**Campus Improvement Plan**

**Kress Elementary**



2018-2019

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***Mission Statement***

The mission of Kress Elementary School is to provide all students with the highest quality of education services and experiences, thereby, obtaining equity and excellence in education.

In support of our mission, we believe . . .

...all children can learn.

...education makes a positive difference in the lives of children.

...all children can become productive and responsible members of society.

...the educational needs of students are best met through a partnership of the school board, teachers, administrators, students, parents, business people, and community members.

***Community/School History***

About the year 1891, a Baptist preacher named Wright had a post office, a general store, and a school near what was to become the town of Kress. The original schoolhouse was about two miles east of his store, and here Preacher Wright held church services as well

as conducted classes.

In 1906 the railroad came through, and a depot was located on Skipworth land. The town that grew around the rail line was named Kress for the conductor on the first train to come through the new town. By 1907 a larger school was built on the site of the present high school building. This new school had two rooms on the main floor and an auditorium on the second floor. Bill Brocton was the teacher for the first students who began the school year. However, b y Christmas that year the enrollment had jumped to nearly 100, and Mr. Brocton required some help. Allene Skipworth was hired to teach the first through the fourth grades; Mr. Brocton taught the fifth through eighth grades, although students were not actually placed according to grade or age, but more by the judgment of the teacher.

A brick school building was built in 1915, and in 1922 wings were added to make it almost twice as large. Students could attend through grade eleven. The gym was built in 1936. The home economics and vocational building were added in 1939. This building is now the science building. In 1940 the school cafeteria was opened in a room in the old school house, but the next year a building was moved in for it just east of the old building.

During 1948 a barracks building was added to the school campus for vocational agriculture. This building has since been replaced. Also added in 1948 was the first football field that Kress High School had. About this same time the school acquired the old skating rink for the school bus barn. This building is also used for the Kress Stock Show and Judging Barn.

The present high school building, including the auditorium, was built in 1950. Five years later the elementary school, cafeteria, and new gymnasium were constructed. Shortly thereafter, the old gym was torn down. In 1961 the junior high school and tax assessor’s office were added to the high school building. The football field was completed in time for the 1962-63 season. In 1964 the I.A. and Agriculture Building, Band Hall and Choir Room were added to the campus. The girl’s dressing room in the gym was remodeled and the weight room was added in 1983.

**Comprehensive Needs Assessment**

**Student Demographics:** The student demographics of Kress Elementary School can be described as a student body of approximately

154 students comprised of 58% Hispanic, 33% White, 8% African American, 1% American Indian and 1% Pacifier Islander. Among these students, approximately 75% are identified as Economically Disadvantaged, 11% Limited English Proficient (LEP) and 18 % mobility.

**Instructional Programs:** In addition to the “regular education” program, Kress Elementary offers instructional programs designed to meet the special needs of the school’s students. Special services are provided for gifted, special education, Limited English Proficient, and dyslexia students. Students enrolled by program include: (1) English language learners (ESL) – 19 students-10%, (2) Gifted and Talented – 3 students- 1%, (3) Special Education -10 students-7%, and (4) Title I School-wide.

**Student Performance on STAAR at Phase-in Satisfactory or above across all grades:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Campus | African American | Hispanic | White | Special Education | Econ. Disadv. |
| **All subjects** | 67% (-2%) | \* | 63% | 78% | \* | 62% |
| **Reading** | 67% (-2%) | \* | \* | \* | \* | \* |
| **Math** | 71% (-2%) | \* | \* | \* | \* | \* |
| **Writing** | \* | \* | \* | \* | \* | \* |
| **Science** | \* | \* | \* | \* | \* | \* |

**Attendance Rate:** The attendance rate for the 2016-2017 accountability is 96%.

\*Data from 2017-2018Texas Academic Performance Report

**Assessment of Current Situation**

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following:

 Disaggregation of longitudinal data (DMAC)

 Disaggregation of current-year TAPR data including Special Populations Analysis (DMAC)

 Results of benchmark assessments

 PEIMS Report

 Federal & State Accountability Reports

 Attendance Reports

 Prior year budgets/entitlements and expenditures in relation to current year funding and priorities

 Surveys

 Results of State & Federal planning requirements

 Student retention rates

 STAAR Data

 TPRI Results

 Student Demographic Data

 Report Card Performance Trends

 Student Handbook/Discipline

 Staff Development

 Staff Retention & Turnover Data

 Teacher Conference Records

 Communication to Parents

Informal measures include such as the following:

 Needs identified through campus faculty meeting carried forward to SBDM meetings

 Review of previous year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.

 Review of the district’s vision and discussion at the district level, regarding current information/research-based strategies that will help us to attain the vision

As a result of the Comprehensive Needs Assessment the Kress Elementary School staff and CEIC developed a Campus Improvement Plan (CIP) containing strategies that will be used to improve student achievement. The Kress Elementary School staff is determined, with the help of the parents and the community involved in the campus planning and decision making process, to make each student successful.

Our assessment led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the major focus of the Elementary Campus Improvement Plan, either in form of very specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

**Identified Strengths**

|  |  |
| --- | --- |
| Strengths | Data Source |
| Caring committed teaching staff | Parent and student surveys, Teachers retention  rates, Active participation on the SBDM teams |
| Involvement and commitment of parents of  low income and community members to the school process and the school administration | Increased signatures on sign-in sheets, Increased  attendance at all school activities, parent surveys, Increased participation on SBDM Teams |
| Tutorials | Student performance record, Student retention  record |
| Teacher used effective instructional practices  and teacher commitment to learning | Staff Development records, Principal reports  (information gathered through meetings with teachers and principal walk-through and teacher evaluations) |

|  |  |
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| Use of technology for administrative  procedures & for instructional support as a learning tool | Student performance records, Teacher Feedback,  Principal Reports |
| Our efforts to build collaborative-seeking  professional growth opportunities, quality,  research-based materials to promote student learning and teacher effectiveness | Alignment of Math & Science to TEKS/STAAR, Student  performance records, Teacher feedback, Vertical  Planning Time, |
| Reading Initiatives | Student performance records, student retentions  records |
| Strong intervention program | Student performance records, STAAR/EOC test,  individual assessment, progress monitoring |
| Strong personal knowledge of student’s home  life | Teacher and parent feedback, Parent Contact,  Parent Communication |

**Prioritized Areas of Concern**

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| Areas of Concern | Data Source | Funding Source |
| Our students need a more developed  Academic Vocabulary in all subject areas | STAAR/EOC results,  Benchmarks, Vocabulary testing, TAPR data | Title I, Part A  SCE IDEA  Local  Stimulus & Stabilization |
| Lack of Life Experiences outside of  home environment which contributes to  limited vocabulary | Parent surveys, Student  performance records | Title I, Part A  Local  Stimulus & Stabilization |

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|  |  | funding |
| Need more hands on experiences with  Science & Mathematical concepts  (measurements and tools) | STAAR/EOC data, Student  performance records | Title I, Part A  Local  SCE |
| Further close the achievement gap  between our economic disadvantage  students and all students | Student performance records, Longitudinal  TAPR data | Title I, Part A  SCE  IDEA Local |
| Increase problem-solving objectives  and evaluation of reasonableness of a solution | STAAR/EOC,  benchmarks, Teacher feedback | Title I, Part A  SCE Local |
| Increase leaning opportunities for LEP  students to perform successfully on all state-mandated assessments | Longitudinal student  performance data | Title III  Local |
| Continue support of teachers through  specialized training in TEKS and  STAAR; curriculum alignment, as well as other research-based sessions ensuring that the needs of all students are met and that progress continues toward 100% mastery of all State for  all students | TAPR data which  indicates continuous  improvement for all student populations reflected in longitudinal studies | Title I, Part A  Local |
| Maintain reading mastery and increase  mastery in other content areas for all students, in particular for special | Longitudinal Student  Performance data | ARI/AMI  Title I, Part A Title II, Part A |

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| populations and learning disabled  students |  | Local |
| Increase more intensive opportunities  for identified at-risk students via  Tutorials, and one-on-one instructions | District Objectives | Title II, Part D (REAPED)  Title I, Part A Local |
| Continue training and integration of  technology for instructional use | District & Campus  Objectives | Title I, Part A  Local |

**School Wide Components**

**(KEY)**

 CN– Comprehensive Needs Assessment

 CI - Coordination and Integration of Federal, State, and Local Services and Programs

 RF – School Wide Reform Strategies (Scientifically Researched Based)

 AHQ – Strategies To Attract High-Quality, Highly Qualified Teachers

 PD – High Quality and On-going Professional Development

 PI – Parental Involvement Strategies

 HQ – Instruction By Highly Qualified Teachers

 TR – Transition Activities for Preschool Children

 AA – Inclusion of Teachers in Academic Assessment Decisions

 MA– Assisting Students Experiencing Difficulties Mastering the Proficient and Advanced Levels of

Achievement Standards

TEA Division of Performance Reporting Page 1 August 8, 2015

2018 Kress Elementary Campus Improvement Plan

**Achievement Standards Kress Elementary School Campus Improvement Plan**

**2018-2019**

**Goals**

1. Kress Elementary will maintain a safe, positive, and disciplined school environment conducive to student success.

2. Kress Elementary School will have a highly qualified, well trained, and effective staff that produces successful students.

3. Parents and community will work together as partners with Kress Elementary to improve student educational success.

4. Kress Elementary School will provide activities to assist students in the transition from early childhood to kindergarten and from 6th grade to Junior High.

5. The students of Kress Elementary will be challenged and encouraged to perform at high academic levels.

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|  | **School Wide Component**  **CN=**Comprehensive Needs  As sess me nt  **C I=**Integration/Coordination o f funds  **RF-**Reform Strate gies  **AHQ=** Attract Highly Q ualified Sta ff  **PD=**Pro f. Develop me nt  **PI=**Parental Involve me nt  **HQ=**Q ualified Teachers  **TR**= Transition Act ivit ies for  Preschool C hildre n **AA**=Acade mic Assess me nts **MA**=Mastering Assista nce |
| **GOAL: Kress Elementary w ill maintain a safe, positive, and disciplined school environment conducive to student success.** |
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| **OBJECTIVE: Provide a learning environment that is safe and disciplined.** |
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**2018-2019 Kress Elementary Campus Action Plan**

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| **SW**  **Comp.** | **Action**  **Imple mentation** | **Needs**  **Assess ment** | **Special**  **Programs/ Population** | **Person(s)**  **Responsible** | **Timeline**  **Start/End** | **Human** | **Resources**  **Materials** | **Budget**  **Amount/ Source** | **Evaluation**  **(Formative)** | **Reported**  **Documented** |
| **PD** | Individual or  group counseling for students  placed in ISS or AEP for violent acts |  | 1 | Thomas | Aug –  May | Thomas |  | local | Documentation  of referral and counseling  sessions |  |
| **PD** | Implement a  character improvement program to  reduce and resolve conflicts, and provide social skills |  | 1 | Thomas | Aug –  May | Thomas |  |  | Documentation  of referral and counseling sessions; fewer  discipline referrals |  |
| **RF** | Continue Red  Ribbon Week  Activities |  | 1 | Thomas &  Teachers |  |  | Ribbons  Prizes |  | Positive  feedback from students |  |
| **RF** | Sign in/out  procedures for students &  parents |  | 1 | Langston &  Reyes |  |  | Greeting table  and forms |  | Documentation  of who is in/out of  building |  |
| **CI** | Kress Elementary  School will foster  healthy eating, physical fitness and  develop wellness  habits. |  |  | Superintendent  SHAC | Aug –  May | SHAC  Teachers  Coaches | Healthy&  Wise/SPARKS Curriculum  Bal-a-vis-x  Program  Fitness Gram |  | Fitness Gram  Data | Fitness  Gram Data |

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| **PI** | Promote  parenting  materials for parents, teachers, and student use |  | 1 | Thomas  Langston | Aug -  May | Thomas  Langston | Parenting  booklets | Title 1 | Parent  survey | Survey  results | |
| **PI** | Provide parenting  workshops |  | 1 | Langston | Aug -  May | Langston  Thomas  Zeigler | Handouts  Refreshments  Childcare | Title 1  l | Parent  Survey | Survey  results | |
| **PI** | Continue fire  safety programs and emergenc y  drills |  | 1 | Langston | Aug -  May | Langston  Staff | Posted  evacuation routes | local | Emergenc y  drills | Safety  documen- tation of drills | |
| **PI** | Sign in/out  procedures |  | 1 | Langston  Reyes | Aug –  May | All  Staff | Student  Handbook | local | Sign in/out  Sheets | Sign in /out  documents | |
| **PD** | Continuation of  crisis  management techniques |  | 1 | Langston | Aug -  May | Langston | Crisis  Management  Plan | local | Evacuation  and  Intruder drills | Drill  documen-  tation | |
| **PI** | Continue drug  awareness and  use prevention in science classes |  | 1 | PE  Teacher | Aug -  May | PE  Teacher | Videos  booklets law  enforcement | local | Positive  student  feedback | Lesson  plans | |

**2018-2019 Kress Elementary Campus Action Plan**

**GOAL: Kress Elementary w ill maintain a safe, positive, and disciplined school environment conducive to student success. OBJECTIVE: Provide a learning environment that is safe and disciplined.**

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| **PD** | All school rules will  be published in the student handbook,  posted in appropriate areas,  consistently  enforced by all staff, explained to  teachers by principal and to students by teachers in beginning of  the year. |  | 1 | Langston | Aug -  May | Teachers  Aides | Handbooks  KROO | local | Fewer  discipline referrals | Discipline  report |
| **PD** | Faculty and  principal will consistently  use the  Discipline  Referral  Record form |  |  | All staff | Aug -  May | Teachers  Aides |  | local | Record of  every  discipline referral | Discipline  report |
| **PD** | Training in suicide  and violence prevention and  conflict resolution  provided each year |  |  | Langston | Aug -  May |  | Region 16  ESC | local | Training  certificates |  |

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| **OBJECTIVE: Quality staff development w ill be provided to all staff that results in i mproved STAAR/EOC scores.** | | | | | | | | | |
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| **PD AHQ** | Continue mentoring  program to assist new teachers |  |  | Langston | Aug - May | Veteran teachers | Time  Substitute  teachers | local | Mentors in place New  teacher interview  PDAS | | PDAS |
| **PD**  **RF** | Seek out and provide quality  staff development from Region 16  ESC and other outside agencies for improved student performance |  |  | Langston | Aug - May |  | Region 16 | local | Staff development certificates Improved STAAR/ EOC  scores | | STAAR/ EOC |
| **PD**  **RA MA CI** | Train teachers  annually in techniques for working with at- risk students. |  | 7 | Langston | Aug - May |  | Region 16 | Title 1 | Staff development certificates | |  |

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| **PD** | Provide  technology  training based on  identified needs from tech. survey |  |  | Langston  Zeigler | Aug-  May |  | Time | local | Increased  technology  integration | |  |
| **CN** | Continue a support  program through the counselor to support at-risk students. |  |  | Thomas | Aug-  May |  |  | SCE .5FTE | Assessment  Results | | Thomas |
| **QT** | District will pay  for teachers to certify in other  areas. |  |  | Langston | Aug-May |  |  | local | Teachers  with multiple certifications | |  |
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| **OBJECTIVE: Kress Elementary School w ill foster good relationships among staff and administration.** | | | | | | | | | |
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| **AHQ PI** | Principal will  provide good communication to staff through  e- mail, memos, faculty meetings, and calendars. |  |  | Langston | Aug - May |  | Google  Open Office | local | Staff  Survey | | May |
| **AHQ** | Principal will continue to seek out morale building activities  for the staff |  |  | Langston | Aug - May |  |  | local | Staff  Survey | | May |

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| **GOAL: Parents and community will work together as partners w ith Kress Elementary to improve student educational success.** | | | | | | | | | |
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| **PI** | Continue to  involve parents in the decision  making process | 1 |  | Langston | Aug -  May |  | CEIC  Parent survey | local | Parent  survey, agendas,  sign in  sheets | | April |
| **PI** | Communicate  monthly to  parents  concerning relevant information about events, parenting information, student performance, and etc. | 1 |  | Langston | Aug -  May |  | Calendars,  Bill  board,  letters, etc | local | Parent  survey,  Parent  conference survey | | April |

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| **PI** | Have an early  release day to  hold parent conferences, give out report cards,  and hold a Title I meeting, at the end of the first  six weeks period |  |  | Langston  Reyes | Oct 1 |  | Printed  information,  interpreters | Title 1 | Parent  survey,  Sign in  sheets | Title I  parent survey | |
| **PI** | Parent involvement  Thanksgiving luncheon and  classroom  visitation |  |  | Langston | November |  |  | local | Parent survey | April | |
| **PI** | Provide progress  reports to  students and tutorial times for students having difficulties |  |  | Langston  Teachers | Aug –  May |  |  | local | Parent  survey | April | |

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| **GOAL: Parents and community will work together as partners with the school.**  **ith Kress Elementary to improve student educational success.** | | | | | | | | |
| **OBJECTIVE: Involve the parents in supporting the education of their children.** | | | | | | | | |
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| **SW**  **Comp.** | **Action**  **Imple mentation** | **Needs**  **Assess ment** | **Special**  **Programs/ Population** | **Person(s)**  **Responsible** | **Timeline**  **Start/End** | **Human** | **Resources**  **Materials** | **Budget Amount/ Source** | | **Evaluation**  **(Formative)** | **Reported**  **Documented** | |
| **PI** | Hold annual  public TPRS  meeting | 1 |  | Langston | January |  |  | local | | Parent  survey | April | |
| **PI** | Teacher  Appreciation  Week activities: Parent Breakfast,  classroom visitation, Title I meeting, and Migrant meeting. | 1 |  | Langston  Reyes | Teacher  Appreciation  Week |  |  | Title 1 | | Parent  survey | April | |
| **PI** | Classroom  newsletters will  be used to keep parents informed of school and classroom activities | 1 |  | Classroom  Teachers | August -  May |  |  | local | | Parent  survey | April | |

**2018-2019 Kress Elementary Campus Action Plan**

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| **GOAL: Parents and community will work together as partners w ith Kress Elementary to improve student educational success.** | | | | | | | | |
| **OBJECTIVE: Involve the community in supporting the education of our students.** | | | | | | | | |
|  | | | | | | | | |
| **SW**  **Comp.** | **Action**  **Imple mentation** | **Needs**  **Assess ment** | **Special**  **Programs/ Population** | **Person(s)**  **Responsible** | **Timeline**  **Start/End** | **Human** | **Resources**  **Materials** | **Budget Amount/ Source** | **Evaluation**  **(Formative)** | **Reported**  **Documented** |
| **PI** | Continue to  involve the  community in the decision making  process | 2 |  | Langston | Aug -  May |  | CEIC | local | Sign in  sheets |  |

**2018-2019 Kress Elementary Campus Action Plan**

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| **GOAL: Kress Elementary School provide activities to assist students in the transition from early childhood to kindergarten and** | | | | | | | | | |
| **from 6th Grade to Junior High School.** | | | | | | | | | |
| **OBJECTIVE:** | | | | | | | | | |
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| **SW**  **Comp.** | **Action**  **Imple mentation** | **Needs**  **Assess ment** | **Special**  **Programs/ Population** | **Person(s)**  **Responsible** | **Timeline**  **Start/End** | **Human** | **Resources**  **Materials** | **Budget Amount/ Source** | **Evaluation**  **(Formative)** | | **Reported**  **Documented** |
| **TA** | Pre-Kindergarten  Roundup notification in  newspaper and at  local businesses |  |  | Langston  Moore | May |  |  | local | Good  attendance | |  |
| **TA** | 6th grade students  will attend orientation at Junior High School |  | 1 | Thomas  Zeigler | May |  |  | local | Positive  experience | |  |

**2018-2019 Kress Elementary Campus Action Plan**

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| **GOAL: The students of Kress Elementary w ill be challenged and encouraged to perfor m at high acade mic levels.** | | | | | | | | | |
|  | | | | | | | | | |
| **OBJECTIVE: Kress Elementary w ill maintain an average daily attendance of 97 % or above.** | | | | | | | | | |
|  | | | | | | | | | |
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| **PI** | Attendance laws will be reviewed  with parents at meetings and in  the handbook | 1 | 1 | Langston | Aug - May |  | Handbooks | local | TAPR | |  |
|  | Attendance  Review committee will meet to discuss  action concerning students with excessive absences |  |  | Langston | Aug -  May |  |  | local | Meeting  minutes | |  |
|  | Provide  incentives to students with  outstanding  attendance |  | 1 | Langston | May |  | Awards  Prizes | local | TAPR | |  |

**2018-2019 Kress Elementary Campus Action Plan**

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| **Objective: Kress Elementary School w ill meet or exceed a 90% passing rate on the STAAR/EOC Reading, Math, Writing, and**  **Science assess ment, achieving “Ex emplary” status.** | | | | | | | | | |
|  | | | | | | | | | |
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| **MA** | AR STAR tests  will be given  twice per year to  2nd – 6th graders and at the end of  the year to 1st  grader | 6,7 | 1 | Reading  teachers | Aug -  May |  | Computers,  software, time | local | AR STAR  report | |  |
| **MA** | Students who  achieve less than  72 in any subject will be required  to attend tutorials | 6,7 |  | Teachers |  |  |  |  | Tutorial  attendance sheets | |  |
|  | Student planners  will be used to aid in student  organization. |  |  | Langston | Aug -  May |  | planners | Title I | Planners  checked daily | |  |

**2018-2019 Kress Elementary Campus Action Plan**

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| **MA,**  **RF** | Students who are failing any core  subject or who  are at-risk will be given the opportunity to attend summer school | 6,7 | 1 | Langston | May - June | Summer teachers | Alternative teaching  strategies and  programs | Local  Title I | Summer school  attendance | |  | |
| **MA** | Provide a 45  minute class period devoted to  specific STAAR  objectives and test taking skills | 6,7 | 1 | Cantwell | May -  June | Summer  Teachers | Alternative  teaching materials,  computers, software | Local | TPRS | |  | |
| **MA** | Provide a  summer school program to  migrant students | 6,7 | 1 | Langston | May -  June | Summer  Teachers | Alternative  teaching materials,  food | Migrant/  Local | Summer  School attendance | |  | |

**2018-2019 Kress Elementary Campus Action Plan**

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**2018-2019 Kress Elementary Campus Action Plan**

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| **MA** | Conduct a school-  wide practice  STAAR test to monitor areas of  weakness in Reading, Math, Writing, and Science on STAAR objectives | 6,7 | 1 | Langston,  Thomas, Teachers | February | Teachers | Release  tests, time | Local | Practice  test results |  |
| **MA** | Disaggregate  testing data | 6,7 |  | Langston, Thomas | Aug |  |  | Local | Campus  plan needs assessment |  |
| **MA** | Provide teachers  with TEKS  alignment charts to aid in vertical  alignment | 6,7 |  | Langston | Aug |  | Charts | Local |  |  |
| **CI** | Provide initial  school supplies to  all students | 6,7 |  | Langston | Aug |  | School  Supply  Kits | Title 1 |  |  |

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| **MA** | K – 2 teachers  will test early reading using the  TPRI | 6,7 | 1 | Moore  Warren  Ebeling | Sept -  May | K - 2  teachers | TPRI |  | TPRI  performance report | |  | |
| **MA AA** | Provide accelerated instruction for K –  6 students identified as at- risk of failing the STAAR Reading and Math test | 6,7 | 7 | Murray | Aug - May | Murray | Touch Phonics, Soar to Success, Reading Recovery, Guided Reading, Accelerated Math | Title, Part A Title II, Part A Local | Performance  Reports | |  | |
| **MA**  **AA** | At-risk students will be identified and  provided accelerated instruction. |  |  | Langston | Aug - May |  | SCE Plan  1 period daily for 12 teachers | Title I, II,  IV, V  SCE 1.5  FTEs | STAAR results | | SCE  Evaluation | |

**2018-2019 Kress Elementary Campus Action Plan**

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| **GOAL: The students of Kress Elementary w ill be challenged and encouraged to perfor m at high acade mic levels.** | | | | | | | | | |
| **OBJECTIVE: Kress Elementary School w ill have in place rew ards and incentives that help to motivate students to high achievement.** | | | | | | | | | |
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|  | Recognize outstanding academic  achievement at awards assembly |  | 1 | Langston | May |  | Awards | Local | Assembly program | |  |
|  | Recognize  student achievement in local newspaper with articles and pictures |  | 1 | Langston  Teachers | Aug - May |  |  | Local | Articles in paper | |  |
|  | Students who  meet their six weeks academic  & behavior goal will be rewarded in various ways. |  | 1 | Langston  Teachers | Sept - May |  |  | Local | STAR Reading and  STAAR/ EOC | |  |

**2018-2019 Kress Elementary Campus Action Plan**

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|  | School will  participate in the  Plainview Daily Herald’s “Tomorrow’s Leaders” program for 4th,  5th, and 6th  graders |  | 1 | Langston | May |  | Plainview  Daily  Herald |  | Article in  paper |  |

**2018-2019 Kress Elementary Campus Action Plan**

**2018-2019 Kress Elementary Campus Action Plan**

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| **GOAL: The students of Kress Elementary w ill be challenged and encouraged to perfor m at high acade mic levels.** | | | | | | | | |
| **OBJECTIVE: Accelerated instruction w ill be provided to those students w ho perfor m at an exceptional high level.** | | | | | | | | |
|  | | | | | | | | |
| **SW**  **Comp.** | **Action**  **Imple mentation** | **Needs**  **Assess ment** | **Special**  **Programs/ Population** | **Person(s)**  **Responsible** | **Timeline**  **Start/End** | **Human** | **Resources**  **Materials** | **Budget Amount/ Source** | | **Evaluation**  **(Formative)** | **Reported**  **Documented** | |
|  | GT committee  will meet to review and  update plan to  meet compliance |  |  | Thomas | Aug -  May | Committee  members |  |  | | Minutes  of meeting |  | |
| **AA** | All students who  are nominated  will be screened for Gifted and Talented identification |  | 1 | Thomas | Aug -  May |  | Testing  materials | GT | | A Gifted  and  Talented population identified |  | |

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| **GOAL: The students of Kress Elementary w ill be challenged and encouraged to perfor m at high acade mic levels.** | | | | | | | | |
| **OBJECTIVE: Kress Elementary School w ill properly follow the Comprehensive Analysis Process (CAP) for Special Education.** | | | | | | | | |
|  | | | | | | | | |
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| **MA** | The special  education pre-  referral process will be followed by all staff  members |  |  | Special  Education  Teacher | Aug -  May |  | Teachers,  Referral packs | Local | Properly  referred  students to special education |  | |
| **MA** | Education of  special education students will  occur in the least restrictive environment |  | 5 | Special  Education  Teacher  Counselor | Aug -  May |  | Teacher aides,  supplementary materials |  | ARD  committee decision  on IEP |  | |

**2018-2019 Kress Elementary Campus Action Plan**

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| **CN**  **TR** | Maintain a half  day pre-k | 6,7 | ED | Principal | Aug-  May |  | Local | ARRA |  | | May |
| **TA** | Pre-Kindergarten  will be offered to all 4 year olds in  district |  |  | Principal | Aug-  May |  | Local |  |  | |  |
| **CN**  **TR** | Maintain a full  day kindergarten | 6,7 | ED | Principal | Aug-  May |  | Local | ARRA |  | | May |
| **CN MA** | Take students on  more academic  field trips | 6,7 | ED | Principal,  Teachers | Aug-  May |  |  | Local  P.A.T.T |  | | May |

**2018-2019 Kress Elementary Campus Action Plan**

**GOAL: Increase opportunities for life learning ex periences through Pre-Kindergarten and a full day kindergarten. OBJECTIVE: Increase educational opportunities.**

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| **SW Comp.** | **Action**  **Imple mentation** | **Needs**  **Assess ment** | **Special Programs/ Population** | **Person(s) Responsible** | **Timeline**  **Start/End** | **Human** | **Resources**  **Materials** | **Budget Amount/ Source** | **Evaluation**  **(Formative)** | | **Reported**  **Documented** |
| **CN**  **PD** | Teachers will  receive staff development in  hands on science  & math activities |  |  | Langston | Aug-  May |  | CEIC  Region 16 | Local | STAAR/  EOC | | May |

**2018-2019 Kress Elementary Campus Action Plan**

**GOAL: Teachers at Kress Elementary w ill use more hands on methods of teaching Math & Science**

**OBJECTIVE: Teachers w ill develop more hands on lessons.**