

Campus Improvement Plan Kress Elementary



2023-2024



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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, by 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% Pacific 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%)	*	61%	80%	31%	59%
Reading	67% (-2%)	*	56%	74%	33%	55%
Math	81% (-10%)	*	66%	91%	*	71%
Writing	55 (-2%)	*	44%	60%	*	42%
Science	73 (+31%)	*	73%	*	*	67%

Attendance Rate: The attendance rate for the 2018-2019 accountability is 99%.

*Data from 2021 and 2019 Texas 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)

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

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

		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

**Achievement Standards Kress
Elementary School Campus
Improvement Plan
2023-2024**

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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AHQ=Attract Highly Qualified Staff

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

OBJECTIVE: Provide a learning environment that is safe and disciplined.

SW Comp.	Action Implementation	Needs Assessment	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	Couch & Clark	Aug – May	Couch & Clark		local	Documentation of referral and counseling sessions	
PD	Implement a character improvement program to reduce and resolve conflicts, and provide social skills		1	Couch & Clark	Aug – May	Couch & Clark			Documentation of referral and counseling sessions; fewer discipline referrals	
RF	Continue Red Ribbon Week Activities		1	Couch & Clark & 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	Couch & Clark Langston	Parenting booklets	Title 1	Parent survey	Survey results
PI	Provide parenting workshops		1	Langston	Aug - May	Langston Couch & Clark Zeigler	Handouts Refreshments Childcare	Title 1	Parent Survey	Survey results
PI	Continue fire safety programs and emergency drills		1	Langston	Aug - May	Langston Staff	Posted evacuation routes	local	Emergency drills	Safety documentation 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 documentation
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

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

OBJECTIVE: Quality staff development will be provided to all staff that results in improved STAAR/EOC scores.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount / Source	Evaluation (Formative)	Reported Documented
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.			Couch & Clark	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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GOAL: Kress Elementary School will have a highly qualified, well trained, and effective staff that produces successful students.

OBJECTIVE: Kress Elementary School will foster good relationships among staff and administration.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
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 with Kress Elementary to improve student educational success.
OBJECTIVE: Involve the parents in supporting the education of their children.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
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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OBJECTIVE: Involve the parents in supporting the education of their children.

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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

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OBJECTIVE: Involve the community in supporting the education of our students.

SW Comp.	Action Implementation	Needs Assessment	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	

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OBJECTIVE:

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TA	Pre-Kindergarten Roundup notification in newspaper and at local businesses			Langston Moore	May			local	Good attendance	
TA	6 th grade students will attend orientation at Junior High School		1	Couch & Clark	May			local	Positive experience	

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

OBJECTIVE: Kress Elementary will maintain an average daily attendance of 97 % or above.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
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	

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GOAL: The students of Kress Elementary will be challenged and encouraged to perform at high academic levels.										
Objective: Kress Elementary School will meet or exceed a 90% passing rate on the STAAR/EOC Reading, Math, Writing, and Science assessment, achieving “Exemplary” status.										
SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
MA	AR STAR tests will be given twice per year to 2 nd – 6 th graders and at the end of the year to 1 st 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	

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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	

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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, Couch & Clark, Teachers	February	Teachers	Release tests, time	Local	Practice test results	
MA	Disaggregate testing data	6,7		Langston, Couch & Clark	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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SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
MA	K – 2 teachers will test early reading using the TPRI	6,7	1	Langston	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	Langston	Aug - May	Langston	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

2023-2024 Kress Elementary Campus Action Plan

School Wide Component

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 RF-Reform Strategies
 AHQ=Attract Highly Qualified Staff
 PD=Prof. Development
 PI=Parental Involvement
 HQ=Qualified Teachers
 TR=Transition Activities for
 Preschool Children
 AA=Academic Assessments
 MA=Mastering Assistance

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

OBJECTIVE: Kress Elementary School will have in place rewards and incentives that help to motivate students to high achievement.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/Source	Evaluation (Formative)	Reported Documented
	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	

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

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

OBJECTIVE: Accelerated instruction will be provided to those students who perform at an exceptional high level.

SW Comp.	Action Implementation	Needs Assessment	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			Langston	Aug - May	Committee members			Minutes of meeting	
Qual	All students who are nominated will be screened for Gifted and Talented identification		1	Langston	Aug - May		Testing materials	GT	A Gifted and Talented population identified	

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

OBJECTIVE: Kress Elementary School will properly follow the Comprehensive Analysis Process (CAP) for Special Education.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
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	

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GOAL: Increase opportunities for life learning experiences through Pre-Kindergarten and a full day kindergarten.

OBJECTIVE: Increase educational opportunities.

SW Comp.	Action Implementation	Needs Assessment	Special Programs/ Population	Person(s) Responsible	Timeline Start/End	Human	Resources Materials	Budget Amount/ Source	Evaluation (Formative)	Reported Documented
CN TR	Keep class size small in kinder	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

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

OBJECTIVE: Teachers will develop more hands on lessons.

SW Comp.	Action Implementation	Needs Assessment	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

Reading by Design

Dyslexia

Langston

Aug-May

R16

Local/Federal

May