 1% Asian
-
- 8% Special Education
 - 6% G/T
 - 18% 504
 - 15% Dyslexia
 - 25% ELL
 - 77% Economically Disadvantaged
 - 55% At Risk

KIS has 93.4% attendance rate with a 9% mobility rate.

Class size on average is 18:1

Demographics Strengths

Kilgore Intermediate School strengths include:

- Highly qualified staff with low turnover rate
- Data analysis by subpopulations to determine student instructional needs
- Intervention programs to help diverse learners - Reading Intervention, Math intervention, ESL and Dual Language classes, before school tutoring, Resource and Co-Teach classes, Dyslexia program, Life Skills class
- Dual Language Classes - 1 way and 2 way in both grades
- LEAP classes for gifted learners
- Summer School Accelerated Learning

- Poverty and building relationships training
- GEMS program - Great Educators Mentoring Students
- Opportunities for parent and student activities: Meet the Teacher, Open House, Literacy Night, STEM Night, Donuts with Dad, Muffins with Mom, Grandparents Day, Father/Daughter Dance, Mom Prom, Field Day, Book Fair Family Night, PTA, Music Programs
- Community Involvement - Nursing home visits, Can Food Drive, BOBs recycling with Revolution Company
- Extra Curricular - UIL, STUCO, Choir
- Counseling services with Next Step

Student Learning

Student Learning Summary

2023 STAAR Results

4th Grade Reading - 74% approaches, 37% meets, 15% masters

4th Grade Math - 69% approaches, 47% meets, 24% masters

5th Grade Reading - 72% approaches, 41% meets, 18% masters

5th Grade Math - 65% approaches, 37% meets, 14% masters

5th Grade Science - 56% approaches, 26% meets, 8% masters

End of the Year Star Renaissance screener (2023)

Reading

49% of 4th grade students are at/above grade level. 14% on watch, 14% intervention, and 23% urgent intervention

32% of 5th grade students are at/above grade level. 20% on watch, 21% intervention, and 28% urgent intervention

Math

73% of 4th grade students are at/above grade level. 7% on watch, 10% intervention, and 11% urgent intervention

56% of 5th grade students are at/above grade level. 14% on watch, 15% intervention, and 15% urgent intervention

Student Achievement Needs:

1. Higher level questioning and activities
2. Improve differentiated instruction to meet all student needs
3. Focus on building relationships and making connections with students and parents

4. Implementation of computerized instruction materials for writing
5. Write critically across the curriculum
6. High expectations with student goal setting. Students self-monitor progress.
7. Real World/Cross-curricular connections to learning.
8. Build writing skills for Extended Constructed Response.
9. Focus on process skills.

Student Learning Strengths

- Data driven decision making for targeted interventions
- Universal screener for reading (MAP Testing)
- Universal screener for math (MAP Testing)
- Computer instruction - IXL for ELA, IXL for math, Process Learning, Flocabulary
- Chart and monitor student growth for all students
- Progress monitoring reading levels using Fountas and Pinnell - BOY, MOY, EOY
- Interventions for Tier 2 and Tier 3 students (Read Intervention, Math Intervention, ESL)
- Accelerated Reading program with incentives to encourage independent reading
- ESL and Dual Language classes
- Co-Teach, resource, and life skills for SPED
- TEKS Resource
- Stemsopes for Math and Science
- Lead4ward for Rockin Review
- LLI/Reading by Design for struggling readers
- Math Intervention

Problem Statements Identifying Student Learning Needs

Problem Statement 1: High percentage of students did not achieve Meets on the STAAR Reading, Math and Science tests. **Root Cause:** Below grade level reading and writing levels.

School Processes & Programs

School Processes & Programs Summary

Kilgore Intermediate School has 32 classroom teachers, 2 math intervention teachers, 2 dyslexia teachers, 1 reading intervention teacher, 2 special ed resource teachers, 1 special ed lifeskills teacher, 1 gifted and talented teacher, 1 ESL teacher, 2 PE teachers, and a music teacher. There is 4 dual language classrooms in each grade level with one way and two way.

98% of the teachers are highly qualified and KIS recruits teachers from college job fairs, internet job boards, social media and job postings on our website. We have a low turnover rate (13.0%). New teachers are strongly supported by their PLC teams, instructional specialist and administrators. First year teachers are supported by the instructional specialist as their mentor and the KISD curriculum directors.

The instructional specialist facilitates weekly PLC meetings and assists teachers in lesson planning, data analysis and other instructional needs. She is curriculum support on the campus, making sure the scope and sequence is followed and the TEKS are taught. We use TEKS Resource for our curriculum framework and STEMscopes for math and science.

KIS has a full time counselor who does counseling, 504, and serves as our testing coordinator.

We have a District Elementary RTI Coordinator and District Elementary Behavior Coordinator who serves students on our campus.

Administrators at KIS include the principal and assistant principal. The assistant principal oversees discipline, safety and attendance.

Interventions are scheduled in the master schedule during flex time or AR reading times 4 times a week and tutorials are scheduled in the morning before school.

Gomez and Gomez instructional strategies are used in the dual language classrooms.

GEMS (Great Educators Mentoring Students) - staff mentoring students with academic and behavior struggles.

Wellness Pointe Positive Action Program is an 8 week program provided for 5th graders to help them with making good choices.

Next Step Counseling provides weekly counseling services for some students.

School Processes & Programs Strengths

- Technology support for the classrooms
- Teachers have access to chrome books and IFP (smart boards) in every classroom
- Instructional specialist facilitates PLCs and gives support to all teachers
- Counselor meets with intervention team PLC to discuss Tier 2 and Tier 3 student progress
- Interventions during flex time so that students do not miss core instruction
- Attendance rate - monitored by the assistant principal
- Attendance incentives given to quarterly perfect attendance
- School safety and campus procedures
- Student/parent activities
- Sped Co-teach and Resource classes

- ESL and Dual Language Classes
- Learning by Design for dyslexia students
- LLI (Fountas & Pinnell) is used for reading intervention
- Guided reading and guided math
- GEMS program for behaviorally challenged students
- Extracurricular activities - UIL, STUCO, Choir
- Learning computer programs - Progress Learning (formerly Education Galaxy), IXL, Brain Pop, Flocabulary, Prodigy
- Book Vending Machine used for prizes. Students earn tickets from teachers for a weekly drawing.

Perceptions

Perceptions Summary

At Kilgore Intermediate School we strive to educate the whole child and recognize differences. We have programs in place to help meet physical, social and academic needs. We realize that students learn differently so we are constantly implementing different ways for students to learn. We provide a safe, collaborative learning environment for all students. We do whatever it takes to help our students.

KIS promotes character building with the Core Essentials program. Our school wide expectations are built around RESPECT - respect yourself, respect others and respect our school.

We focus on parent involvement by using different medias. Skylert, email, Facebook, and weekly notes are sent out to give parents information. We have events such as Meet the Teacher, Open House, Literacy Night, STEM Night, Dyslexia Night, Hispanic Heritage, Father/Daughter Dance, Mom Prom, Grandparents lunch, PTA and student programs for parents to attend special events at school.

KIS participates in BOBs recycling program with Revolution Company, Kilgore News Herald Christmas Card Contest, nursing home visits, Lions Club annual can food drive, and other events to help our community.

We help students with food for the weekend through the backpack program from St. Luke's Methodist Church and coats for the winter through private donations. We work closely with the Kilgore Lions Club to collect can foods and provide students with gifts for Christmas.

We have daily birthday announcements, Student of the Month, monthly BOBs drawings, weekly drawing for Caught Being Good, 100 pt. AR achievers and any other accomplishments that need recognition.

We have quarterly celebrations for students making their AR goal and math fluency goals.

G.E.M.S. - Great Educators Mentoring Students was started this year to help students who need extra support from staff members with behavior and academics.

Weekly staff newsletter from principal to communicate school wide information.

KHS football players and cheerleaders greet students once a week in the morning.

Perceptions Strengths

- Core Essentials - Character building program
- Family events - Literacy Night, Open House, STEM Night, Father/Daughter Dance, Mom Prom, Muffins with Mom, Grandparents' Days, Donuts with Dad, Book Fair Family Night, Music programs
- Parent Communication - Teachers make a positive contact with all their students' parents the 1st 3 weeks of school and throughout the year as needed.
- Participation in community events - Visits to nursing home, Lions Club Christmas and can food drive, BOBs Recycling program with Revolution Company, Kilgore News Herald Christmas Cards, FUMC Food Backpack program
- Schoolwide expectations - Respect yourself, Respect others, Respect our school
- G.E.M.S. mentoring program - program for students who need extra care and guidance.
- Weekly drawings for the book box.

Priority Problem Statements

Goals

Goal 1: Student achievement: Meet the educational needs of every student by continually supporting, teaching, and learning so all students reach their maximum potential.

Performance Objective 1: Students will achieve 80% approaches, 50% meets, and 30% masters on the STAAR RLA test in April, 2024.

High Priority

Evaluation Data Sources: Fountas and Pinnell Progress Monitoring
STAAR Reading Test
Benchmarks
Common Assessments
Walk-through Data
MAP Test
RTI Data





Strategy 1 Details	Reviews			
Strategy 1: MAP reading screener will be used at the beginning, middle and end of year to monitor student growth. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Teachers Instructional Specialist Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Guided reading training for all ELAR teachers and implementation of guided reading in the classroom. Strategy's Expected Result/Impact: Increase reading comprehension, accuracy and fluency. Staff Responsible for Monitoring: Teachers Instructional Specialist Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: LLI Program will be used for reading intervention for Tier 2 and Tier 3 students and for HB 1416 accelerated instruction. Strategy's Expected Result/Impact: Increase student comprehension and fluency. Staff Responsible for Monitoring: Intervention Reading Teacher Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: ESL push in and pull out and dual language classes use Gomez and Gomez to increase reading levels and support for ELL students. Strategy's Expected Result/Impact: Increase in reading comprehension and English language fluency. Staff Responsible for Monitoring: Dual Language Teachers ESL Teacher and Paras Principals Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Implementation of Reading by Design program for dyslexia students. Strategy's Expected Result/Impact: Increase student knowledge of phonics and phonemic awareness to increase reading comprehension and fluency. Staff Responsible for Monitoring: Dyslexia Teachers Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: KIS will use IXL computer and Flocabulary reading program in the classroom and Progress Learning computer program in the computer lab and tutorials. Strategy's Expected Result/Impact: Increase student reading comprehension and vocabulary skills. Staff Responsible for Monitoring: Classroom Teachers Intervention Teachers Computer Lab Staff Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Fountas and Pinnell will be used to progress monitor student reading levels at the beginning, middle and end of year to document student growth. Strategy's Expected Result/Impact: Monitor student growth in reading levels. Staff Responsible for Monitoring: Teachers Instructional Specialist Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: 100% of campus administrators will implement the coaching cycle. Feedback and follow through will be used to improve instruction so that 80% of all students will be reading on or above grade by May, 2024. Strategy's Expected Result/Impact: Improve reading levels Staff Responsible for Monitoring: Teachers Instructional Specialist Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
Strategy 9 Details		Reviews			
Strategy 9: Accelerated Reader time is built in the daily schedule for 30 minutes a day and 9 week goals set for all students. Strategy's Expected Result/Impact: Increase comprehension, fluency and reading levels. Staff Responsible for Monitoring: Teachers Instructional Specialist Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June

Strategy 10 Details		Reviews			
Strategy 10: For writing instruction, KIS teachers will use the HMH Writable program and writing professional development with Cyndi Nyvall, Region 7. Strategy's Expected Result/Impact: Improve student writing skills Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Goal 1: Student achievement: Meet the educational needs of every student by continually supporting, teaching, and learning so all students reach their maximum potential.

Performance Objective 2: Students will achieve 80% approaches, 50% meets, and 30% masters on the STAAR Math test in May, 2024.

High Priority





Evaluation Data Sources: STAAR MathTest
Benchmarks
Common Assessments
Math Fluency Tests
Walk-through Data
MAP Test
RTI Data

Strategy 1 Details	Reviews			
Strategy 1: Guided math training for all math teachers to help students close gaps in math skills. Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: MAP math screener will be used at the beginning, middle and end of year to monitor student growth. Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: KIS will use IXL computer math program in the classroom and for HB 1416 accelerated instruction. Progress Learning will be used in the computer labs for extra math instruction. Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Principals Teachers Computer Lab Para Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: KIS will use digital Target Math daily and Problem of the Day for spiraling math skills. Strategy's Expected Result/Impact: Daily spiral review of math skills to increase student growth Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Math intervention pull out program for Tier 2 and Tier 3 RTI students. Strategy's Expected Result/Impact: Close learning gaps and increase student growth in math Staff Responsible for Monitoring: Principals Intervention teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 100% of campus administrators will implement the coaching cycle. Feedback and follow through will be used to improve math instruction so that 80% of all students on or above grade in math by May, 2024. Strategy's Expected Result/Impact: Improvement in math levels Staff Responsible for Monitoring: Principals Instructional specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details		Reviews			
Strategy 7: KIS math teachers will use TEKS Resource and the STEMscopes math program for lessons, ..pacing, sequencing skills, and activities. Strategy's Expected Result/Impact: Improvement in student math growth Staff Responsible for Monitoring: Principals Instructional Specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
Strategy 8 Details		Reviews			
Strategy 8: KIS will seek feedback and advice from Stacy Grant, math consultant, on math best practices using data from common assessments and benchmarks. Strategy's Expected Result/Impact: Increase student math growth Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June

Strategy 9 Details		Reviews			
Strategy 9: KIS math teachers will use the Daily Numeracy in STEMscopes to help students build their number sense thinking and reasoning skills. Strategy's Expected Result/Impact: Increase higher level math thinking skills Staff Responsible for Monitoring: Principals Instructional Specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Goal 1: Student achievement: Meet the educational needs of every student by continually supporting, teaching, and learning so all students reach their maximum potential.

Performance Objective 3: Students will achieve 80% approaches, 50% meets, and 30% masters on the STAAR Science test in April, 2024.

High Priority

Evaluation Data Sources: STAAR Science Test
Benchmarks
Common Assessments
Walk-through Data

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of hands-on science labs in the classroom including virtual lab activities and field trips. Strategy's Expected Result/Impact: Increase student knowledge of science processes and increase STAAR science scores Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a 2 week Science Academy before STAAR to review and reinforce science content. Strategy's Expected Result/Impact: Increase science scores on state assessment Staff Responsible for Monitoring: Principal Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Use multiple ways to implement science academic vocabulary in all academic areas. Strategy's Expected Result/Impact: Increase student knowledge of science academic vocabulary Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of campus administrators will implement the coaching cycle. Feedback and follow through will be used to improve science instruction so that 80% of all 5th grade students will achieve passing standard on the STAAR science test in May, 2024. Strategy's Expected Result/Impact: Increase student achievement on STAAR science test Staff Responsible for Monitoring: Principals Instructional specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: KIS will use TEKS Resource/STEMscopes science program to plan and sequence science content. Strategy's Expected Result/Impact: Increase student science knowledge and increase STAAR science scores Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: KIS science teachers will have training with Paul Eyler, Region 7 science specialist, on best practices for teaching science vocabulary and process skills. Strategy's Expected Result/Impact: Increase student science vocabulary and knowledge of process skills Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: KIS Science teachers will use a daily science question for spiral review. Strategy's Expected Result/Impact: Increase student science knowledge and relationships Staff Responsible for Monitoring: Principals Instructional Specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Student achievement: Meet the educational needs of every student by continually supporting, teaching, and learning so all students reach their maximum potential.

Performance Objective 4: KIS will promote academic success by engaging students through real-world experiences while cultivating independent thinking and creative problem-solving.

Evaluation Data Sources: Lesson Plans
Walk-through Data
PLC Planning
Benchmark and common assessments
STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: KIS will increase the number of engaging hands-on, problem solving activities including real world applications and cross-curricular writing. Strategy's Expected Result/Impact: Increase higher level thinking skills Staff Responsible for Monitoring: Principals Instructional specialist Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: KIS will provide technological resources needed for enhancing educational opportunities in the classroom. Strategy's Expected Result/Impact: Increase student ability to use technology in the classroom and on the STAAR test Staff Responsible for Monitoring: Principals Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: KIS will give students opportunities to attend real world experiences such as plays, musicals, field trips, etc. Strategy's Expected Result/Impact: Increase knowledge and exposure to real world events Staff Responsible for Monitoring: Principals Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: All students and staff will learn and work in a safe and responsive environment. KISD is committed to making our schools a safe place for our students, staff, and community to ensure a safe and orderly environment conducive to learning for all students.

Performance Objective 1: Kilgore Intermediate School will ensure a safe, secure, and drug-free environment for all students and staff.

High Priority

Evaluation Data Sources: Parent/student/staff surveys

Drill Logs

Safety Training

Strategy 1 Details	Reviews			
Strategy 1: KIS will provide opportunities for monthly safety drills. Strategy's Expected Result/Impact: Increase student knowledge on procedures for crisis situations Staff Responsible for Monitoring: Principals Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: KIS 5th Grade students will participate in Wellness Point Positive Action program for drug awareness. Strategy's Expected Result/Impact: Increase student awareness for positive actions Staff Responsible for Monitoring: PE Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: KIS has an armed security officer on campus. Strategy's Expected Result/Impact: Provide a safe school environment Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June





Director of School Safety ESF Levers: Lever 3: Positive School Culture				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: All students and staff will learn and work in a safe and responsive environment. KISD is committed to making our schools a safe place for our students, staff, and community to ensure a safe and orderly environment conducive to learning for all students.

Performance Objective 2: KIS staff will inspire students to develop and exhibit character traits that are reflective of community standards.

High Priority

Evaluation Data Sources: Increase student awareness for positive actions

Strategy 1 Details	Reviews			
Strategy 1: Implement Core Essential monthly character trait school-wide through classroom activities, videos and morning announcements. Strategy's Expected Result/Impact: Build positive student character Staff Responsible for Monitoring: Principals Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize students who are "Caught Being Good" and Student of the Month for good character traits. Strategy's Expected Result/Impact: Increased positive student character Staff Responsible for Monitoring: Principals Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: KIS will use the Campus Discipline Plan as a guide for creating a safe and positive learning environment. Strategy's Expected Result/Impact: Positive learning environment for all students Staff Responsible for Monitoring: Principals Teachers Title I: 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: All students and staff will learn and work in a safe and responsive environment. KISD is committed to making our schools a safe place for our students, staff, and community to ensure a safe and orderly environment conducive to learning for all students.

Performance Objective 3: Less than 12% of students will have an out of class placement.

High Priority

Evaluation Data Sources: Discipline Reports
Quarterly Accountability Meetings

Strategy 1 Details	Reviews			
Strategy 1: KIS will provide behavior students with a mentor through the KIS GEMS (Great Educators Mentoring Students) program. Strategy's Expected Result/Impact: Increase in positive behavior Staff Responsible for Monitoring: Principals KIS Staff Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Behavior Intervention Specialist and assistant will provide reinforcement and supports for positive student behavior. Strategy's Expected Result/Impact: Increase positive student behavior Staff Responsible for Monitoring: Principals Behavior Intervention Specialist Behavior Paraprofessional Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: BOY classroom management training for all teachers using The Classroom Management Book by Harry Wong. Strategy's Expected Result/Impact: Improve classroom procedures and behavior for all students Staff Responsible for Monitoring: Principals Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 3: Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

Performance Objective 1: KIS principals and instructional specialist will develop a plan that addresses effective coaching, monitoring, data analysis, and feedback of teachers in order to transform into a high performing school with a positive culture.

High Priority





Evaluation Data Sources: T-Tess evaluations

Walk-through Data

Accountability Meetings

Teacher/Parent/Student Feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide new teachers with a mentor for support and positive encouragement. Strategy's Expected Result/Impact: Instruction and classroom management improvement Staff Responsible for Monitoring: Principals Instructional Specialist Curriculum Directors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: KIS will use the quadrant model based on teacher data obtained from student assessments and walk-through data. Strategy's Expected Result/Impact: Improve instruction and student performance Staff Responsible for Monitoring: Principals Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 100% of campus administrators will implement the coaching cycle. Feedback and follow through will be used to improve instruction so that 80% of all students will be on or above reading and math grade by May, 2024 Strategy's Expected Result/Impact: Improve instruction and student performance Staff Responsible for Monitoring: Principals Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.





Performance Objective 2: KIS principals will ensure that 100% of staff have met all qualifications and are provided research based professional development to assure high quality instruction and student service.

Evaluation Data Sources: Sign-In Sheets for Professional Development

PLC Agendas

100% are highly qualified

Walk-through Data

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for guided reading, guided math, writing, classroom management, and process standards development to assure high quality of instruction. Strategy's Expected Result/Impact: Increase the quality of instruction Staff Responsible for Monitoring: Principals Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide PLC planning and support for teachers to ensure high quality instruction. Strategy's Expected Result/Impact: Increase quality of instruction and student progress Staff Responsible for Monitoring: Principals Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

Performance Objective 1: By May of 2024, all KIS parents will have been provided the opportunity to participate in a parent engagement event.

- High Priority**
- Evaluation Data Sources:** Sign-in Sheets
Surveys
Agendas

Strategy 1 Details		Reviews			
Strategy 1: KIS parents will be provided opportunities and are encouraged to attend such events as Meet the Teacher, Literacy Night, Stem Night, Dyslexia Night, Hispanic Heritage, Grandparents Lunch, PTA events and STUCO sponsored activities such as Father/Daughter Dance and Mom Prom. Strategy's Expected Result/Impact: Increase parent participation in school activities Staff Responsible for Monitoring: Principals Instructional specialist STUCO sponsors Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Feb	Apr	June
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✗</div>Discontinue</div>					

Goal 4: Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

Performance Objective 2: KIS will partner with community organizations to help meet the needs of students and families.

Evaluation Data Sources: Surveys
Documentation of students served

Strategy 1 Details	Reviews			
Strategy 1: KIS students will participate in Lions Club Christmas can food drive for families and their annual Christmas for ECD students. Strategy's Expected Result/Impact: Community and school partnership in helping students Staff Responsible for Monitoring: Principals Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: KIS will partner with First United Methodist Church in the weekend backpack food program for ECD students. Strategy's Expected Result/Impact: ECD students have food on the weekends Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: KIS will partner with Revolution Company to collect BOBs (Bag of Bags) for recycling. Strategy's Expected Result/Impact: Students learn about recycling and conservation of resources Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue