

Kilgore Independent School District



Kilgore Primary

2024-2025 Campus 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

Summary

Demographics Summary

Kilgore Primary is an eleven year old PreK, Head Start, Kindergarten and 1st grade Title 1 campus in Kilgore, Texas. There are approximately 613 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	2	0.32%
Asian	0	0.00%
Black - African American	79	12.8%
Native Hawaiian - Pacific Islander	0	0.00%
White	253	41.2%
Two-or-More	52	8.4%
Hispanic	227	37%

Homeless- 2.3%, Bilingual/ESL- 46.05%, At Risk- 42.6%, SPED- 12.99%, Economically Dis.- 80.26%.

Total Staff 89: Administrative support 9, Teachers 51, Paraprofessionals 29. The staff is 2.24% male and 97.7% female. The staff ethnicity percentages are White 59.5%, African American 11.2%, 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.

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

★ = Priority

Student Learning

Summary

100% of Kindergarten and 1st Grade students showed growth from the beginning of the year to the end of the year on the mClass screener.

100% of Kindergarten and 1st Grade students showed growth from the beginning of the year to the end of the year on the NWEA MAP screener in math. However, 32% of Kindergarten and 16% of 1st Grade met the RIT Growth Projection.

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 progress is monitored.
- TEKS Resource aligned curriculum

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	32% of Kindergarten and 16% of 1st Grade met the RIT Growth Projection on the NWEA MAP math screener.	Lack of computerized test taking skills.

★ = Priority

School Processes & Programs

Summary

- TEKS Resources, Performance Assessments, Scope and Sequence
- PLCs and pod meetings offer time for horizontal planning and development of instructional practices and assessments.
- District-Wide writing alignment
- Small group 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
- New teachers are given a mentor to help stay on track and answer questions.

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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. KISD Parent Square, 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 daily announcements email and weekly Smore newsletters to keep communication open with staff.

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 KISD Parent Square, 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.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ 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 Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results

- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Texas approved Prekindergarten and Kindergarten assessment data
- ☒ 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
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ☒ Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- ☒ Section 504 data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data

☒ Campus department and/or faculty meeting discussions and data

☒ T-TESS data

Parent/Community Data

☒ Parent surveys and/or other feedback

☒ Community surveys and/or other feedback



Goals

Goal 1

LEARNING AND DEVELOPMENT: Provide all students with engaging and innovative learning experiences that ensures academic growth and success for all Bulldogs.

Performance Objective 1 High Priority

By May 2025, 70% of students will be at/above benchmark on all end of year assessments

Evaluation Data Source: End of year assessments include CLI, mClass, MAP, decodable readers, and STEMscopes end of year assessments. The at/above benchmark level is determined within each assessment.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Heggerty phonemic awareness instruction will be incorporated into all teacher daily schedules.

Strategy's Expected Result/Impact: The instruction will enhance student knowledge of phonemic awareness and improve reading scores on CLI, mClass, and decodable reading.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Curriculum Director

Title I: 2.5.2, 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 Reviews

No Progress
November

Moderate Progress
February

Considerable Progress
April

 Continue/Modify
June

Strategy 2

IXL will be used during specials and in the classroom with a focused plan for each individual student.

Strategy's Expected Result/Impact: IXL is designed to intervene on math skills for the MAP test.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Curriculum Director

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

Moderate Progress
February

Considerable Progress
April

 Continue/Modify
June

Strategy 3

Guided math instruction will be incorporated into all teacher daily schedules.

Strategy's Expected Result/Impact: The instruction will enhance student knowledge of mathematics TEKS and improve scores on EOY Stemscores assessments and MAP Growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Curriculum Director

Title I: 2.5.2, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Performance Objective 2 High Priority

Kilgore Primary will have 70% of the kindergarten and first grade ELA classrooms participate in the KPS Model School for Literacy Instruction program through the Region 7 Service Center.

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

Strategy 1

KPS will use the knowledge gained in the science of teaching reading through the Texas Reading Academy to instruct with RBIS best practices.

Strategy's Expected Result/Impact: This will improve all reading scores across the campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Curriculum Director

Title I: 2.5.2, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

Considerable Progress
February

Considerable Progress
April

 Continue/Modify
June

Goal 2 SAFETY AND SECURITY: Provide all Bulldogs with a safe and responsive learning environment.

Performance Objective 1

By May of 2025, 85% of KPS staff will be proficient or above on Domain 3 of T-TESS.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 2

KPS staff will implement all safety procedures for daily operations from drop-off until dismissal.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 3

KPS will reduce the number of discipline referrals by 15%.

Evaluation Data Source: Walkthroughs, discipline referral data

Summative Evaluation: Some progress made toward meeting Performance Objective

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: Principal, Assistant Principals, Counselor

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

Moderate Progress
February

Considerable Progress
April

 Continue/Modify
June

Goal 3 HUMAN CAPITAL: KISD will recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1

By May 2025, 85% of KPS teachers will be in quadrants 3 and 4. These teachers will be demonstrating the implementation of the coaching received.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Administrators will conduct accountability meetings each quarter to assess quadrants. Coaching and feedback will be given to teachers.

Strategy's Expected Result/Impact: 100% improved Tier 1 instruction and teacher effectiveness

Staff Responsible for Monitoring: Campus Principals

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

No Progress
November

Moderate Progress

February

Considerable Progress

April



Continue/Modify

June

Performance Objective 2

90% of teachers will be proficient on T-TESS evaluations by May 2025.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Administrators will continue to implement the coaching cycle after each observation and walk through.

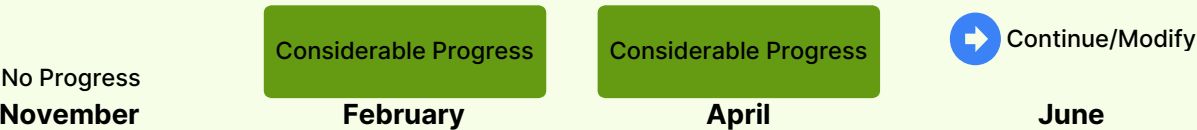
Strategy's Expected Result/Impact: Campus Principals,

Staff Responsible for Monitoring: Administrators will become effective instructional coaches as indicated in notes from coaching sessions and results on preceding walk throughs.

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Goal 4

STAKEHOLDER ENGAGEMENT: Actively partner with students, families, staff, and our community to promote collaborative stakeholder engagement that supports the evolving needs of our Bulldogs.

Performance Objective 1

Kilgore Primary will have a 15% increase in attendance from previous year's Literacy Night, PreK/ Kindergarten Orientation, and parent conferences.

Evaluation Data Source: Invitations/flyers, sign in sheets

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 2

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

Evaluation Data Source: Backpack Program data, KHS/KC students in the classroom sign ins, KHS/KC student athletes partnering with students, KHS Little Dogs Learn About Ag, School Supply Partners, Coats for Kids, Angel Tree partners

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 3

KPS will promote a culture of communication between the school, parents, and the community.

Evaluation Data Source: Communication flyers, Facebook posts, KPS website, Parent Square, parent conference sign ins

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 5 COLLEGE AND CAREER READINESS: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 1

KPS will have challenging curriculum that prepares graduates for higher learning or employment.

Evaluation Data Source: Data from all district assessments (mClass, CLI, NWEA MAP, HMH, STEMscopes)

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 2

KPS will maximize computer knowledge and usage through instructional implementation.

Evaluation Data Source: IXL usage data, learning.com usage data, Reading Academy usage data, computer lab schedules

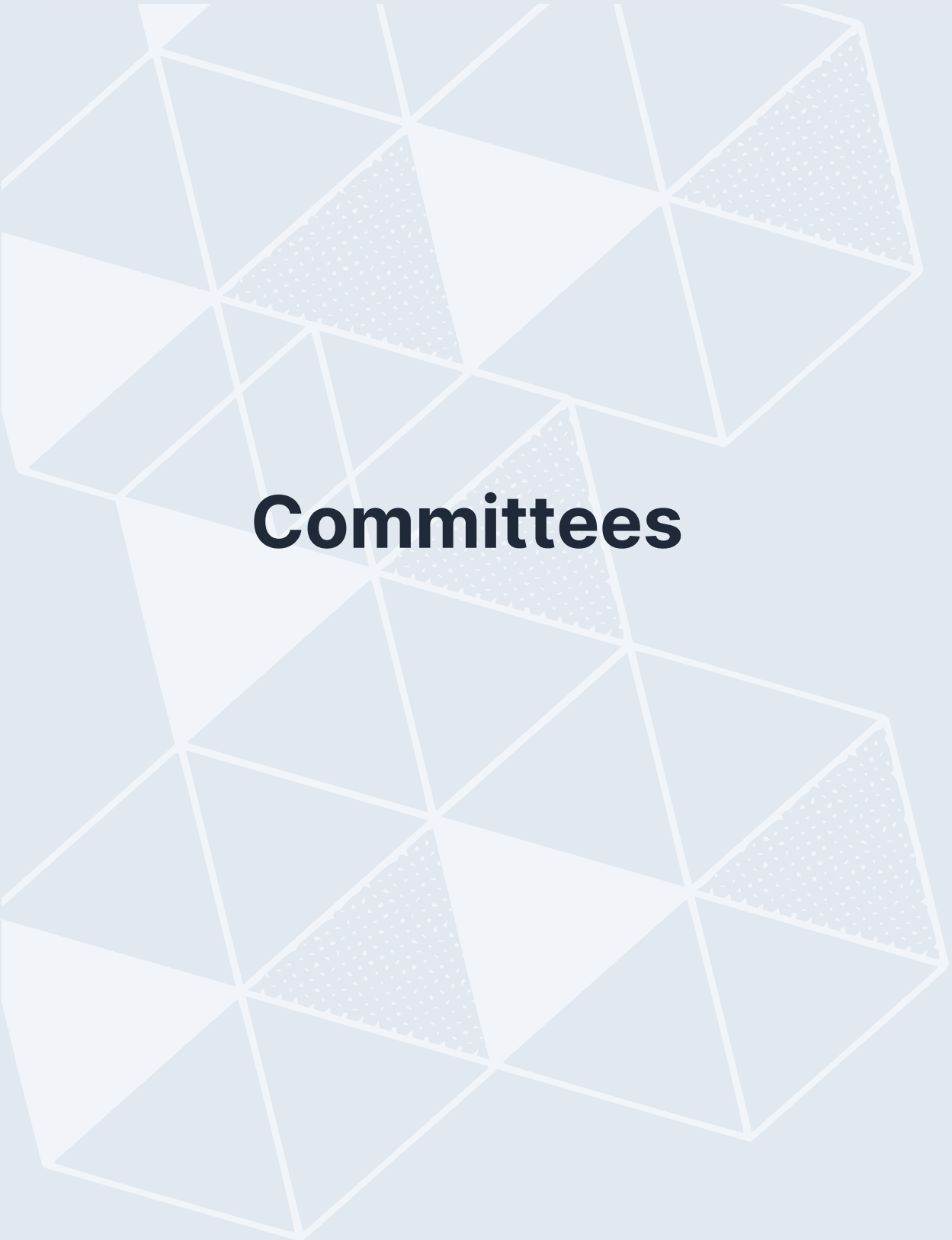
Summative Evaluation: Significant progress made toward meeting Performance Objective



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brenda Brown	Intervention Paraprofessional Support	Title 1	1
Debra Tella	Intervention Paraprofessional Support	Title 1	1
Maria Escobedo	ESL Intervention and Dyslexia	Title 1	1
Meggan Clark	1st Grade Intervention	Title 1	1
Sharon Long	Dyslexia Teacher	Title 1	1
Shounda Lucas	Behavior Paraprofessional Support	Title 1	1
Stephanie Beets	Kindergarten Intervention	Title 1	1
Theresa Hanson	Intervention Paraprofessional Support	Title 1	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 9, 2025 @ 10:30 AM	KPS Library	Site Based June.pdf	--
February 12, 2025 @ 4:00 PM	KPS Library	Site Based Mtg.pdf	--
October 8, 2024 @ 4:00 PM	KPS Library	CEIC 10-2024.pdf	--

Members

First Name	Last Name	Position	Committee Role
Lisa	Richardson	Principal	Administrator
Christy	George	Community Member	Community Member
Jessica	Welch	Parent	Parent
Regina	Parrott	Kinder Dual Language Teacher	Teacher
Annie	Cooper	Resource Teacher	Teacher
Shelbi	Korzneniewski	Kinder Teacher	Teacher
Cheryl	Cutrer	1st Grade Teacher	Teacher
Morgan	Vivion	1st Grade Dual Language Teacher	Teacher
Meggan	Clark	Intervention Teacher	Teacher
Cindy	Warren	PreK Teacher	Teacher
Vickie	Shipp	Instructional Specialist	Teacher
Jennifer	Bigler	Assistant Principal	Administrator
Pamela	O'Neal	Assistant Principal	Administrator



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Ms. Zevely Hatcher	--	April Cox	10/3/2024
Child Abuse and Neglect	Ms. April Cox	--	April Cox	10/3/2024
Coordinated Health Program	Mr. Charles Presley	--	April Cox	10/3/2024
Decision-Making and Planning Policy Evaluation	Ms. April Cox	--	April Cox	10/3/2024
Disciplinary Alternative Education Program (DAEP)	Ms. Zevely Hatcher	--	April Cox	10/3/2024
Dropout Prevention	Ms. Zevely Hatcher	--	April Cox	10/3/2024
Dyslexia Treatment Program	Ms. Becci Thurston	--	April Cox	10/3/2024
Recruiting Teachers and Paraprofessionals	Ms. April Cox/Ms. Amy Broadus	--	April Cox	10/3/2024
Student Welfare: Crisis Intervention Programs and Training	Ms. Zevely Hatcher	--	April Cox	10/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Ms. Zevely Hatcher	--	April Cox	10/3/2024
Texas Behavior Support Initiative (TBSI)	Campus Principals	--	April Cox	10/3/2024
Technology Integration	Mr. Mark Sprague	--	April Cox	10/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Mr. Charles Presley	--	April Cox	10/3/2024