

KURTH PRIMARY

Campus Improvement Plan

2023/2024



Roxie Nash, Principal
521 York Dr. Lufkin TX 75901
(936) 639-3279
rnash@lufkinisd.org

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DMAC Solutions ®

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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

KURTH PRIMARY Site Base

Name	Position
Nash, Roxie	Principal
Mills, Dolores	Assistant Principal
Hall, Cherree	Instructional Coach
Williams, Meghan	Counselor
Dempsey, Courtney	Literacy Specialist
Alexander, Lashaunya	SPED Teacher
Yancey, Amber	Kindergarten Teacher
Collins, Jennifer	1st Grade Teacher
Green, April	2nd Grade Teacher
McDowell, Amber	2nd Grade Teacher
Rojas, Shelly	Paraprofessional
Green, Randy	Community Representative
Johnson, Moneca	Parent Representative
Luna, Joanni	Parent Representative
Caesar, Alaina	Business Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Ethnic diversity of students and staff
- Streamlined district-wide curriculum that supports student success due to high levels of inner-district mobility rate
- Connected & Respected SEL curriculum used in each classroom
- Summit K-12 Program provided for all EB students weekly
- Decreased retention rates
- Strong Tier 1 behavior system with use of Tiger Tickets for positive behavior reinforcement
- Decreased discipline referrals in Skyward
- Special Education teacher collaborates with classroom teachers to ensure student IEP needs are met
- All classroom teachers, special teachers, and interventionist have binder that includes updated IEPs, BIPs, RTI-B plans, and 504 plans for their students.
- Counselor administers small group and individual counseling which includes but is not limited to bullying, conflict resolution, and social skills.
- Leadership team and campus PBIS vertical team collaborates on ways to continue to promote a positive school environment (PBIS) to minimize disruption of learning from discipline issues.
- Campus-wide use of Class Dojo for increased school/ home communication and consistency
- Behavior aide to assist with RTI-B student needs, discipline issues, and to provide support to students
- Solid system in place for campus response to behavior issues
- Increased exposure of technology to all students such as Smart Panels, technology rotation during specials, classroom computer time, 1-to-1 iPads, as well as various computer programs and applications
- Backpack Buddies- weekend food program to provide food to students identified as needing assistance
- Partnership with Lufkin Parks & Recreation for Christmas gift distribution
- 21st Century Grant After School Program for any student that needs extra support at school with academic time and social/ creative experiences

Demographics Weaknesses

- Lack of opportunities and activities to celebrate cultural diversity
- 100% of teachers are not ESL Certified.
- More students and families are experiencing the effects of trauma. Students are using various behaviors to express their needs. There is an increasing need for strengthened tier 1 behavioral and emotional supports.

Comprehensive Needs Assessment

Demographics Needs

- Hold programs/events to connect with parents and provide families with instructional strategies to assist with student learning at home
- Enhance implementation of ELPS strategies into lesson planning and student instruction
- Increase opportunities to promote cultural awareness campus-wide, including signage, events and inclusive curriculum components
- Increase the number of teachers with ESL certification
- Continue to provide training for all staff on behavioral interventions
- Promote cultural awareness and understanding among school staff
- Increase accountability for completing SEL lessons within the classroom
- Increase the Tier 1 support provided by the school counselor through guidance lessons

Demographics Summary

- Increase awareness and education of cultural diversity will be promoted among staff and within the school
- Strengthen campus staff and family connections through increased parent and family engagement events and communication
- Increase the number of ESL certified teachers on campus
- Increase the opportunity for EB students to use Summit K-12 and effective instruction through training in ELPS
- Continue to strengthen RTI-B processes and supports
- Target interventions and student goal setting for students at risk of failing
- Increase community connections and resources provided for families
- Grow the number of students involved in the 21st Century Clubhouse program

Student Achievement

Student Achievement Strengths

- RTI campus interventions designed by literacy specialist and instructional coach for students performing below grade-level expectations
- mClass progress monitoring and creation of new bursts based on student skills used to create intervention groups
- Instructional Coach to provide assistance with grade-level lesson planning based on student needs
- Social-Emotional Learning model utilized campus-wide
- Progress monitoring throughout the 9 weeks by teachers and the leadership team
- Use of the Daily 5 Reading model in all K-2 classrooms with separate times for science and social studies
- Critical reading skills developed through whole group instruction during Daily 5
- Use of a warm-up activity daily for math critical thinking skills and spiraled practice

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Use of rigorous district-designed math curriculum and TEKS Resource System
- District-wide discipline plan that includes student behavioral expectations
- PBIS used as a campus-wide behavior expectation model – Tiger Tickets and Tiger Traits
- RTI-B plan established for student support of the behavioral need with support from AP and Counselor
- Weekly team PLC for lesson planning utilizes data to drive instruction and backward design for lesson planning
- All Kinder and 1st Graders are screened for signs of dyslexia per state law
- Students identified for dyslexia intervention and testing per monitoring and teacher input
- Young Scholars program offered to second-grade students as an enrichment
- Dreambox and Amplify for each student
- Heggerty used consistently in Kindergarten through second grade
- Accelerated Reader in second grade to incentive reading
- Developing Number Concepts kits available for use in second grade and Reagan Tunstall Guided Math kits available in Kindergarten and First grade to assist with implementation of Guided Math

Student Achievement Weaknesses

- Writing- We need to focus on writing as a process.
- enrichment activities for high-performing students
- Currently the campus needs a research based math intervention program that targets specific student needs.

Student Achievement Needs

- Increased rigor of instruction and heightened student engagement through daily classroom lessons
- Continued emphasis on writing as a process
- Increased use of academic vocabulary in classroom instruction
- A research-based math intervention program that targets specific student needs based on areas indicated as below expectations on student data assessments is needed
- Further training and resources provided for small-group math instruction
- Set individual, class and campus goals for achievement and growth
- Address the concerns raised by data regarding any academic gaps in reading or math with training/resources
- Continued emphasis on training and resources for ELPS strategies
- Training on TEKS Resource System and procurement of any resources needed to implement; Implementation of TEKS resource as ELAR curriculum
- Provide additional enrichment opportunities for high-performing students

Comprehensive Needs Assessment

Student Achievement Summary

- Focus on increasing critical thinking skills in the areas of math and reading
- Emphasis on the writing process with greater intensity and purpose through lesson planning
- Continue support and guidance from the DEC staff and the leadership team on ways to increase the rigor of instruction in reading, writing, and math
- Continue focus on improving campus behavior and classroom management through support of the campus-wide PBIS plan and weekly Social Emotional Learning (SEL) lessons
- Address student achievement based on data regarding any academic gaps in math and reading
- Provide resources and support for addressing the needs of advanced learners
- Utilize Summit K-12 and implementation of ELPS to support the growth of EB students

School Culture and Climate

School Culture and Climate Strengths

- Strengthened systems for campus wide behavioral expectations
- Community Support from various resources including local businesses & PTK
- Strong Commitment to Campus Safety and Security
- Addition of a campus police officer housed at Kurth and shared with Anderson
- Cohesive staff committed to the welfare of all students
- Monthly scheduled safety drills
- Monthly staff treat or team building activity
- Staff appreciation days and birthdays, baby showers and wedding showers celebrated
- Teacher appreciation week meals and gifts provided by PTK
- High teacher retention rate
- Physical Environment conducive to learning
- Weekly Kurth Newsletter to staff
- Protocols for staff and student expectations
- Kurth staff handbook and Google Hub for centralized information
- Campus, classroom, student, and teacher goals, reviewed throughout the year
- Classroom teachers utilizing SEL lessons-Connected & Respected
- Raptor system promoting campus safety
- Office update to make the space efficient and updated
- Daily announcements that include pledges and literacy promotion by students
- Class Dojo, Remind, and GroupMe used to communicate information to staff and parents
- Unified campus behavior expectations- The Tiger Way
- Individual and classroom incentives based on PBIS- Tiger Tickets

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Counselor, AP, and Campus Police Officer trained in Threat Assessment procedures
- Utilization of community resources to meet the social and economic needs of at-risk students (Backpack Buddies & Presents for Primaries)
- Continue campus wide plan for bullying prevention and intervention
- School provides ample opportunities for parents to be involved and participate in school functions such as Field Day, Meet the Teacher and End of Year Awards
- District provides mandatory modules to train all staff in mental health/suicide prevention
- Safety drill schedule maintained for fires, bad weather, and campus lockdown
- Update Campus Crisis Plan to secure safety of students, if needed in an emergency
- Campus safety procedures such as: exterior doors locked at all times, interior doors locked when the room is occupied by students, yellow crash buckets, and staff ADD (Avoid, Deny, Defend) training
- Use of CPI Crisis Development Model teams when necessary

School Culture and Climate Weaknesses

- System not in place to support staff health and wellness
- Parent participation in PTK- We only have a few active parents participating in PTK.
- Post-pandemic trauma experienced by students, staff, and families.
- Loss of instructional time due to tardies and early departures

School Culture and Climate Needs

- Support for health and wellness program for staff
- Continual updating of safety and security measures and trainings to maintain a secure environment for staff and students
- Volunteer Mentors reintroduced to the campus
- Continue Counselor/teacher training on SEL implementation
- Programs designed to help staff and students social-emotional needs post-pandemic
- Grow an active campus PTK
- Improve connectivity of parents to Class Dojo
- Continue to address loss of instructional time due to late arrivals and early departures
- Continue to implement, improve and train staff on Kurth Primary's Emergency Operations Plan and conduct safety drills.
- Reduce the number of tardies and early check-outs
- Utilization of community resources to meet the social and economic needs of At-Risk students
- Training for staff members who struggle with classroom discipline and management

Comprehensive Needs Assessment

School Culture and Climate Summary

- Increase positive communication and collaboration with all parents
- Provide multiple opportunities for incentives throughout the year to address attendance, tardies, and early departures
- Inventory and replace contents of emergency supplies in the office and classrooms.
- Continue to assess all areas of campus to ensure access to materials for a secure lockdown and train visitors to campus on where to access these materials.
- Implement a stronger and more consistent PBIS system
- Continue trainings and drills for staff and students to better safety of the campus

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Majority of teachers are ESL certified
- Peer observations provide an opportunity for teachers to observe quality instruction and get ideas from one another
- Staff culture promotes unity amongst all grade levels.
- Teacher turnover is minimal.
- Teacher mentors are provided for new teachers
- Staff lunches and monthly incentives
- Flex day is used for professional grade level development and planning
- Teachers/Staff reported that campus leadership is supportive
- Instructional support increased with the addition of SMART Boards in ALL classrooms
- Continue to provide opportunities for growth in training and certification for all staff
- T-TESS goals set by all professional staff
- Consistent planning opportunities for teachers and time available to prepare for instruction
- Campus interventionist trained by instructional coach and literacy specialist
- Time provided to teachers to observe other teachers in targeted subject areas or activities
- Behavior interventionist available to assist with behaviors throughout the day

Staff Quality, Recruitment and Retention Weaknesses

- Staff is still in the process of learning TEKS RS in depth and utilizing it to its fullest potential.
- 100 % of staff is not ESL certified to continue addressing the needs of our growing emergent bilingual student population.
- Increase in challenging behaviors

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

- Staff awareness of working with the increasing LOW-SES & At-Risk population
- Increase ESL certification for additional staff & ELPS training
- Enhance campus support systems for working with challenging behaviors
- Use of video coaching/peer modeling as a model to elevate campus instruction
- District created exemplar lessons
- Training on using TEKS Resource System for planning high quality lessons

Staff Quality, Recruitment and Retention Summary

- With a growing number of EB students, the campus goal is to pursue ESL certification for all teachers in upcoming years and increase knowledge and implementation of ELPS.
- T-TESS training should be ongoing, continuing to support teachers in understanding the rubric/evidence, the goal setting process as well as the planning process.
- Strengthen campus PBIS programs so teachers feel supported.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Strong vertically and horizontally aligned K-2 curriculum instruction
- Vertical alignment of routines and procedures for Daily 5 and M.A.T.H. Stations
- Vertical teams in place for Reading, Writing, Math and PBIS
- Weekly Flex Day PLC and collaborative backward design lesson planning and more sharing of resources amongst teachers
- Beginning of year data from Anderson and collaboration throughout the year
- Campus tutorial/RTI model/ DRA/MClass remediation model/ TCLAS
- MClass interventions through TLC
- Instruction consistent within grade level
- Struggling students addressed through RTI procedures
- Teacher involvement in curriculum conversations with DEC and directors
- Technology incorporated into daily lessons in all academic areas. (TxScience, Fusion, BrainPOP, Texas Weekly Readers, HMH curriculum, SMART Panels, Think Up for 2nd grade)
- Incorporating higher-order questioning into lesson plans to encourage all students in critical thinking
- Math strategies books and/or resources were provided to K-2 math teachers.
- Reading and writing strategies books were provided for all ELAR teachers to utilize and enhance daily lessons
- Completion and implementation of Reading Academy and individualized reading groups

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

- Consistent implementation of Differentiated Reading Instruction and Heggerty
- Students instructed in computer literacy skills 30 minutes each week through specials
- Creative scheduling to address student needs and impact student growth
- All teachers trained in Writing Workshop and Daily 5
- TEKS RS implemented for math instruction grades K-2

Curriculum, Instruction and Assessment Weaknesses

- Implementation of ELPS and Summit K-12 for EB students
- Sufficient time during writing instruction
- Expansion of accelerated reading program
- Vocabulary instruction

Curriculum, Instruction and Assessment Needs

- Increased training and implementation of ELPS and Summit K-12 for EB students
- Math lesson planning for whole and small group with teachers
- Integrate writing into other subject areas to ensure sufficient time in writing
- Increase professional development to support the use of hands-on activities and guided math in K-2
- Continuous training for teachers to better utilize digital panels in the classroom
- Increase parental involvement in academics through communication and family engagement events
- Additional training in the implementation and disaggregation of data in mClass for K-2 staff and interventionist an plan according to student needs for small group instruction and interventions
- Increase implementation of Dreambox Math for K-2 students and communication to parents for use at home
- Increase teacher knowledge and use of Dreambox data
- Continue and strengthen Reading Academy implementation
- Increased vocabulary instruction
- Enhanced learning opportunities for advanced students
- Increase and expand Accelerated Reading program
- Increase teacher knowledge and implementation of writing instruction through writer's workshop and cross-curricular writing integration
- Continue training for implementation of TEKS RS for reading, writing, and oral language instruction

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

- Continued campus master schedule of weekly PLCs and grade level/subject area planning to target consistency and enhance Tier 1 instruction
- Increase direct instruction in science/social studies and vocabulary enrichment
- Increased number of calibrated walkthroughs and coaching conversations by leadership team
- Yearly ELPS training and review to address ESL goals; increase ESL certified teachers
- Integration of science/social studies TEKS into other curricular areas
- Continued training on MClass, DRA and Dreambox usage/analyzing data
- Integrate opportunities for advanced learners and resources for advanced readers
- Utilize district personnel during team planning and professional development days to implement increased use of hands-on activities and guided math
- Instructional support for teachers and students to increase student growth
- Individual goal setting for each student and classroom
- Constantly review student data from various assessments to identify and evaluate students' needs

Family and Community Involvement

Family and Community Involvement Strengths

- Participation in the Foster Grandparent Program with 3 active foster grandparents on campus
- Kurth End of Year Awards Ceremonies and PACK/Kindergarten graduation
- Successful parent participation in Meet the Teacher, Field Day, Kurth Cub Campout, and Open House
- Backpack Buddies program
- 21st Century afterschool Clubhouse program
- Home visits to find absent students and make contact with families
- Boys & Girls Club attendance
- More positive contacts being made with parents through Class Dojo, closed Friends of Kurth Primary Facebook page and social media to highlight positive aspects and events
- Successful fundraising efforts through Kurth PTK and campus-wide
- Readiness of teachers to openly communicate with parents to meet the needs of students
- A strong health/medical assistance program provided through the leadership of the campus nurse and the district
- Utilizing parents, churches, volunteers and service agencies as a bridge from community to school to meet student needs
- RTI-A/RTI-B meetings and teacher conferences with parents
- Junior Achievement Day held on campus
- Red Ribbon Week activities promoted
- PTK Parent Volunteer Days on campus
- Partnership with Lufkin Parks & Recreation to provide Christmas gifts to students
- New playground equipment installed
- Active PTK group who assisted with staff appreciation, volunteer effort, and campus needs
- Partnership with Lion's Club for students who need assistance procuring glasses

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

- Decreased parent participation on Class Dojo
- Post-pandemic parent and family engagement events
- Ability and resources to meet the needs of the increasing number of students and families enduring the effects of poverty and trauma

Family and Community Involvement Needs

- Increase the membership and involvement in the campus PTK group through active recruitment and participation opportunities
- Provide assistance for parents to understand academic standards & how to monitor their child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers & relevant staff on the value and utility of working with parents
- Increase parent and family engagement events and documentation
- Increase and promote volunteer opportunities for parents and community members that address campus and student needs
- Make connections with outside organizations and agencies to provide campus support
- Assist parents with connecting to Class Dojo for campus communication

Family and Community Involvement Summary

- Increasing numbers of students in poverty will focus campus attention on connections with community resources to assist families. Campus will continue to work with local agencies for school supplies, food, clothing and medical assistance.
- Increase parent and family engagement events to include Meet the Teacher, Fall Open House/Book Fair, Fall, Holiday and Spring music programs, Field Day, and End of Year Award Celebration Ceremonies
- Continue partnership with Foster Grandparents
- RTI/additional conferences for those that have academic or behavioral issues
- Obtain 100% parent participation on Class Dojo
- Increase the number of positive contacts being made with parents regarding student academic progress and behavior
- Encourage parent involvement in 21st Century afterschool Clubhouse program
- Communicate with Anderson Elementary to assist with the transition to elementary; provide opportunity for students and parents to visit Anderson at the end of 2nd grade

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

- Instructional aides utilized effectively to improve student achievement
- Increased parent involvement in school activities through active PTK
- Weekly PLCS with grade level/subject area teams
- Vertical team meetings held to establish consistency in Reading, Writing, Math and PBIS
- Strong grade level/team collaboration
- Mentor program for new teachers at the district level (Panther Passport) and campus level
- Teachers received support and feedback from leadership team via pre-conferences, walkthroughs, observations, and post-conferences
- Field Trips for all grade levels including 2nd grade visit to Anderson Elementary
- Instructional schedules developed through collaboration with IC
- Master schedule developed with instructional opportunities as priority to minimize transitions
- 1st and 2nd grade teachers will team to teach subject areas in depth to enhance tier 1 instruction
- Weekly Kurth Leadership Team meeting to discuss events and activities and planning
- Effective campus communication through Google Hub and Weekly Kurth Newsletters
- Regular data meetings with teachers, principals and IC
- Common RTI schedule that accommodates for the most effective small group instruction

School Context and Organization Weaknesses

- Effective coaching to enhance tier 1 instruction
- Parent and family involvement
- Leadership capacity development
- Enrichment opportunities for advanced students

School Context and Organization Needs

- Increased parent and family involvement
- Classroom support and coaching to enhance Tier 1 instruction
- Increased opportunities in STEM areas and enrichment opportunities for advanced students
- Increase in enrollment and parent involvement in the 21st Century Clubhouse Program after school
- Leadership capacity development of staff
- Provide professional development through the use of effective PLCs
- Increase the number of documented walkthoughts and coaching conversations between teachers and leadership
- Provide opportunities for teachers to learn from one another including classroom observations

School Context and Organization Summary

Comprehensive Needs Assessment

- Staff development days to provide whole campus collaboration and planning
- Flex Days with appropriate time frame on professional development to provide time to plan, or prepare, and allow for collaborative teacher planning time
- Continue leadership opportunities on campus for staff members and establish an encouragement for continued education and professional development
- A culture of excellence and high expectations for teachers and students will be promoted on the campus through the monitoring of student progress in math and reading, as well as create collaborative processes to share STEM, science, and social studies approaches.
- Research-based materials will be utilized for MTSS programs.

Technology

Technology Strengths

- Campus level webmaster consistently updates campus webpage
- Campus-wide use of ClassDojo as part of PBIS and increased communication
- District technology support and training
- Utilized Frontline for documenting staff development trainings, walkthroughs, and observations
- Utilized instructional programs to effectively review data
- GroupMe app and email used to communicate with Kurth staff
- Class Link available for all stakeholders
- All classrooms equipped with document camera and Smart Panel
- Kurth has 1:1 student:ipad ratio
- Chromebook lab equipped with 22 Chromebooks for weekly use of Learning.com
- All professional staff members equipped with laptops
- All TLC reading paraprofessionals equipped with ipads for MClass interventions
- Use of Epic, Amplify, DreamBox and BrainPop
- Accelerated Reader for 2nd grade
- Skyward online student registration and information portal
- SWIVL camera available for teacher use
- QR code to Google sheet for student discipline infractions

Technology Weaknesses

- Effective utilization of available instructional apps
- Training and guidance for parents on available technology to use at home

Comprehensive Needs Assessment

Technology Needs

- Additional use of available apps in classroom instruction
- Continued training is needed for current programs and equipment such as Smartpanels
- Training and more guidance for parents to utilize and update Skyward online Parent Portal for registration and reviewing online grades
- Implementation and content integration of technology programs that can be used by students with iPads
- Utilize the wealth of knowledge at LISD Technology to create staff development to further use of available technology
- Designee to be trained and implement media on the digital signage to be placed in the cafeteria

Technology Summary

- Training in the use of the latest technology programs and apps for digital learning in the classroom
- Offer training and/or resources for parents on available technology to use at home, such as educational programs and Skyward use to check grades
- Training and support for a new campus library aide who will serve as webmaster and technology liaison

KURTH PRIMARY

Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Kurth Primary will have classrooms that are equipped with resources, furniture, technology, and equipment necessary to teach effectively. Kurth Primary's school budget will be used to fund instructional needs, materials, and manipulatives as outlined in the district-adopted and supported curriculum. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1)</p>	<p>Assistant Principal(s), Instructional Coach, Principal</p>	<p>Annually</p>	<p>(F)Title I, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Every classroom is equipped with required supplies and resources. Requisitions reflect academic needs being met and support district curriculum initiatives.</p>
<p>2. Kurth Primary will utilize a master schedule that allows teachers to collaborate in grade-level sessions for one hour each day and two hours each Wednesday with the instructional coach and district curriculum directors to plan high level, engaging lessons that use higher level questioning strategies and align with the TEKS, as well as that provides maximum time for instructional blocks and common PAWs times for grade levels while minimizing transitions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.2,5.4)</p>	<p>Assistant Principal(s), Instructional Coach, Principal, Teacher(s)</p>	<p>Daily</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Improved student performance on Reading, Writing and Math benchmarks, cohesive lesson plans by grade level. Agendas and sign in sheets from training provided. Benchmarks, schedule of meetings, lesson plans; PLC meeting agendas</p>
<p>3. At Kurth Primary data will be collected through assessments and progress monitoring will be thoroughly analyzed and recorded in digital profile sheets in order to identify and develop scaffolded instruction that is intensive and targeted to meet the needs of students in Tier 2 and 3 through small group and individualized instruction. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.3,5.4)</p>	<p>Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s)</p>	<p>ongoing</p>	<p>(F)Title I, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: TLC schedule and time sheet for each child attending 100% of students will show growth on benchmarks, progress monitoring and assessments throughout the year.</p>

KURTH PRIMARY

Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 2. Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Kurth Primary will appropriate funds to purchase incentives in order to promote student attendance, PBIS initiatives and academic achievement and growth. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	Annually and ongoing	(L)Local Funds	Criteria: Improved attendance and tardy rate and grades Reduced number of RTI-B referrals for Tier 2 supports Reduced number of discipline referrals

KURTH PRIMARY

Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 3. Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Kurth Primary will provide enrichment opportunities for students through UIL, music programs, and field trips. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Periodically	(L)Local Funds	Criteria: Improved student performance and growth on benchmarks and progress monitoring throughout the year

KURTH PRIMARY

Goal 2. (Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Kurth Primary will continue to maintain and upgrade facilities such as air conditioners, painting, lighting, tiles, fencing, playground and walking track to create a safe and conducive learning setting for students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)</p>	<p>Assistant Principal(s), Principal</p>	<p>Annually, ongoing</p>	<p>(L)Local Funds</p>	<p>Criteria: The campus will be safe and conducive to learning for students both indoors and outdoors.</p>
<p>2. Kurth Primary will implement, provide training, and continually improve upon the Emergency Operations Plan. The campus will hold safety drills throughout the school year, each class will be furnished with an emergency bucket, and we will follow all guidelines outlined in the EOP. Kurth Primary will ensure that all exterior and interior doors are shut and locked at all times to create a safe learning environment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, SRO Officer, Teacher(s)</p>	<p>Annually and ongoing</p>	<p>(L)Local Funds</p>	<p>Criteria: -Schedule and proof of drills in campus safety plan -EOP in place and documentation of protocols -Sign-in for safety team meetings -Door sweeps completed daily by campus staff. -All doors locked and all staff has appropriate keys to minimize interruption of instruction.</p>

KURTH PRIMARY

Goal 2. (Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Kurth Primary will provide professional development training for all staff in our PBIS plan, restorative practices, campus discipline procedures, and strategies for working with students from trauma to improve student behavior and minimize risks. (Title I SW Elements: 1.1,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,5,5.1)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)</p>	<p>Annually and monthly</p>	<p>(F)Title I, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Fewer discipline referrals, RTI-B students, and refocus assignments Students remain in class Academic growth</p>
<p>2. Kurth Primary students will learn positive character values, social skills training, anti-bullying strategies, and social-emotional learning through monthly guidance lessons, Quaver lessons, and group and individual counseling as needed for At-Risk students. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>Daily, weekly as needed</p>	<p>(F)Title I, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Monthly counseling sessions 100% of Kurth students will be provided guidance lessons each month with small group sessions regularly scheduled. Check in and Check out services Quiet Start T-CHAT sessions</p>

KURTH PRIMARY

Goal 2. (Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At Kurth Primary all students will be screened for dyslexia in kindergarten and first grade and provided with targeted intervention as appropriate using Neuhaus administered by the Literacy Specialist. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 3,3.3)	Instructional Coach, Principal, Teacher(s)	ongoing	(F)Title I, (L)Local Funds, (S)State Compensatory	Criteria: Improved student progress data in reading on mClass post screener and intervention period

KURTH PRIMARY

Goal 3. (Positive Environment for Stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Kurth Primary will continue to implement the 21st Century ACE Afterschool Program (Kurth Clubhouse) for students to participate in tutorials and enrichment opportunities. Parents of our Kurth Clubhouse students will be invited to multiple events throughout the year to learn strategies for helping their student succeed, how the campus can support their needs at home, and have opportunities to participate in character building activities with their child. (Title I SW Elements: 1.1,2.1,2.6,3.1,3.2) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,3.3,3.4)	Principal	August-July	(L)Local Funds	Criteria: 100 students participate in the afterschool program Attendance rate improves Student achievement improves Discipline referrals decrease Increased parent participation in the afterschool program

KURTH PRIMARY

- Goal 3.** (Positive Environment for Stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale
- Objective 2.** Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Kurth Primary will provide opportunities for families to positively interact with their students in the school setting:</p> <ul style="list-style-type: none"> • Fall Open House and Book Fair • Field Day • UIL Awards • Lunch with Family • Musical Presentations • Run of the Panthers • Fall, Winter and Spring programs • Grandparent's Day Literacy event • Veteran's day musical program • Spring Literacy Night • Remind, Group Me, Class DoJo • PTK Projects and fundraisers • Holiday Program • End of Year Award Ceremonies and Kindergarten Graduation • Kurth Clubhouse Parent & Family Engagement events (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.4) 	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)</p>	<p>ongoing</p>	<p>(L)Local Funds</p>	<p>Criteria: More parent participation, & visibility on Kurth campus Sign in sheets Parent volunteers PTK member roster Class Dojo participation</p>

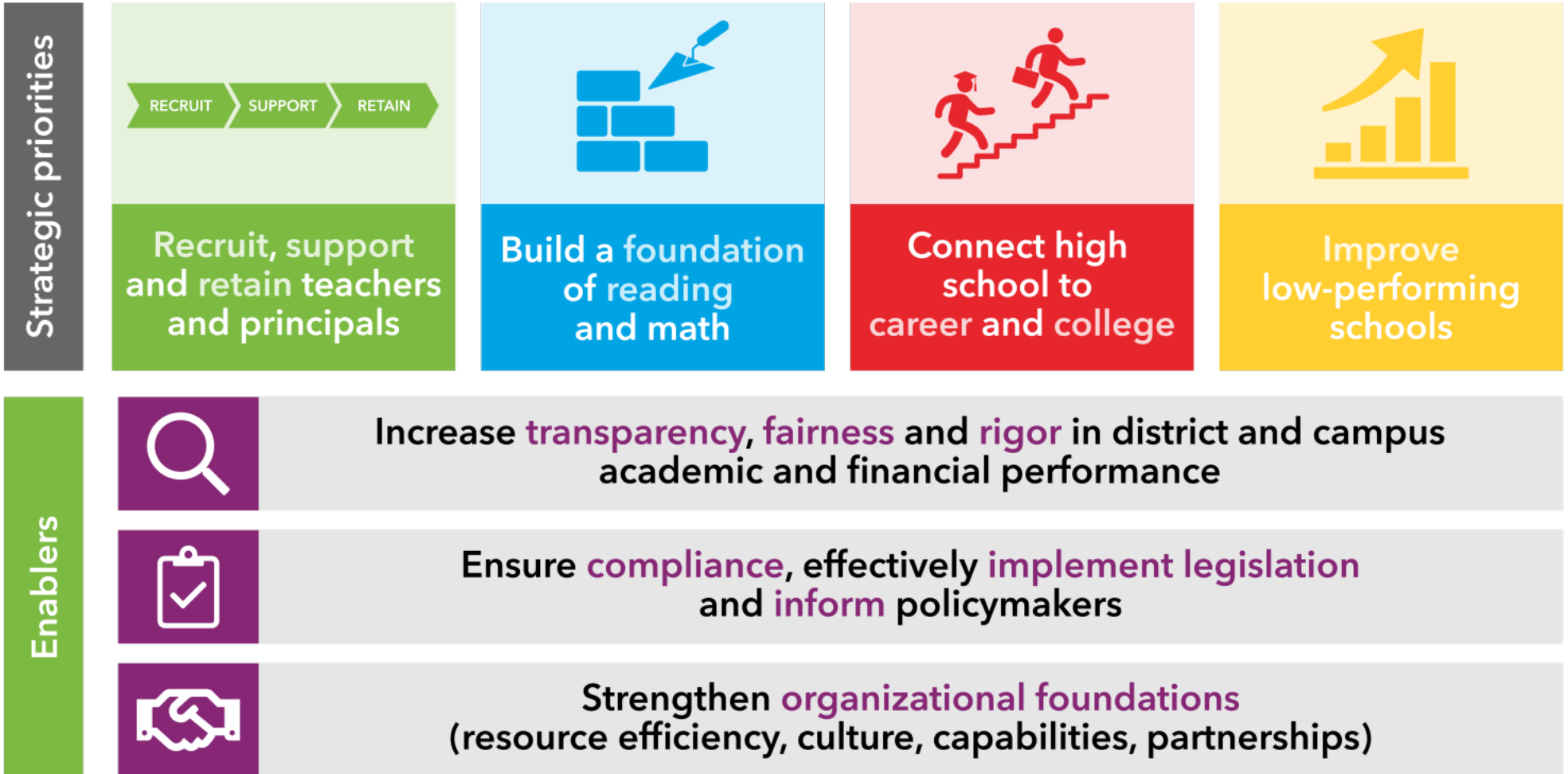
KURTH PRIMARY

Goal 3. (Positive Environment for Stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Kurth Primary Leadership Team will meet weekly to review student achievement data, concerns that need to be addressed, calibrate goals and walk through expectations and plan for the week ahead and the year. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	Weekly	(L)Local Funds	Criteria: Benchmark scores for Reading and Math, mClass, RenLearn; Dreambox Online data profile sheets for each student
2. Kurth Primary will utilize research-based strategies designed to increase student engagement in classroom activities and enhance Tier 1 instruction. All reading teachers will be trained in HMM, Reading Academy, decodables and other district-led instructional initiatives and will be supported throughout implementation. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.3)	Instructional Coach, Principal, Teacher(s)	Daily	(F)Title I, (L)Local Funds, (S)State Compensatory	Criteria: Improvement on diagnostic assessments and student growth on mClass, Dreambox and district assessments/CBAs

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.