

Kress ISD District Improvement Plan



2023-24

Kress Independent School District
District Mission Statement

The mission of Kress ISD in partnership with the community is to graduate all students with skills and values necessary to succeed as lifelong learners by providing excellence and equal opportunity in education through a coordinated program of instruction.

A Comprehensive Needs Assessment For School Year 2021-22

Introduction

The District Improvement Planning was convened to develop the needs assessment and to consider district strategies and needs in seven areas. These areas indicated students, students' needs, staff, staff needs, parental involvement, community involvement and facilities. The committee reviewed the Texas Academic Performance Report (TAPR) for school years 2017-2018 as prepared by the Texas Educational Agency as well as other relevant information and data.

Demographics

Kress is a small rural farming community in the Texas Panhandle. The Texas Panhandle is a vast rural, sparsely populated area of 26,000 square miles. Kress Independent School District covers 265 sq. miles in Swisher County. The community is made up primarily of "blue collar" workers who are employed by Wal-Mart Distribution Center or who are dependent upon the local farm economy. The district's tax rate is \$1.17. Kress I.S.D. has a student population of 251 students in pre-kindergarten through twelfth grade. Kress is an ethnically diverse community with approximately 56 % of the student population being Hispanic, 36% White, 7 % African American, 2% Pacific Islander and 2% American Indian. Approximately 72 % of the students in the district are eligible for free or reduced price meals under the National School Lunch program. 60% are At-Risk, 8% are English Language Learners and 9% of students have a disability.

Kress Independent School District serves this community as a public education institution. The district is composed of two campuses including one elementary school and one junior/senior high school. The total enrollment for the district for school year 2017-2018 was 251; 2016-2017 was 260; and 2015-2016 was 241.

Staff Demographics

Like the students enrolled in the Kress Independent School District, the staff is also diverse. However, based on the data for the school year 2017-2018, the diversity of the staff is not representative of the student body. The largest disparity occurs between the Hispanic and White teachers when comparing them to the corresponding student percentages, e.g. White students make up 36 percent of the student body; however White teachers represent 82 percent of the total teachers, Hispanic students make up 56 percent of the student body; however, Hispanic teachers represent 19 percent of the total number of teachers. Although the disparity between minority students and minority teachers is significant, it should be noted that Kress Independent School District has actively sought minority teachers, coaches and administrators.

2023_24 Kress ISD District Improvement Plan

The experience level of teachers at Kress Independent School District in 2022 was lower than the state percentage for teachers with over 20 years of experience with 0 percent compared to the state percentage of 15 percent. The percentage of teachers with 6- 10 years' experience was 13 % to the state percentage of 19%. The district's percentage of teachers with 1-5 years' experience (47%) was above the state percentage by 17%. Ten percent of Kress's teachers are beginning teachers compared to that state's 8 percent and 30 percent have 11-20 years' experience compared to the state's 28 percent.

The district's average years of experience of teachers were below the average years of experience in the state. The average years of experience in the district was 7 years compared to the state's 11 years. The average years' experience of teachers *within* the district was 5 which is less than the state average of 7.

The percentage of the teachers holding Master's Degrees at Kress is 0 percent compared to the state's 24 percent while the percentage holding a Bachelor's degree is 94 percent compared to the state's 74 percent. The turnover rate for the district was 26 and the state's 17 percent.

The average number of students per teacher was 10 compared to the state average of 15 per teacher indicating overall small class sizes in Kress Independent School District.

Staff Strengths

Kress has quality teachers despite the fact that compensation for teachers is still considerably below the state averages in all categories of experience. Teachers come to Kress and teach students not subjects. Research shows in a small learning community, each faculty member teaches, at most, 150 students and often teaches the same student in more than one grade. Although preparing lesson plans for a greater variety of courses means additional work for teachers the increased chance of having a student more than once gives teachers a chance to guide the personal and academic development of their charges more effectively. This intimacy and personal attention of small town teachers in a small school boost graduation rates and student achievement.

In general, communication among staff and between students and staff is easier; the relative lack of bureaucracy makes it easier to individualize programs; students and staff notice strangers and potential trouble more quickly; parents are more likely to be aware of and involved with their children's school work; and more students feel a sense of belonging.

Facilities

The facilities used by the district are conducive to educating the district's children. The facilities are accessible by the handicapped. The facilities are climatically controlled with air conditioning and heating to provide comfortable facilities that facilitate the teaching-learning process.

Facilities strength

The district completed a 3 million dollar bond 18 month long construction project improving our academic and athletic facilities in April of 2017. The district added security vestibules, a public address system, fire alarm and a new 6 lane track with new field equipment as well as a concession building and restrooms. The home economics lab was gutted and replaced with new plumbing, electrical, cabinets, and appliances. The district updated the existing lighting to LED energy efficient lighting and upgraded the electrical system. The hallways in both campus building received a facelift covering dated tile and crumbling walls with modern laminate wall board; repainted lockers; added a vaulted dropped ceiling in the hallways and new ceiling tiles in the classrooms. The doors were replaced and keyed and the main district building's locks were replaced with security key pads and keys.

The district's facilities received a facelift during 2001-2003. The district's buildings were between 25 and 50 years and in need of repair as a result of a backlog of deferred repair due to the lack of local funding. The district had struggled with allocating funds or setting an adequate budget for repair and renovation over the last few years due to declining enrollment and subsequent cuts in state funding. The district was awarded \$924,031 for the repair and renovation of its facilities to ensure the health and safety of students and staff, including: asbestos abatement, roofs, electrical wiring, plumbing systems, heating ventilation, air conditioning and compliance with fire and safety codes. The renovation has been completed and has helped elevate the backlog of repairs on our maintenance department.

The elementary campus's science facilities were upgraded in 2006-2007. This upgrade included new science tables, sinks and new equipment for science laboratory investigations for elementary students.

The district is upgraded outdated Cisco wireless system with Ruckus Controller and access points summer of 2017 after the construction project is completed April using funding from USAC. The district received eRate funding for internal connections in 2009 and had an infrastructure facelift. The CAT 5 cabling was replaced with CAT 6, a wireless network added, and older technology devices were replaced, i.e., router, firewall, switches. The district will continue to take advantage of the School's and Library Division eRate funding.

2023_24 Kress ISD District Improvement Plan

Athletic Facilities

Kress I.S.D. is striving to maintain and improve our athletic facilities to serve the needs of our students and community.

Summer 2004: The gymnasium floor was sanded, repainted and sealed. New home bleachers were installed in the gymnasium. New bleachers were made and installed for the baseball field fall of 2005.

Spring 2005: A new scoreboard, donated by Atmos Energy was installed in the baseball field.

Summer 2008: A new football scoreboard, donated by Street Gin and Kress National Bank was installed on the football field.

Summer of 2010: The aging tiles in the cafeteria were removed and new wall covering was installed.

Spring 2011: A new metal fence was put up around the baseball field and a bus barn port was built. The district plans on installing a new gym floor the summer of 2015.

A new basketball gym floor was installed in 2015.

The district in 2016-2017 school year had a 3 million dollar bond project used to install a new 6 lane track with new field equipment as well as a concession building and restrooms; remodeled campus hallways replacing doors with new keyed doors; updated lighting to LED; new HVAC in the cafeteria; updated 4-6th grade bathrooms; added security entrances to campus buildings; new fire alarm and bell system.

2017-2022: The fieldhouse locker rooms and the weight room were power washed, painted and new rubber flooring installed. The junior high locker rooms had new metal lockers installed. New lockers were also installed in the boys varsity locker room and re-conditioned lockers were installed in the boys JV locker rooms.

The district purchased a Kubota RTV and tractor for maintenance and use. Maintenance has been able to utilize the RTV and tractor for landscaping.

The cafeteria parking lot which for years has been gravel has been paved and the drive to the field and track has been graveled. A donated scoreboard has been installed as well as a new sound system was installed. Wireless track system has been installed for hosting track meets on our track.

Lighting and security around the fields and fieldhouse is being addressed with new lighting. A women's softball field is being constructed.

The district now has 4 houses used for recruitment and retention. The district also has a nursery on each campus for teachers and employees. The nursery is free and part of our district benefits.

Assessment of Current Situation

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the CEIC 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 Texas Academic Performance Report (TAPR) (DMAC)
- ❑ Disaggregation of current-year TAPR data including Special Populations Analysis (TAPR)
- ❑ 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/EOC Data
- ❑ Student Demographic Data
- ❑ Report Card Performance Trends
- ❑ Completion Rate/Dropout Rate/Retention Rate
- ❑ TSI Data Analysis Matrix/HECB College Readiness Indicators
- ❑ Program Effectiveness (CATE, GT, Title I, SCE, etc.)
- ❑ College Readiness (Prep)/Transition Programs/Diploma Type/Endorsements
- ❑ College Dual Credit Course Offering and Student Success

2021-22 Kress ISD District Improvement Plan

- ❑ Technology/ STaR Chart/Integration of Technology
- ❑ Discipline Reports
- ❑ Student Handbook/Discipline
- ❑ Staff Development Needs
- ❑ Staff Retention & Turnover Data
- ❑ Teacher Conference Records
- ❑ Communication to Parents

Informal measures include such as the following:

- ❑ Needs identified through district wide meetings, and from CEIC and faculty meeting carried forward to the 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.
- ❑ Staff e-mails to district-level personnel
- ❑ Review of the district's vision and discussion at the campus level, regarding current information/research-based strategies that will help us to attain the vision

Prioritized Strengths

As the result of the Comprehensive Needs Assessment the staff and DEIC developed a District Improvement Plan (DIP) containing strategies that will be used to improve student achievement. The Kress staff is determined, with the help of the parents and community involved in the DEIC 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 Kress District 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, Teacher retention rates, Active participation on the SBDM teams
Growing involvement and commitment of Hispanic parents and community members to the school process and the school administration	Increased signatures on sign-in sheets, Increased attendance at all school activities Increased communication with KISD Hispanic parents
Tutorials	Student performance record, Student retention record
Teacher use of effective instructional practices and teacher commitment to learning	Staff Development records, Principal reports
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, Records of teachers training teachers, Student Performance Records, Horizontal & Vertical Planning
Commitment of staff, parent, & community members to effective district planning	Participation in planning sessions by all stakeholders

Prioritized Areas of Concern

Areas of Concern	Data Source	Funding Source
Close the achievement gap between student groups in all subject areas on the STAAR/EOC by determining whether the problem is a 1) lack of content knowledge 2) lack of reading fluency 3) lack of language mastery or 4) lack of vocabulary & background knowledge.	Student performance records, Longitudinal TAPR data	Title I, Part A Title II, Part A SCE IDEA SSI Local
Increase the vocabulary and the necessary academic background knowledge of ALL our students.	Student Performance Records Longitudinal TAPR Data	Title I, Part A Local
Identify students in need of assistance beyond the regular classroom and offer targeted support to our struggling students academically R W M S.	Student Performance Records Longitudinal TAPR Data	Title I, Part A SCE Local

Focus on the transition from grade 6, intermediate, to grade 7, middle school to minimize or eliminate gaps in learning.	TAPR Report STAAR Data SSI Report	Title I, Part A SCE Local
Identify and help struggling students (especially new students) early through universal screening (grade level, subject wide or district wide) and offer a variety of services in varying degrees of intensity to address the learning needs of our students.	Student Performance Records Longitudinal TAPR Data	Title I, Part A SCE IDEA Local
Continue support of teachers through specialized training in TEKS and state testing (STAAR/EOC) ; 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 standards for all students.	TAPR data which indicates continuous improvement for all student populations reflected in longitudinal studies	Title I, Part A Title II, Part A Local
Development stronger community and parent partnerships by1) communicating with parents on a regular basis and 2) ensuring that it is easy for parents to find out how	Report Cards Parent Conferences Parent Report Card Day Participation Informal feedback from	Title I, Part A Local

their children are doing academically.	parents to teachers and principals	
Continuing upgrading and integrating of technology, for both administrative and instructional use.	District Technology Plan Campus STAR Chart	Title I, Part A Local Other grants
Increase more intensive opportunities for identified at-risk students via Extended Day opportunities, Tutorials, and one-on-one instructions	Disaggregated student performance results	SCE Title I, Part A
All teachers will be ESL certified. Teachers who get their certification will receive 2 days credit toward their COMP days and have the cost of the test reimbursed if they pass the test.	SBEC/Certification	Title III Local
Ensure that students are able to perform college-level course work at institutions of higher education.	Dual Credit Completion/Dual Enrollment Recommended High School Program/DAP Program Graduates TSI (Texas Success Initiative) Higher Education Readiness Component SAT/Act Results	Title I, Part A Local

	College-Ready Graduates/TAPR EXPLORE, PLAN, PreACT	
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Comprehensive Needs Assessment Analysis

1. Test Results/Data Collection

TAPR/TELPAS:

- ❑ Teachers (K-12) will continue staff development and data analysis of local and state assessments to assist in identifying strategies to help accelerate the academic success of our at-risk population.
- ❑ Teachers in grades K-8 continue to participate in and support of state's reading and math initiatives (SSI).
- ❑ Implement the components of the TIER 3 model on each campus to develop instructional programs that will help to accelerate students that is below grade level and to decrease special education referrals.
- ❑ Determine if system-wide interventions are needed to address the learning gaps and academic performance of sub groups based on data analysis. (ELL, economically disadvantaged, Hispanic, Special Education.)
- ❑ Identify which students are in need of assistance (TELPAS, TAPR, PBMAS, and testing results) and determine the need for supplemental programs.
- ❑ Address vocabulary weaknesses in grades K-12 to enable students to increase skills in formal language in speaking, reading and writing.

2. Attendance

- ❑ Student attendance is vital to academic success and drives funding. Our attendance rate in 2016-2017 is 94.8%. Attendance rate are critical to funding and student success.

3. Completion Rate/Drop Out Rate

- ❑ Our 4-year Longitudinal Rate 9-12 without exclusions was 89% in 2017 and 100% for 2016. The 5 year-Extended Longitudinal Rate for 2016 was 100% and for 2015 it was 95%. Both completion rates were above the State average. Our dropout rate (standard accountability indicator) for grades 7-8 was 0%.

4. Curriculum

- ❑ Continue alignment of district curriculum through participation in the TEKS Curriculum Management System.
- ❑ Continue alignment of grading practices with the depth and rigor of the TEKS and STAAR/EOC assessments.
- ❑ Consider curriculum resources and modifications to enhance inclusion strategies for special needs students to enable them to achieve at their enrolled grade levels.
- ❑ Plan for more collaboration and time for communication between grade levels and campuses.

- ❑ Increase formal vocabulary usages in grades K-12 to address identified weaknesses on state assessments and enhance student achievement.

5. Technology

- ❑ Teachers and administrators continue to utilize on-line resources for instruction, intervention, benchmark testing, disaggregating data, etc.
- ❑ Teachers and administrators will continue to strive toward the technology goals set forth by the states long range goal for technology.
- ❑ Increase student internet safety awareness and address cyber bullying.

6. Safe and Healthy Environment

- ❑ Teachers and staff will continue to participate in the federal and state Emergency Operations Plan (EOP) under the leadership of the District's Emergency Management Coordinator to assure a safe school environment. District staff will participate in training, emergency drills, etc.
- ❑ Teachers and staff will continue to implement the District Wellness Plan through the District's Health Advisory Council (SHAC) under the leadership for the superintendent and the food services supervisor. Activities and curriculum will be established that will increase student, school staff, parental and community awareness of nutrition and physical activities that will not only benefit students now but will help establish "wellness" habits that will benefit our students as they mature.

7. Parental/Community Involvement

- ❑ Consider ways to increase effective communication to parents/community of state and federal accountability standards, such as TAPR, etc.
- ❑ Increase parent/community involvement in the continued development and implementation of the Emergency Operations Plan (EOP) and the District's Wellness Plan.
- ❑ Update parent involvement policy/plan in District and Campus Improvement teams and Title I meetings.
- ❑ Consider different means of effectively involving parents in the expectations and learning of their children, especially with Spanish-speaking parents who are not bilingual.

8. Staff Development

- ❑ Continue efforts to ensure that all staff if highly qualified by providing staff development determined by District and campus need as indicated on district technology and staff development surveys.
- ❑ Continue staff development concerning requirements of TAPR, PBMAS, AMAO's and EOP.
- ❑ Continue staff development concerning strategies to effectively accelerate the learning of ELL students, special education students, and low economic status students.
- ❑ Continues staff development to increase skills in reading, writing, math, ELA, science and social studies.
- ❑ Plan and implement a staff development program for continuous school wide improvement.

9. Character Education

- ❑ Decrease the pregnancy rate and thereby reducing the dropout rate through research, adopt and implement a "pregnancy prevention program" for grades 7-12.
- ❑ Continue to integrate bullying awareness programs through campus strategies to encourage a safe, healthy school environment for all students.
- ❑ Involve parents/community in educating our students through increase parent communication-newsletters, meetings, email, and teacher websites.

10. Post-Secondary

- ❑ Increase numbers of students taking the ACT/SAT that earn satisfactory scores.
- ❑ Increase the number of CCMR students.
- ❑ All students need to be prepared upon entering high school to graduate under recommended or distinguished programs, including the underrepresented populations such as economically disadvantaged and Hispanic.
- ❑ Continue to implement a program that encourages students to pursue advanced academic opportunities, including early college high school programs and dual credit, increase the % of students' graduating on RHSP/DAP and increase the number of students who meet HERC/TSI (Higher Education Readiness Component Texas Success Initiative) standards in ELA and math.

11. Retention

- ❑ Continue to study the effects of Student Success Initiative (SSI) in grades 5th and 8th grade students by comparing retention rates to the state retention rates for grades 5th and 8th.

12. Funding

- ❑ Consider the continued use of the REAP program for Title 1 school wide funding purposes to raise academic achievement of all students.
- ❑ Consider the use of 15% of our District's Individuals with Disabilities Education Act, Part B (IDEA-B) funds to develop and implement early intervening services in K-12 grade who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

Special Programs and Populations (KEY)

- 1. All Populations**
- 2. Title I**
- 3. E.L.L. (English Language Learners)**
- 4. Migrant-Emergency Immigrants**
- 5. Special Education**
- 6. Gifted and Talented (Advanced Academic Services)**
- 7. At Risk (*SCE)**
- 8. Pregnancy or parenting support**
- 9. Low Socio-Economic Status**
- 10. Minority Populations (Hispanic, Black)**

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

2023-2024 Kress I.S.D. District Improvement Plan

School Wide Component
 CN=Comprehensive Needs Assessment
 CI=Integration/Coordination of funds
 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: Enhance student academic performance in all subject areas and all groups by 2020.
OBJECTIVE: 90% of all students will pass all STAAR/EOCs or met ARD expectations in all subject areas.
SUMMATIVE EVALUATION: Academic performance of special populations and all students will be evaluated using the state accountability report.

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 HQ	Professional Development Data Disaggregation	2,3,6	1	Admin, Teachers	August	All Staff, Admin	DMAC	Local SCE	Data focused planning Personalized student intervention plans	Aug-May
PD	Discretionary Staff development in instructional strategies and rigor.	3,7	1	Teacher, Admin	August-July	Staff	Provided Materials Region 16	Title I SCE Local	Improved scores on practices, tests, lesson plan documentation.	Aug-May
AA MA	The four cores will be horizontally and vertically aligned with STAAR/EOC/TEKS. using TEKS Resources.	1	1	Parents, Teachers, Principals	August-May	Parents, Teachers, Admin	Region 16 Curriculum Resources	Title I Local		Aug-May
PI MA CI	Combine parent meetings for STAAR/EOC with Fall and Spring parent meetings. Discussions will be held on state testing, objectives, strategies and tips for parents.	1	1	Parents, Teachers, Principals	August-May	Parents, Teachers, Admin		Local Title I	Record of attendance Record of Packets distributed.	Aug-May

2023-2024 Kress I.S.D. District Improvement Plan

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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	Continue school-wide practice tests or benchmarks at appropriate grade levels	3, 4 6, 7,8	1	Teachers of core subjects, principal	Aug-May	Teachers in math, Science, Social Studies, Lang. Arts	Release state tests, state approved achievement test for Grades 1 & 2	Local	Record of student performance, testing dates on calendar	Aug-May
AA	Continue implementing an extended day or year program for at-risk, ESL, and migrant students having difficulty with STAAR reading or failing at the K-8 level.	6, 7	2, 3 4, 5 7	Administration		Special Ed Teachers, Principals		Migrant Title I	Extended day or year schedule	Jan-May
AA	Continue implementing an extended day or year program for economically disadvantaged students having STAAR /EOC Math.	6, 7	2, 3 4, 5 7	Administration		Teachers, Principals		Title I	Extended day or year schedule	Jan-May

2023-2024 Kress I.S.D. District Improvement Plan

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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
CN	Implement SEL strategies "No Excuses University" , NEU by Daman Lopez to develop meaningful, results-oriented changes by creating a culture of universal achievement.			Admin., Classroom teachers,	Sept-May	Administration Teachers	Superintendent, Principal, All staff	Local Title I	Changes in student attitudes towards college and an identifiable culture of universal achievement is present.	Sept-May
MA AA	Continue to increase scores for migrant students each year	3, 6 7	4	Admin., Classroom teachers, Summer school Admin.	Sept-May	Administration Teachers	Migrant TAKS data, summer school labs/special classes	Title I	Disaggregation of migrant data, Extended day opportunities	Sept-May
MA AA	Make certain ESL students are identified and are receiving instruction in STAAR/EOC objectives	3, 6 7	3, 4	ESL teachers, classroom teachers, Principals	Sept-May	Administration Teachers	ESL materials Released state assessments	Title I	Accelerated instruction, RTI tutorials, extended day opportunities	Sept-May
CN AA MA HQ	Strengthen the core academics by: 1) curriculum alignment 2) creating a culture of academic achievement 3) utilizing data to drive instruction			Admin., Classroom teachers,	Sept-May	Administration Teachers	NEU Resources, Superintendent, Principal, All staff	Local Title I	Academic Scores Increase; Changes in student attitudes; Identifiable culture of universal achievement is present.	Sept-May

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GOAL: Maintain or exceed the state attendance rate									Preschool Children	
OBJECTIVE: Kress ISD will maintain a 96% or better attendance rate									AA=Academic Assessments	
									MA=Mastering Assistance	
SW	Action	Needs	Special	Person(s)	Timeline	Human	Resources	Budget	Evaluation (Formative)	Reported Documented
Comp.	Implementation	Assessment	Programs/Population	Responsible	Start/End		Materials	Amount/Source		
PI	Call parents of absent	1	1	Admin.,	August-	Principal's	Teachers	Local	Attendance percentage from school wide attendance report	Daily basis
HQ	students			teachers	May	secretary	attendance reports	Title I		
RF	Recognize student's	6	1	Admin	August-	Principal	Awards,	Local		
	exemplary attendance				May	&	certificates,			
PI						attendance	blankets,		Individual student attendance record	Each six-weeks
						secretary	merchandise			
HQ	Attendance discipline	1	1	Admin	August-	Principals	Tardies and	Local		
R	policy enforced				May		absence		Percentage reduction of tardies and absences each three weeks	Daily basis
F							reports			
							referrals			

2023-2024 Kress I.S.D. District Improvement Plan

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Assessment

CI=Integration/Coordination of funds

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: Maintain “Exemplary” dropout rate of 1% or less

OBJECTIVE: Maintain “Exemplary” dropout rate of 1% or less

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
RF CN PD	Identify at-risk students in grades k-12 & develop intervention strategies	1	7	Principals, Teachers, Counselor	August-May		PEIMS reports of previous year, list of all students, at-risk strategy & sheets, STAAR/EOC results, STAAR/EOC study guide	Comp Ed	At-risk plan,, strategies for individual students	100% graduation rate for at-risk group
CN PD	Develop intervention strategies for pregnant students	1	7	Counselor	August-May			Counselor budget Local	Intervention plans for pregnant students, counselor records	No dropouts due to pregnancy, TAPR dropout report

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OBJECTIVE: Maintain “Exemplary” dropout rate of 1% or less

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	Staff development will be provided in developing intervention strategies for at-risk students	2	7	Principals	Fall	Region 16 ESC		Local	State Accountability Scores	Aug-May
RF	Continue a support program through the counselor to support at-risk students	6	7	Counselor	Fall	Counselor		Comp Ed	State Accountability Scores	Aug-May

2023-2024 Kress I.S.D. District Improvement Plan

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GOAL: Maintain “Exemplary” dropout rate of 1% or less									TR= Transition Activities for	
									Preschool Children	
OBJECTIVE: Maintain “Exemplary” dropout rate of 1% or less									AA= Academic Assessments	
									MA= Mastering Assistance	
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 PI	Dropouts will be contacted and encouraged to obtain a GED through information, support, & study facilities	1	7	Counselor, Principal	Fall Spring		School records,	Local	Counselor Records	Counselor Records
PI	Continue to promote parenting skills through publication of brief news articles & advertisement of parenting materials available in school libraries, send parenting materials to targeted groups	1	1	Counselor, Principals, Librarians	Fall Spring		Library materials, Local newspaper	Title I Local	Articles in newspaper, Library circulation records	Articles in newspaper, Library circulation records
CN PI	Credit Recovery programs will assist students in danger of not graduating to graduate.	1	1	Counselor, Principal	Fall Spring		Credit Recovery Program PLATO	Title I Local	Counselor Records	Counselor Records

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GOAL: Student behavior will continue to improve as evidenced by the number of referrals, as well as observable behavior in halls, classrooms & at all school activities.

OBJECTIVE: Year-end discipline reports will show fewer discipline referrals to the office.

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
RF	Discipline guidelines & Kress ISD Student Code of Conduct shall be reviewed annually with teachers, staff, students, & parents	1, 2	1	Principals & individual teachers	Fall & Spring		Student handbooks, Teacher handbooks, KISD Student Code of Conduct	Local	Discipline referrals, signed parent letters from handbooks, news articles, agendas of assemblies & teacher meetings	Fewer discipline referrals on the year end discipline report
RF	Facilities & principals will consistently use the Discipline Referral/Report forms to manage student behavior	1	1	All teachers, Principal	Fall & Spring		Discipline forms, year-end discipline reports	Local	Fewer discipline referrals in end-of-year report, comparison of one year's report to the next year's report	The number of referrals in end-of-year report, comparison of one year's report to the next year's report

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OBJECTIVE: Year-end discipline reports will show fewer discipline referrals to the office

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
RF	A discipline report will be compiled every year by principals of each campus	2	1	Principals, Campus secretaries	August-May		Win-School	Local	Principal discipline reports in database	Principal discipline reports filed with Superintendent

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GOAL: Student behavior will improve.
OBJECTIVE: All staff members will consistently enforce discipline rules. Students and staff will treat each other with respect.

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
RF	Counselor will work with students on conflict resolution, violence prevention, drug addiction, and other identified needs	1	7	Counselor	Fall	Counselor		Comp Ed	Decrease in number of discipline reports, drop-out rate	
	The District will be implementing SEL programs to assist students with their social emotional learning.			Counselor	Fall	Counselor		ESSER	Student Success	

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GOAL: Students will be expected to attend career opportunities in order to make choices about education and the future

OBJECTIVE: Develop age appropriate programs to help students explore possible careers through awareness and investigation

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	Develop & implement the following age appropriate career awareness and investigation: * K-2 field trips, guest speakers, video series. * 3-6 field trips, guest speakers, career research & reports *7-8 Classes in ITE, Life Management Skills, Health, field trips, guest speakers. *7-12 Career Day * 7-10 CTE *11-12 CTE. Implementation of WOW	1, 9	1	Principals, Counselor, Teachers	August-May	Speakers	Materials, transportation, release time	Local	Scheduling of programs by teachers, counselor, principals. documented by teachers of program implementation	Staff & student evaluation surveys

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GOAL: Kress ISD will develop strategies to increase parental involvement

OBJECTIVE: 50% or more parents will be involved in one or more school activities during the school year.

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 HQ AA	Special populations, meetings to address programs and student needs	2	4,3,2,5,6	Principals, Teachers	Year around	Principals, Teachers	Meeting place, materials, meals	Local Title I	Schedule of meetings, sign in sheets, meeting minutes	On meeting date
PI AA	Parent – Volunteers Programs	1	1	Principals, Teachers, Committee Chairpersons, & Parents	On-going throughout the year	Principals, Parents	Meeting place, materials	Local	Meeting minutes, sign in sheets	Aug-May
PI	Parents will receive a school newsletter with report cards with information about school activities, parent involvement activities, and any relevant information concerning their children and their education.	1	1	Principals	On-going throughout the year	Principals, Teachers		Local	Increased parent attendance to school activities and events	Aug-May

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OBJECTIVE: Develop age appropriate programs to help students explore possible careers through awareness and investigation.

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 P	Kress ISD will offer certification programs in vocational fields that will give students immediate career opportunities after graduation.	1	1	Principal, Counselor, Career & Technology Teachers	Sept-May	District Instructors		Local	Course offering	Results of Study
CN P	Kress ISD will offer "Career Investigations" to Junior High Students and "Career Connections" to high school students.	1	1	Principal, Counselor, Career & Technology Teachers	August	District Instructors		Local	Course offering	Results of Study

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GOAL: The number of students taking college entrance exams will increase as well as the performance on those exams.
OBJECTIVE: 50% of graduating seniors will have taken a college entrance exam with 50% of those achieving an acceptable entrance score, by graduation.

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
CP	Funding will be arranged to waive fees requirements for students with financial need	9	9	Counselor	August-May			Local Funds Fee Waivers	Exam list reports	Same as Formative
CP	All Sophomores will take the PLAN and PSAT exams	9	1	Counselor	August-May	Counselor		Local Funds Comp Ed Funds	Exam list reports	Same as Formative
CP	All students will be encouraged to take college entrance exams through scheduling of tests, announcements, bulletins, counselor meetings, and fee waivers	9	1	Counselor	August-May	Counselor		Local Funds Comp Ed Funds	Documentation of announcements, bulletins, and meetings	Same as Formative

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GOAL: Kress ISD will provide a continuing campus-based Staff Development Program, related to the achievement of identified campus improvement objectives.

OBJECTIVE: Staff development programs will be developed & conducted based on needs established by the campus level & district committees.

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	All instructional staff will attend professional development	2, 6, 8	1	Superintendents, Principals, Region XVI Service Center	August	Substitutes	One day staff development, transportation	Staff development Budget Comp Ed	Registration forms to Region XVI in Spring	Annual Evaluation of Conference by DEIC
PD	Language Arts, Math teachers and principals will analysis data for targeted teaching and learning.	2	1	Principals, Region XVI Service Center, teachers	August	Substitutes	Campus data, Transportation	Local Comp Ed	Improvement strategies developed	Improvement on state tests results
PD	ESC 16 instructional support specialists will provide instructional coaching to the math and science.	2	1	Principals, Region XVI Service Center	August			Title 1, Part A10%/Math Local /Science	CPEs PD documentation	
PD	Teachers will participate in collaborative, and educational conferences.	2	1	Principals, Region XVI Service Center	August	Substitutes		Staff development Budget Comp Ed	CPEs PD documentation	
PD	Alternative certification teachers, will participate in university based mentoring programs.	2	1	Principals	August	WTAMU, WBU, Texas Tech				

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GOAL: The number of students taking college entrance exams will increase as well as the performance on those exams.
OBJECTIVE: 50% of graduating seniors will have taken a college entrance exam with 50% of those achieving an acceptable entrance score, by graduation.

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
CP	Students and parents will be kept informed about ACT & SAT test dates & deadlines through announcements, bulletins, news articles, and meetings	9	1	Counselor	September-May		ACT/SAT bulletins, posters	Local Funds	Counselor scheduling, Calendar	End of year evaluation, results of students taking tests
CP	All advanced & AP courses will be taught at the college level or in a manner which will prepare the students taking those classes for college work & testing	9	1	AP and Advanced Course Teachers	September-May			Dept. budgets Local	AP/TASP results, Counselor survey of ex students	AP/TASP results, Counselor Survey of ex students

2021-22 Kress I.S.D. District Improvement Plan

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GOAL: The number of students taking college entrance exams will increase as well as the performance on those exams.

OBJECTIVE: 50% of graduating seniors will have taken a college entrance exam with 50% of those achieving an acceptable entrance score, by graduation.

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
CP M	Computer programs & study guides will be made available to students preparing to take entrance exams	9	1	Counselor	September-May			Local Budgets	Student scheduled to use the programs	Improved SAT/ACT scores on TAPR, increased number taking the ACT/SAT on TAPR
PI CP	All middle, junior high, high school students, teachers, counselors, and parents will be informed about the need to participate in a challenging high school curriculum.	9	1	Counselor	September-May			Texas Grant Program	List of students in recommended program	Students who satisfy recommended program & apply for funding

2023-2024 Kress I.S.D. District Improvement Plan

GOAL: Kress ISD will provide a continuing campus-based Staff Development Program related to the achievement of identified campus improvement objectives.

OBJECTIVE: Staff development programs will be developed & conducted based on needs established by the campus level & district committees.

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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
PD	Teachers will be given the opportunity to attend subject-specific training as appropriate	2	1	Principals, Teachers	Aug-May	Region XVI Service Center	Region XVI Service Center	Local	State test	State test results

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GOAL: Kress ISD will incorporate technology into the educational program in order to create an environment providing students the technology skills to be productive, successful members of society.

OBJECTIVE: Teachers and administrators will meet target tech on the Texas Star Chart.

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
CP	Review of technology plan by the technology committee	7	NA	Technology Coordinator	Fall	Tech Coordinator		Local	Revised Technology Plan	Tech Plan
PD	Enrich the quality of learning and teaching and increase student performance through the effective use of technologies	7	NA	Staff	Fall	Teachers		Local Technology	Grades in Technology classes	Higher grades in Technology classes

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GOAL: Kress ISD will incorporate technology in the educational program in order to create an environment providing students the technology skills to be productive, successful members of society.

OBJECTIVE: Teachers and administrators will reach “target tech” on Texas’s Star Chart.

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 R	Integrate instructional technologies into the district curriculum, classroom instruction, and staff development activities.	2	1	Principals, District Technology Coordinator, Classroom teachers	August	District technology coordinator, Technical specialist	District technology plan, TEKS technical/instructional support	Technology & classroom budgeting Local	Comprehensive * ongoing professional development * support enables all staff to use technology to develop, provide & support the finest possible educational programs.	
R	Refine & improve the productivity & efficiency of all operations through the effective & efficient use of technology	2	1	Superintendent, principals, district technology coordinator, technology specialist, classroom teachers	August	Region XVI, District Technology Coordinator, Technology Specialist, TIF & TIE trained personnel		Technology budget Local	Information is available through user friendly access to data, Improved communications between students, teachers, & other staff, through the use of effective technologies	

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GOAL : Students will be able to cope with the challenges and changes of life with purpose/hope and not view suicide as an option.

OBJECTIVE: Students will become more internally managed and make wise choices.

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 RF	Library Resources: promote parenting/prevention library materials for parent, student, and teacher use	1	1	Librarians, Counselor, Principals, Teachers	August	Librarian		Local	Information resources in library	Library circulation choices.
PI RF	Make available to students helpful materials & crisis hotline numbers so that they are aware of outside intervention availability	1	1	Counselor	August	Counselor		Local Comp Ed	Hotline number, posters, pamphlets and other educational materials	Number of students requesting materials

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GOAL: Kress ISD will develop strategies to increase parental involvement

OBJECTIVE: 50% or more parents will be involved in one or more school activities during the school year.

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	Parent Conference Day at end of 1 st six weeks	1	1	Parents, Superintendent, Principal, Teachers	End of 1 st six weeks	Supt., Principals, Teachers	Sing in sheets, Newspaper, ½ day waiver, Parent invitation	Title I Local	List of parents attended, # of conferences held, end of year survey	September
PI R	State adopted Parent Involvement Day in Nov	1	1	Superintendent, Principals, Teachers	November Date	Supt., Principals, Teachers	Newspaper, Lunch, Initiations, Contracts	Local	List of attendees, signed contracts	November
PI R T	Documents sent to parents in English & translated into Spanish as appropriate	1	1	Principals	August	Principals	Copies of documents	Title I Local	Copies of documents and mailing list of parents	August-May
PI P T	PATT & ACTION are parent organizations	1	1	Organization officers, Principals	August	Organization officers, Principals	Meeting place, newspaper, literature, meals, awards		Sign-in sheets, meeting schedules, attendance rosters, meeting minutes	

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GOAL: Students will become responsible and cope with the challenges of life in a successful way.

OBJECTIVE: Students will become more internally managed to make wise choices to avoid violence.

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	Resource materials will be available so parents, students, & teachers , promote parenting skills and violence prevention	1	1	Librarian, Counselor, Principals	August		Books, brochures, videos	Local Comp Ed	Decrease in office referrals involving violence	
PI	Communicate to parents on violence that their children are involved in through calls, letters, and discipline referrals	1	1	Principals, Counselor, Teachers	August		Office referrals	Local Comp Ed	Decrease in office referrals involving violence	

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GOAL: Students will be able to cope with life without chemical use and abuse.

OBJECTIVE: Students will become more internally managed and make wise choices.

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	Incorporate Drug Prevention Program as a part of overall school curriculum	6	7	Counselor, Principals	August	Counselor	Local Comp Ed	Local, Title I	Drug Survey	Decrease in drug use.
RF	Special programs that promote a healthy/drug free lifestyle	6	7	Student, Counselor, Principal	August	Counselor	Local Comp Ed	REAP Funds	Drug Survey	Decrease in drug use
PI RF	Promote drug prevention through parent involvement & library materials & teacher use	1, 6	1	Librarian, Counselor, Principals, and teachers	August		Local Comp Ed	Drug-Free School Grant	Library Circulation Record	
RF	Red Ribbon Week: Campuses will develop activities supporting Red Ribbon Week	1	1	Principals, Campus SBDM Committees	August		Local Comp Ed	Activity Accounts, Drug-Free School Grant	Calendar of events on each campus	
RF	Project Alert-Gr. 4-6 Participate in activities to emphasize drug awareness & prevention	1, 2	1	Counselor	August			Drug-free School Grant	Drug Report done by Texas A&M every two years.	

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GOAL: Students will be productive and responsible ensuring their ability to cope with the challenges of life in a successful way.

OBJECTIVE: Students will become more internally managed and make wise choices.

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 RF	Library Resources: Promote Parenting/Prevention materials for parents, student & teacher use	1	1	Librarian, Counselor, Principals	August	Librarian	Local	Local	Library Circulation records	Fewer discipline referrals
PI RF	Ensure that health, physical education and nutritional services are provided so that students can exceed fitness and health standard.	1	1	Administration Athletic Director Nurse Food Services	August	Athletic Director Nurse	Healthy & Wise SPARKS Bal-a-vis-x program Fitness Gram District Wellness Plan SHAC	Local Fitness Gram Grant	Fitness Gram Data	Fitness Gram Data Attendance Records

2023-2024 Kress I.S.D. District Improvement Plan

GOAL: State Compensatory Education Funds totaling \$196,968 will be budgeted for 3.5 FTE's & supplies for AT-Risk Students for the school year.

OBJECTIVE: To have all groups successfully pass the TAKS and close the gaps between all subgroups.

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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
RF MA PI	Tutorials	3,4,6,7,8	7,3,5	Campus Principals, Teachers	August-May	Teachers		State Comp Ed., Title I	State Accountability	State Accountability Reports
RF MA PI	Comp Ed Conference Period	3,4,6,7,8	7, 3, 5	Campus Principals, Teachers	August-May	Teachers		State Comp Ed, 2.5 FTE	State Accountability Dropout Rate	State Accountability Reports
RF HQ PI CI	Full Time Counseling	1,9	7	Counselor	August-May	Counselor		1 FTE Comp Ed	Dropout Rate	State Accountability Reports