

Kilgore Independent School District
Kilgore Primary
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

Demographics Summary

Kilgore Primary is a ten year old PreK, Head Start, Kindergarten and 1st grade Title 1 campus in Kilgore, Texas. There are approximately 663 students with 60 certified professional staff members and 29 paraprofessional staff members. Kilgore is a diverse community. There has not been an increase in the economically disadvantaged population in the Kilgore community for two years. Kilgore Primary is currently serving Student Ethnicity:

American Indian - Alaskan Native	4	0.60%
Asian	0	0.00%
Black - African American	84	12.67%
Native Hawaiian - Pacific Islander	0	0.00%
White	278	41.93%
Two-or-More	58	8.75%
Hispanic	239	36.05%

Homeless- 1.96%, ESL- 2.71%, At Risk-30.92%, SPED-11.01%, Economically Dis.- 82.35%.

Total Staff 69: Administrative support 10, Teachers 50, Paraprofessionals 29. The staff is 5% male and 95% female. The staff ethnicity percentages are White 60%, African American 11%, Hispanic 28%, other 1%. KPS shows a clear discrepancy in the percentages between staff/student ratios. The administrators continue to seek highly qualified staff of Hispanic and African American descent to more align with student ethnicity ratios.

Demographics Strengths

Demographics Strengths: Kilgore Primary has many strengths.

1. Strong parent / family communication and various family and community involvement opportunities.
2. Kilgore Primary provides a warm, loving and safe environment for our PreK - 1st grade students.
3. Celebrates cultural differences.
4. Enthusiastically supports hands-on experiences and learning.
5. Strong Dual Language program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: KPS staff does not mirror the student population. **Root Cause:** There is a lack of quality applicants.

Student Learning

Student Learning Summary

AA, White, and all students combined did not reach our campus goal of 80% of students will be reading at the meets and/or masters level.

63% of all Kindergarten students meet and/or masters grade level or above in reading.

62% of all 1st Grade students meet and/or masters grade level or above in reading.

Student Learning Strengths

- Adequately addressing instructional concerns/programs in the area of Hispanic and Special education subpopulations as indicated by state testing.
- Providing inclusion time in the reg. education classroom for most Special Education students.
- ESL services are provided via inclusion support.
- Built-in intervention time 1 1/2 hour weekly.
- Universal screener to identify gaps.
- Reading levels/progress are monitored.
- TEKS Resource aligned curriculum
- Skill practice program
- Gap Alignment tool/PD

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 37% of kindergarten students and 38% of first grade students are below the meets or masters level on reading levels at the end of year. **Root Cause:** Lack of meaningful professional development and implementation of best practices for the science of teaching reading.

School Processes & Programs

School Processes & Programs Summary

- TEKS Resources, Performance Assessments, Scope and Sequence
- Lead4ward
- PLCs and pod meetings offer time for horizontal planning and development of instructional practices and assessments.
- District-Wide writing alignment
- Guided Reading with focus on the science of teaching reading as learned through the Texas Reading Academy
- Tier 1 classroom interventions
- RTI data driven Tier 2/3 interventions
- Next Step counseling adds a second layer to our school counseling program
- New teachers are given a mentor to help stay on track and answer questions.

School Processes & Programs Strengths

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Perceptions

Perceptions Summary

At KPS, 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.

KPS promotes the Core Essentials program for character education. Our school wide expectations are built around the Good DOGS rules that are implemented schoolwide.

We focus on parental involvement by using different medias. Skyward messenger, email, the Kilgore Primary Facebook page, KPS website, and parent information flyers keep parents in the loop for all school events. We have events such as PreK/Kindergarten Information Nights, Meet the Teacher, Literacy Night, Dyslexia Night, Hispanic Heritage Night, Grandparents Lunches, special programs, registration events, as well as other events.

KPS participates in food drives and community coloring contests to help our community.

We help students with food for the weekend through our backpack program, coats for the winter through community outreach, school supplies through First Presbyterian Church, and the angel tree for Christmas gifts donated by staff members.

We have weekly Barker Bone drawings for students who make good choices, students of the month, and other celebrations for student achievement.

We also use a weekly Smore newsletter to keep communication open with staff.

Perceptions Strengths

- Core Essentials- Character building program
- Family events: PreK/Kindergarten Information Nights, Meet the Teacher, Literacy Night, Dyslexia Night, Hispanic Heritage Night, Grandparents Lunches, special programs, registration events, as well as other events.
- Parent communication- all teachers use a class communication app, daily folders, notes, parent phone calls, and conferences.
- Participation in food drives for the holidays.
- Schoolwide expectations- Good DOGS are proud! Do your best. Obey your teacher. Gain the respect of others. Safety first in all areas.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices





Goals

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

Performance Objective 1: By May 2024, 90% of Kindergarten and First Grade students will show growth in the area of Reading.

High Priority

Evaluation Data Sources: % of students showing progress/growth in student achievement including as measured by benchmarks, common assessments, and Dibels screeners.





Strategy 1 Details	Reviews			
<p>Strategy 1: Reading/ELA blocks will be incorporated into all teacher schedules to include whole group reading, guided reading with decodables, phonics, phonemic awareness, vocabulary, fluency, and writing.</p> <p>Strategy's Expected Result/Impact: This will allow teachers to transition smoothly between all ELA components. This will impact the achievement of student growth.</p> <p>Staff Responsible for Monitoring: Campus Principals Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KPS will be a Model School for literacy instruction through Region VII.</p> <p>Strategy's Expected Result/Impact: This will give students the most up to date instructional strategies for implementing the Science of Teaching Reading.</p> <p>Staff Responsible for Monitoring: Campus Principals, Instructional Specialist, Curriculum Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Meet the educational needs of every student by continually supporting, teaching, and learning so all students reach their maximum potential.

Performance Objective 2: By May 2024, 80% of Kindergarten and First Grade students will be at or above grade level mean RIT.

High Priority

Evaluation Data Sources: % of students showing progress/growth in student achievement including as measured by benchmarks, common assessments, and NWEA MAP screeners





Strategy 1 Details	Reviews			
<p>Strategy 1: Math blocks will be incorporated into all teacher schedules to include whole group math and guided math. Strategy's Expected Result/Impact: A math block will allow teachers to complete all math components daily. This will directly impact student achievement. Staff Responsible for Monitoring: Campus Principals, Instructional Specialist, Curriculum Director</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KPS will utilize our Intervention Specialists and Intervention Paraprofessionals to offer RTI to students struggling with math. Strategy's Expected Result/Impact: Students will be impacted by small group and one on one RTI instruction for math. Staff Responsible for Monitoring: Campus Principals, Instructional Specialist, Curriculum Director</p> <p>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</p>	Formative			Summative
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Goal 1: Meet the educational needs of every student by continually supporting, teaching, and learning so all students reach their maximum potential.

Performance Objective 3: Kilgore Primary will have 50% of the kindergarten and first grade ELA classrooms participate in the KPS Model School for Literacy Instruction program through the Region 7 Service Center.

High Priority





Evaluation Data Sources: % of teachers participating, attending appropriate training, and implementation as seen in lesson plans, PLC agendas, walkthroughs, and TTESS observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will use the knowledge gained in the science of teaching reading through the Texas Reading Academy to instruct with best practices.</p> <p>Strategy's Expected Result/Impact: Students will make great gains from BOY to EOY assessments in reading (Dibels).</p> <p>Staff Responsible for Monitoring: Campus Principals, Instructional Specialist, Curriculum Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: All students and staff will learn and work in a safe and responsive environment. KPS 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: By May of 2024, 85% of KPS staff will be proficient or above on Domain 3 of T-TESS.





Evaluation Data Sources: Campus Principals - Classroom walkthroughs and T-TESS evaluations.

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will refine the Discipline Plan, provide training, and monitor the outcomes of implementation. Strategy's Expected Result/Impact: KPS discipline referrals/time out of class will decrease due to the implementation of classroom Tier 1 behavior strategies as outlined in the KPS Discipline Plan. Staff Responsible for Monitoring: Campus Principals, Behavior Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KPS will offer RTI-B for students who are unsuccessful with classroom Tier 1 behavior strategies. Strategy's Expected Result/Impact: Teachers will take ownership of Tier 1 behavior strategies to ensure that their classroom runs smoothly and students remain in the learning environment. Staff Responsible for Monitoring: Campus Principals, Behavior Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: All students and staff will learn and work in a safe and responsive environment. KPS 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: KPS staff will implement all safety procedures for daily operations from drop-off until dismissal.





Evaluation Data Sources: Safety drill schedule/paperwork, Car Rider Pro information, transportation guidelines, discipline referral data

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent pick up will require KPS issued Car Rider Pro car tag. If car does not have a car tag, the parent must go to the office to verify parent/student.</p> <p>Strategy's Expected Result/Impact: KPS pick-up will be streamlined, effective, and children will be repeatedly identified by staff as they are lined up and delivered to the coordinating car.</p> <p>Staff Responsible for Monitoring: All KPS staff on duty, Campus Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KPS staff will be equipped with access to the EOP manual and participate in district drills.</p> <p>Strategy's Expected Result/Impact: KPS staff will be stakeholders in school safety.</p> <p>Staff Responsible for Monitoring: Campus Principals, SROs, Safety Personnel</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: KPS will keep classroom and outside doors locked at all times and will participate in weekly door sweeps.</p> <p>Strategy's Expected Result/Impact: KPS will remain safe inside the school with no way for any unauthorized people to gain entry.</p> <p>Staff Responsible for Monitoring: Campus Principals, SROs, Safety Personnel</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: All students and staff will learn and work in a safe and responsive environment. KPS 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: KPS will reduce the number of referrals labeled as classroom management by 25%.





Evaluation Data Sources: Walkthroughs, discipline referral data

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will demonstrate and model character education through the Core Essential curriculum. Strategy's Expected Result/Impact: Students will take ownership in their own character and behavior. Staff Responsible for Monitoring: Campus Principals, Counselor</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KPS will implement a revamped discipline plan with Tier 1 classroom behavior strategies. Strategy's Expected Result/Impact: Students will remain in the classroom as they learn how to self regulate and continue learning without disruption. Staff Responsible for Monitoring: Campus principals, Behavior Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Recruitment, Support, and Retention of High Quality Personnel: In order to improve student learning, Kilgore Primary will commit to a systematic approach that will focus on the development of teachers, support recruitment, and increase teacher retention.

Performance Objective 1: By May 2024, 85% of KPS teachers will be in quadrants 3 and 4. These teachers will be demonstrating the implementation of the coaching received.

Evaluation Data Sources: Walkthrough and T-TESS evaluation data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will conduct accountability meetings each quarter to assess quadrants. Coaching and feedback will be given to teachers.</p> <p>Strategy's Expected Result/Impact: 100% improved Tier 1 instruction and teacher effectiveness</p> <p>Staff Responsible for Monitoring: Campus Principals, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff training in methods that address the needs of the students.</p> <p>Strategy's Expected Result/Impact: 100% improvement in Tier 1 instruction and targeted interventions to support student achievement.</p> <p>Staff Responsible for Monitoring: Campus Principal, Instructional Specialist, Support staff</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruitment, Support, and Retention of High Quality Personnel: In order to improve student learning, Kilgore Primary will commit to a systematic approach that will focus on the development of teachers, support recruitment, and increase teacher retention.

Performance Objective 2: 90% of teachers will be proficient on T-TESS evaluations by May 2024.

Evaluation Data Sources: T-TESS evaluations and student achievement data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will continue to implement the coaching cycle after each observation and walk through. Strategy's Expected Result/Impact: Administrators will become effective instructional coaches as indicated in notes from coaching sessions and results on preceding walk throughs. Staff Responsible for Monitoring: Campus Principals, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a plan that addresses effective monitoring, data analysis, and feedback of teachers in order to transform into a high performing district with a positive culture. Strategy's Expected Result/Impact: All teachers participate in the coaching cycle after each walk through with feedback to improve instruction. Staff Responsible for Monitoring: Campus Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Mentors will be provided to all new teachers, teachers new to KPS, and teachers in need of improvement. Strategy's Expected Result/Impact: Teachers will be given the support needed in order to improve instruction. Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Feb	Apr	June

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Kilgore Primary students.

Performance Objective 1: Kilgore Primary will have a 25% increase in attendance from previous year's Fall on the Farm Literacy Night, PreK/ Kindergarten Orientation, and parent conferences.





Evaluation Data Sources: Invitations/flyers, sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: We will communicate all parent involvement activities through flyers, Facebook posts, and Skyward messenger.</p> <p>Strategy's Expected Result/Impact: Parents will have the opportunity to become stakeholders in meaningful interactions and opportunities to build partnerships and awareness in day to day activities.</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Kilgore Primary students.

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





Evaluation Data Sources: Next Step data, Backpack Program data, KHS/KC students in the classroom sign ins, KHS/KC student athletes partnering with students

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will engage community stakeholders in meaningful interactions that increase opportunities for partnerships and awareness.</p> <p>Strategy's Expected Result/Impact: Students will gain beneficial counseling, services, and one on one help through outside services.</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselors, KHS/KC Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 4: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Kilgore Primary students.

Performance Objective 3: KPS will promote a culture of communication between the school, parents, and the community.





Evaluation Data Sources: Communication flyers, Facebook posts, KPS website, Skyward messenger, parent conference sign ins, Classroom communication apps

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will continue to utilize electronic, print, and social media to communicate with stakeholders and to promote district events and achievements.</p> <p>Strategy's Expected Result/Impact: All stakeholders will be aware of events at KPS.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
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Goal 5: College and Career Readiness: Kilgore Primary will ensure all students who graduate from KISD will achieve post-secondary readiness, and be prepared for success in the college or career of their choosing.

Performance Objective 1: KPS will have challenging curriculum that prepares graduates for higher learning or employment.





Evaluation Data Sources: Data from all district assessments (Dibels, CLI, NWEA MAP)

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will maximize computer usage through instructional implementation.</p> <p>Strategy's Expected Result/Impact: Students will use Chromebooks, desktops, and interactive boards to enhance learning.</p> <p>Staff Responsible for Monitoring: Campus Principals, Computer Lab Staff, Instructional Specialist</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: KPS will have a challenging curriculum that prepares graduates for higher learning or employment</p> <p>Strategy's Expected Result/Impact: By implementing rigorous curriculum, student outcomes should be at or above level on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals, Curriculum Director, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 5: College and Career Readiness: Kilgore Primary will ensure all students who graduate from KISD will achieve post-secondary readiness, and be prepared for success in the college or career of their choosing.

Performance Objective 2: KPS will maximize computer knowledge and usage through instructional implementation.

Evaluation Data Sources: IXL usage data, Typing Without Tears usage data, computer lab schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: KPS will maximize computer usage through instructional implementation.</p> <p>Strategy's Expected Result/Impact: First grade students will be introduced and become familiar with basic keyboarding as well as educational programs and computer hardware. PreK and K students will be instructed on basic computer hardware and educational software implementation.</p> <p>Staff Responsible for Monitoring: Campus Principals, Computer Lab Staff, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
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