

Kress Jr. Sr. High School Campus Improvement Plan



2023-2024

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Mission Statement

The mission of Kress Jr. Sr. High School is to provide all students with the highest quality educational program designed to maximize student achievement.

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.

Kress High School Comprehensive Needs Assessment

Student Demographics: The student demographics of Kress High School can be described as a student body of approximately 134 students comprised of 68/50.7% Hispanic, 51/38.1% White, 13/9.75% African American and 2% Pacific Islander. Among these students, approximately 68.7 % are identified as Economically Disadvantaged, 47 % At-Risk, 3.7 % Limited English and the mobility is 6.3 %. **Instructional Programs:** Students enrolled by program include: (1) ELL-5/3.7% (2) Gifted and Talented-6/4.5% (3) Special Education-12/ 9%, (4) Career & Technology Education-80% and (5) Title I 100%.

TAPR 2021: Due to the cancellation of the Spring 2020 STAAR, 2021 and 2019 STAAR data are shown. Comparing 2019 Data to 2021 Data is like comparing apples to oranges. Comparing the scores of a 7th grade class in 2019 to the scores of another set of 7th graders in 2021 is not significant.

Growth: Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown. Growth measured From 2018 to 2019 data is old data and is not an accurate measure of 'growth'.

The high school referenced the TAPR for campus wide programs but focused on individual student STAAR success and growth.

The high school implemented the requirements of HB4545 providing 30 hours of intensive tutoring for each test that the students did not perform satisfactory on.

NO CURRENT OFFICIAL DATA FOR 2022 are AVAILABLE.

Student Performance by Grades (Phase-in-Satisfactory or above):

| | <u>7th STAAR</u> | <u>8th STAAR</u> | <u>9th EOC</u> | <u>10th</u> | <u>11th</u> | <u>Across all grades</u> |
|-------------------------------------|-----------------------------|-----------------------------|---------------------------|------------------------|------------------------|--------------------------|
| All Subjects | | | | | | 73% (+2) |
| STAAR Reading | 77% (+3%) | 80% (-12%) | | | | 73% (-4%) |
| STAAR Writing: | 54 (-15%) | * | | | | 54% (-10%) |
| STAAR Math | 65 (-15%) | 55% (-33%) | | | | 69% (-20%) |
| STAAR Science | | 90% (-2%) | | | | 88% (+20%) |
| STAAR Social Studies | | 60% (-15%) | | | | 78% (+23%) |
| <u>EOC(Phase in Summary)</u> | | | | | | |
| English I | | | 60% | | | |

| | | | | | | |
|---|--|--|-----|-----|------|--|
| English II | | | | 74% | | |
| Algebra I | | | 89% | | | |
| Biology I | | | 86% | | | |
| US History | | | | | 100% | |
| Attendance Rate: 99% Drop Out Rate Gr. (9-12): 0% Drop Out rate (7-8): 0%* Graduation Rate (2019) : 94% | | | | | | |

***Class size not enough for score**

Needs assessment based on the 2019 and 2020 Kress HS 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 CEIC team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following:

- Texas Academic Performance Report (TAPR)
- School Report Card
- Disaggregation of longitudinal data (DMAC)
- Disaggregation of current-year accountability 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/EOC Data
- Student Demographic Data
- Report Card Performance Trends
- Completion Rate/Dropout Rate/Retention Rate
- College Readiness Indicators (RHSP, CCMR, SAT/ACT Results)
- Program Effectiveness (CATE, GT, Title I, SCE, etc.)
- College Readiness/Transition Programs/Diploma Type
- College Dual Credit Course Offering and Student Success
- 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 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.
- ❑ 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 Kress High School staff and CEIC developed a Campus Improvement Plan (CIP) containing strategies that will be used to improve student achievement. The Kress High School staff is determined, with the help of the parents and community involved in the CEIC 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 High School 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 and RTI | Student performance record, Student retention record |
| Teacher use of effective instructional practices and teacher commitment to learning | Staff Development records, Principal reports (information gathered through meetings with teachers and principal walk-thorough and teacher evaluations) |
| Use of technology for administrative procedures & for instructional support as a learning tool | Student performance records, Teacher Feedback, Principal Reports, District Technology Plan |
| Our efforts to build collaborative – seeking professional growth opportunities, quality, research-based materials to promote student learning and teacher effectiveness | Curriculum Evaluation Teaching and Learning Initiatives |
| 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 & EOCs by determining whether the problem is a 1) lack of content knowledge 2) lack of reading fluency 3) lack of language mastery or | Student performance records, Longitudinal data | Title I, Part A SCE IDEA SSI Local |

| | | |
|---|--|--|
| 4) lack of vocabulary & background knowledge 5) teacher effectiveness. | | |
| Increase the vocabulary and the academic background knowledge of ALL our students. | Student Performance Records Longitudinal Data | Title I, Part A Local |
| Identify students in need of assistance beyond the regular classroom and offer targeted support to our struggling students. (Tutorials, RTI, summer school, etc.) | Student Performance Records Longitudinal 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/SSI | 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 Data | Title I, Part A SCE IDEA Local |
| Continue support of teachers through specialized training in TEKS; state assessment and curriculum alignment, as well as other research-based sessions ensuring that the needs of all students are met and that progress continues | TAPR data which indicates continuous improvement for all student populations reflected in longitudinal studies | Title I, Part A Title II, Part A Title II, Part D Local CCMR |

| | | |
|---|--|--|
| toward 100% mastery of all State standards for all students | | |
| Develop stronger community and parent partnerships by 1) communicating with parents on a regular basis and 2) ensuring that it is easy for parents to find out how their children are doing academically. | Report Cards Parent Conferences Parent Report Card Day Participation Informal feedback from parents to teachers and principals | Title I, Part A Local |
| Continuing upgrading and integrating of technology, for both administrative and instructional use. | District Technology Plan Campus Use of Technology Tools | Title II, Part D Title I, Part A Local |
| Provide opportunities for identified at-risk students via extended Day opportunities, tutorials, and one-on-one instructions, etc. | Disaggregated student performance results | SSI SCE Title I, Part A |
| All teachers will be ESL & GT certified. Teachers who get their certification will be paid a stipend for \$500. | SBEC/Certification | Title III Local |
| Continue the implement of lunch detention for tardies as it has been very effective in reducing student tardies. | Student Handbook Tardy Policy CEIC Minutes Student Council Meeting | 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 College, Career, Military- Readiness measures % Graduation Rates | Title I, Part A Local |
| Develop and implement a coordinated health education program including the 4 components: health, physical education & activity, nutrition and parent involvement. | Fitness Gram Data District's CSHP Document SHAC Meeting | Fitness Gram Grant Local |

Kress Jr. Sr. High School

Campus Improvement Plan

2023-2024 Goals

Goal 1: Student Academic Performance

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

Objective 1: Kress High will maintain an average daily attendance of 98% or above.

Objective 2: All student groups by 2020 will meet or exceed a 90% passing rate on the state assessments in ELA, Reading, Math, Writing, Social Studies and Science.

Objective 3: Kress High School will follow the regulations in serving our Special Education Students

Objective 4: Kress High School will have in place rewards and incentives that help to motivate students to high achievement.

Objective 5: Improve Graduation Rates and Decrease Drop Out Rates

Objective 6: Accelerated instruction will be provided to those students who perform at an exceptional high level.

Goal 2: Curriculum and Instruction

Kress High School will provide a well-balanced and appropriate curriculum utilizing creative and innovative techniques in instruction and technology.

Objective 1: Provide a well balanced and appropriate curriculum for all students.

Objective 2: Teachers will effectively use current technologies for teaching and learning and integrate Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Goal 3: School Environment

Kress High School will maintain a safe, positive, and discipline school environment conducive to student success.

Objective 1: Kress High School will provide a learning environment that is safe and disciplined.

Objective 2: Kress High School will foster healthy eating, physical fitness and develop wellness habits that will not only benefit students now but as they mature.

Goal 4: Professional Staff Development

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

Objective 1: Quality staff development will be provided to all staff that results in improved STAAR/EOC scores.

Objective 2: Kress High School will foster good relationships among staff and administration.

Kress Jr. Sr. High School Campus Improvement Plan

2023-2024 Goals

Goal 5: Parent and Community Involvement

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

Objective 1: Involve the parents in supporting the education of their children

Objective 2: Involve the community in supporting the education of our students.

Goal 6: Student Transition

Kress High School will provide activities to assist students in the transition from 6th to 7th grade and from 12th grade to college, career and life.

Objective 1: Programs, classes and activities will be provided to assist students for the transition elementary to junior high and from junior high to high school

Objective 2: Graduate College Career or Military Ready students

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. Dyslexia Students**
- 9. Low Socio-Economic**
- 10. African American**
- 11. Hispanic**

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 High School Campus Action 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 1 : The students of Kress High will be challenged and encouraged to perform at high academic levels.

Objective 1: Kress High School will meet or exceed a 93% passing rate on the STAAR/EOC Reading, Math, Writing, Social Studies and Science assessment.

| 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 | Conduct benchmarks and skills checks in Reading, Math, Writing, S.S. and Science on STAAR/EOC objectives. | | 1 | Zolman, Couch, Teachers | February April | Teachers | Time Materials DMAC | Local | Practice test results | |
| PD MA | Provide teachers with PD and materials that will aid teachers in promoting higher critical thinking in the classroom. | | | Zolman | Aug | Administration | Charts | Local | Charts Teacher Materials | |
| MA | Teachers will receive disaggregated data of state assessments. | | | Zolman Couch | Aug | Teachers | TAPR DMAC | Local | Campus plan needs assessment | |

2021 -2022 Kress High School Campus Action Plan

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GOAL 1 : The students of Kress High will be challenged and encouraged to perform at high academic levels.

OBJECTIVE 2 : Kress High School will have in place rewards and incentives that help 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 |
|-------------------|---|------------------|------------------------------|-----------------------|--------------------|-------|---------------------|-----------------------|------------------------|---------------------|
| PI RF | Continue incentives for A/AB Honor Roll | | 1 | Zolman | Aug-May | | Local | Local | Report Cards | |
| RF MA | Continue Citizenship Program | | | Zolman | Aug-May | | Local | Local | Report Cards | |
| RF M A | A & A/B Honor Roll incentive | | | Zolman | Aug-May | | Local | Local | Report Cards | |
| RF MA | Recognition of students earning College credit at graduation. | | | Zolman | Aug-May | | Local | Local | Report Cards | |
| CN | Continue the College bound program | | | Zolman | Aug-May | | Local | Local | Discipline records | |

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GOAL 1 : The students of Kress High will be challenged and encouraged to perform at high academic levels.

OBJECTIVE 3 : Kress High 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 |
|-------------------------|---|------------------|------------------------------|-----------------------|--------------------|----------|--|-----------------------|---|---------------------|
| AA PD | The CAP matrix will be completed | | 5 | Zolman RLamm | Aug - Sept | Teachers | | Local | Updated matrix | |
| MA | Education of special education students will occur in the least restrictive environment | | 5 | Zolman RLamm | Aug - May | Teachers | Teacher aides, supplementary materials | Local | ARD committee decision on IEP | |
| PD AA MA | The special education pre-referral process will be followed by all staff members | | | Zolman | Aug - May | | Teachers, Referral packs | Local | Properly referred students to special education | |

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GOAL 1: The students of Kress High will be challenged and encouraged to perform at high academic levels.

OBJECTIVE 4: Kress High 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 |
|------------------|--|------------------|------------------------------|-----------------------|--------------------|-------|---------------------|-----------------------|------------------------|---------------------|
| RF MA | Recognize outstanding academic achievement at awards assembly | | 1 | Zolman | May | | Awards | Local | Assembly program | |
| RF | Recognize student achievement in local newspaper with articles and pictures or school newsletter | | 1 | Zolman Teachers | Aug - May | | | Local | Articles in paper | |
| RF MA | Recognize outstanding academic achievement at awards assembly | | 1 | Zolman | May | | Awards | Local | Assembly program | Assembly program |

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GOAL 1: The students of Kress High will be challenged and encouraged to perform at high academic levels.

OBJECTIVE 5: Accelerated instructional services will be provided to those students

performing at/below or above grade 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 |
|----------|---|------------------|------------------------------|--|--------------------|-------|--|---|--------------------------------------|---------------------|
| MA AA | At-risk students will be identified and provided accelerated instruction through extended day services. | | | Zeigler Zolman Couch Teachers | Aug - May | | SCE Plan 1 period daily for core area teachers | Title I, II, IV, V SCE 7/8th FTE | Academic Success on Assessment | SCE Evaluation |
| PD | Contracted Services Region 16: State Comp Education Instructional Services | | | Zeigler Zolman Couch Teachers | Aug- May | | | SCE | Contract renewal | |
| MA | Continue support programs for ESL students | | | Zeigler Zolman Couch | Aug - May | | | ESL Local | | |

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| |
|---|
| GOAL 1: The students of Kress High will be challenged and encouraged to perform at high academic levels. |
| OBJECTIVE 5: Accelerated instructional will be provided to those students |
| performing at/below or above grade 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 |
|----------|---|------------------|------------------------------|--|--------------------|-------|---------------------|--|--|--------------------------------------|
| MA | Program services and benefits will be provided to all Migrant students. | | | Zeigler Zolman Couch Teachers | Aug - May | | | Migrant Funds | Migrant Application | Evaluation Number of Students served |
| MA | Implement Multi-faceted instruction aimed at raising scores for LEP, Migrant, ESL, at-risk students | | | Zeigler Zolman Couch Teachers | Aug-May | | | Small Rural Grant Title 1 Local | Improved LEP scores on STARR/EOC, and RPTE, etc. | |
| MA | Summer school will be provided as needed for accelerated instruction. | | | Zeigler Zolman Couch | Aug - May | | | Title 1 SSI Rural Grant Local | | |

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GOAL 1 : The students of Kress High will be challenged and encouraged to perform at high academic levels.

OBJECTIVE 6: 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 |
|----------|---|------------------|------------------------------|-----------------------|--------------------|--------------|---------------------|-----------------------|--|---------------------|
| AA | All students who are nominated will be screened for Gifted and | | 1 | Zolman | Aug - May | GT Committee | Testing materials | GT/Local | A GT population identified | |
| M | Offer AP and/or dual credit through AC in the four core subject areas in grades 11-12 for students needing advanced | | 1 | AP Teachers Counselor | Aug-May | | AC | Local | Student Schedules AC enrollment | |
| AA | GT committee will meet to review and update plan to meet compliance | | 1 | GT Staff Zolman | Aug - May | Zolman | State Plan ESC 16 | | Minutes of meeting | |

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GOAL 1 : The students of Kress High will be challenged and encouraged to perform at high academic levels.

OBJECTIVE 7: Improve Attendance, Graduation Rates and Decrease Drop Out Rates

| 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 | Continue a support program through the counselor to support at-risk students. | | | Couch | Aug-May | | | State Comp Funding .5 FTE. | Drop Out Rate Graduation Rate | |
| MA | Counselor will provide information, support, and study facilities for students at-risk for graduation. | | | Couch | Aug-May | | GED information Study materials | Title I, II, IV, V | Drop Out Rate Graduation Rate | |
| RF | Implement and continue strategies designed to encourage good attendance. | | | Principal | Aug-May | | | Activity Fund | Attendance Rate | |

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GOAL 2 : Kress High School will provide a well-balanced and appropriate curriculum utilizing creative and innovative techniques in instruction and technology

OBJECTIVE 1 : Provide a well balanced and appropriate curriculum for all 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 |
|-----------|---|------------------|------------------------------|-----------------------|--------------------|-------|---------------------|-----------------------|------------------------|---------------------|
| MA | As staffing and scheduling permits, more advanced courses, college preparatory classes, dual credit courses, will be offered. | | | Couch Zolman | Aug-May | | Staff | Local | Schedule Enrollment | |
| AA | District will reimburse students 50% of their class tuition at Amarillo College each semester if the student passes the course. The district also purchases the required textbooks. | | | Zeigler | Aug-May | | Local | Local GT | Transcript Grades | |

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GOAL 2 : Kress High School will provide a well-balanced and appropriate curriculum utilizing creative and innovative techniques in instruction and technology

OBJECTIVE 1 : Provide a well balanced and appropriate curriculum for all 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 |
|----------|---|------------------|------------------------------|-----------------------|--------------------|-------|---------------------|-----------------------|-----------------------------------|---------------------|
| AA | The TEKS document will be the foundation for a well-balanced curriculum | | | Principal Teachers | Aug-May | | TEKS | | Lesson Plans State Assessment | |
| AA | Continue to use TEKS Resource System | | | Zolman Teachers | Aug-May | | ESC 16 | Local EMAT | State Assessment | |
| AA MA | Students at risk of failing STAAR/EOCs will be scheduled into intervention class, and/or tutorials. | | | Couch Zolman | Aug-May | | | | Student Schedule State Assessment | |

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GOAL 3 : Kress High School will maintain a safe, positive, and disciplined school environment conducive to student success.

OBJECTIVE 1 : Provide a learning environment that is safe and disciplined.

| SW Comp. | Action Implementation | Needs Assessment | Special Programs/ Population | Person(s) Responsible | Timeline Start/End | uman | Resources Materials | Budget Amount/ Source | Evaluation (Formative) | Reported Documented |
|------------------|---|------------------|------------------------------|-----------------------|--------------------|-------|---------------------|--------------------------|---|---------------------|
| PD PI | Individual or group counseling for students placed in ISS or AEP for violent acts | | | Couch | Aug – May | Couch | | 1 | Documentation of referral and counseling sessions | |
| RF | Continue Red Ribbon Week Activities | | 1 | Couch & Staff | October | Couch | Ribbons Prizes | Local Counselor Supplies | Positive feedback from students | |

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OBJECTIVE 1: 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 PI | 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 the beginning of the year. | 2 | 1 | Zolman | Aug - May | Teachers Aides | Handbooks | | Fewer discipline referrals | Discipline report |
| PD PI RR | Faculty and principal will consistently use the Discipline Referral Record form to manage student behavior | | | All staff | Aug - May | Teachers Aides | | | Record of every discipline referral | Discipline report |

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TR= Transition Activities for

Preschool Children

AA=Academic Assessments

MA=Mastering Assistance

CP=Coordinate Programs

GOAL 3 : Kress High School will maintain a safe, positive, and disciplined school environment conducive to student success.

OBJECTIVE 1 : 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 |
|-------------------------|--|------------------|------------------------------|-------------------------------|--------------------|--------------|---------------------------------|-----------------------|--------------------------------|---------------------|
| PI | Promote parenting materials for parents, teachers, and student use | 1 | | Couch Zolman | Aug - May | Couch Zolman | Parenting booklets | | Parent survey | Survey results |
| PI QT RF | Continue drug awareness and use prevention in CTE, and science classes | | 1 | J Lamm CTE & Science Teachers | Aug - May | Young | Videos booklets Law enforcement | | Positive student feedback | Lesson plans |
| PD | Continuation of crisis management techniques | | 1 | Zolman | Aug – May | Zolman | Crisis Management Plan | | Evacuation and Intruder drills | Drill Log |
| RF | Continue fire safety programs and emergency drills | | 1 | Zolman | Aug – May | Zolman | Crisis Management Plan | | Evacuation and Intruder drills | Drill Log |
| RF | Continue to monitor student behavior via surveillance camera | | | Zolman | Aug-May | Zolman | Cameras | Local | | |

2022 Kress High School Campus Action Plan

School Wide Component

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GOAL 4 : Kress High School will have a highly qualified, well trained, and effective staff that produces successful students.

OBJECTIVE 1 : 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. | 2 | | Zolman | Aug - May | | Time Substitute teachers PACT ESC16 | | 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. | 2 | | Zolman | Aug - May | | Region 16 | | Staff development certificates Improved STAAR/EOC scores | STAAR/EOC |
| PD RF MA CI | Train teachers annually in techniques for working with at-risk students. | 2 | 7 | Zolman | Aug - May | | Region 16 | | Staff development certificates | |

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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 | Provide staff training in using data reflectively to improve instruction and student performance. | | | Zolman | Aug - May | | Time DMAC | Local | Improved STAAR/EOC scores | Improved STAAR/EOC scores |
| PD | Provide technology training based on identified needs from tech. survey | 2 | | Zolman | Aug - May | | Time | | Increased technology integration | |
| QT AHQ HQ | District will pay for teachers to certify in other areas | 2 | | Zeigler | Aug - May | | | Local | Teachers with multiple certifications | |

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| GOAL 4 : Kress High School will have a highly qualified, well trained, and effective staff that produces successful students. | | | | | | | | | | |
|--|---|------------------|------------------------------|-----------------------|--------------------|-------|---------------------|-----------------------|------------------------|---------------------|
| OBJECTIVE 2: Kress High 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 RF | Principal will provide good communication to staff through e-mail, memos, faculty meetings, calendars, and newspaper articles | | | Zolman | Aug - May | | | Local | Staff Survey | May |
| AHQ | Principal will continue to seek out morale building activities for the staff (NEU), potluck lunches ,etc. | | | Zolman CIP | Aug - May | | | Local | Staff Survey | |

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GOAL 5: Parents and community will work together as partners with Kress High to improve student educational success.

OBJECTIVE 1 : 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 | | Zolman | Aug - May | | CEIC Parent survey | | Parent survey, agendas, sign in sheets | April |
| PI PD | Principal will provide staff development in effectively working with parents and conducting parent conferences | 1 | | Zolman | Aug - May | | Time | | Parent survey, Parent conference survey | April |
| PI | Communicate with parents concerning relevant information about events, parenting information, student performance, and etc. | 1 | | Zolman | Aug - May | | Newsletters, Newspaper, Phone Calls Social Media | | Parent survey, Parent conference survey | April |

2021-022 Kress High School Campus Action Plan

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GOAL 5 : Parents and community will work together as partners with Kress High to improve student educational success.

OBJECTIVE 1: 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 | 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 | 1, 2 | | Zolman Zeigler | Oct 1 | | Printed information, interpreters | | Parent survey, Sign in sheets | Title I parent survey |
| PI | Parent involvement Thanksgiving luncheon and classroom visitation | 1 | | Zolman | November | | | | Parent survey | April |
| PI | Provide progress reports to parents & students and tutorial times for students having difficulties | 1 | | Zolman Teachers | Aug – May | | | | Parent survey | April |

2023-2024 Kress High School Campus Action Plan

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| GOAL 5 : Parents and community will work together as partners with Kress High to improve student educational success. |
| |
| OBJECTIVE 2 : 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 QT | Continue to involve the community in the decision making process | 2 | | Zolman | Aug - May | | CEIC | | Sign in sheets | |
| PI R | Community members will serve on the CEIC committee | | | Zolman | Aug-May | | CEIC | | Sign in sheets | |

2021- 2022 High School Campus Action Plan

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GOAL 5 : Parents and community will work together as partners with Kress High to improve student educational success.

OBJECTIVE 2 : Involve the community in supporting the education of our students.

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|-----------|--|------------------|------------------------------|-----------------------|---------------------------|-------|---------------------|-----------------------|------------------------|---------------------|
| PI | Hold annual public TAPR meeting | 1 | | Zolman | January | | | | Parent survey | April |
| PI | Texas Public Schools Week activities: Classroom visitation, Title I meeting, and Migrant meeting | 1 | | Zolman Zeigler | Texas Public Schools Week | | | | Parent survey | April |

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| GOAL 6 : Kress High School will provide activities to assist students in the transition from 6th to 7th grade from 12th grade to college, Career and life. |
| Objective 1: Programs, classes and activities will be provided to assist students for the transition elementary to junior high and from junior high to high school |

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|----------|--|------------------|------------------------------|-----------------------|--------------------|-------|----------------------|-----------------------|------------------------|---------------------|
| TR | Counselor will meet with the 8 th graders to explain the high school course offerings and study options. 8 th Graders will create a 4-6 year plan. | | | Couch | March-May | | Student Handbook 4X4 | | Degree Plan | Degree Plan |
| CN | The counselor will offer services (e.g., counseling, academic planning, test taking skills, etc.) for at-risk students. | | | Couch | Aug- May | | SCE Plan Local | SCE .5FTE | Assessment Results | Couch |

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GOAL 6 : Kress High School will provide activities to assist students in the transition from 6th to 7th grade from 12th grade to college, career and life.

Objective 2: Improve College and Post Secondary Success

| 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 | All students will be encouraged to take the PLAN, PSAT, ASVB. | | | Zolman Couch | Aug-May | Couch | PLAN PSAT | | | |
| RF | Students will take the ACT and/or the SAT for college admission. | | | Zolman Couch | Aug-May | Couch | ACT SAT Waivers | | | |
| RF | The Counselor will assist all students with filing their FAFSA and college paperwork. | | | Couch | Aug-May | Couch | FAFSA www.kressonline.net | | | |
| RF | Students will take The readiness exam for admission to Amarillo College for Dual Credit Courses at KHS | | | Couch | Aug-May | Couch | TSI Certification | | | Numbers of Students taking the readiness exam. |