

McKinney Independent School District

Press Elementary

2023-2024 Improvement Plan



Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

EVERY STUDENT, EVERY DAY!

Core Beliefs

We believe:

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students
- Staff is our greatest resource
- All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community

- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment
- Financial stewardship ensures a tomorrow for education

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Goals	13
Goal 1: Press Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.	14
Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.	19
Goal 3: Press Elementary will invest in our most important asset, teachers and staff, to make them feel valued and supported. Press will continue to recruit, develop, recognize, and retain high quality and effective staff.	31
Goal 4: Press Elementary will engage parents/guardians in their child's learning experience through training, partnerships, and opportunities. Press will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.	32
Goal 5: Press Elementary will ensure that communication internally and externally is consistent, accurate, and timely.	33
Goal 6: Press Elementary will continue to be fiscally responsible and efficient with campus resources.	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Press Elementary School serves a population of students representing the diversity found in McKinney ISD. Last 2022-2023 school year, approximately 830 students attended Press, with the end-of-school year enrollment nearing 900 students. The school demographics then were the following: 30.1% Economically Disadvantaged, 38.1% White, 23% African American, 20% Hispanic and 8.9% Asian, 6.6% ELL, 26.1% At-Risk, and 13% mobility.

With the opening of the new elementary school in MISD, the enrollment and demographics of Press have changed considerably. This 2023-2024 school year, there are approximately 430 students enrolled in Kindergarten through Fifth Grade:

27.4% White, 28.8% African American, 20.8% Hispanic, 13.4% Asian, 6.6% ELL, 43.6% Economically Disadvantaged, 28.3% At-Risk

Naomi Press Elementary provides many programs to meet the needs of our diverse learning population, including the ESL program, ALPHA (GT), and dyslexia support. Press currently have two special education resource/inclusion teachers, two speech therapists, and one & one-half pull-out dyslexia specialists.

We also follow the MISD guidelines for Response to Intervention (RtI) or Multi-Tiered Systems of Support (MTSS) by providing tiered educational and behavioral interventions for general education students needing extra support.

Demographics Strengths

Our diversity is one of the strengths of the Press community. We serve students from a variety of ethnic and racial backgrounds as well as a variety of socio-economic levels.

Naomi Press Elementary has a relationship with Crosspoint Church through McKinney's 3e program, as well as volunteers from the Reach mentor program and MISD PALS programs to meet the needs of our students. We serve the elementary students from the Samaritan Inn through our McKinney-Vento program. We currently have one full-time Community-In-Schools representative on campus who serves as our liaison with the various partnerships that support our at-risk students and families.

We consistently have strong attendance for events such as the Fall Family Fun Dance, Fall Carnival, Pride of the Month, Roar Rallies, class

parties, Kinder Roundup and Kinder screener, and the Kinder Rising and 5th grade Promotion Ceremonies.

Our school also has a full Press PTA Board. The Press PTA Board is exceptional and goes above and beyond to serve our parents, students, and staff.

Student Achievement

Student Achievement Summary

Student Achievement Summary

As of September 2023, TEA delayed the reporting of campus and district ratings based on the 2023 STAAR results.

Naomi Press Elementary received the overall rating of a 'C', 74 out of 100 for the 2021-2022 school year.

Press achieved Met Standard for 2013-2014, 2014-2015, 2015-2016 and 2016-2017, and in 2018-2019, Press received an overall rating of a 'C' with 77 out of 100. There were no state testing or ratings during the 2019-2020 or 2020-2021 school years.

Student Achievement Strengths

Student Achievement Strengths

According to MAP Growth scores from the 2022-2023 school year, Naomi Press Elementary demonstrated an increase in overall growth in reading and in math.

In 2021-2022, Intervention efforts were increased with the introduction of an additional small group intervention time referred to at WIN or "What I Need". These focused on reading skills in Kindergarten through second grade classes and equal parts math and reading in third through fifth grade. In 2022-2023, teachers and staff refined their targeted efforts in a manner that structured this intervention time towards students who were not demonstrating growth on MAP. Students who were found to not demonstrate growth, despite the re-focused efforts were placed on MTSS and monitored. Students in special education or on 504s who were not demonstrating growth were re-visited with their respective teams to strategize next steps for intervention.

School Culture and Climate

School Culture and Climate Summary

Naomi Press Elementary will base all decisions on what is best for our students. We will treat all people with dignity and respect. The core focus will be to build relationships that foster success in all areas. Our Press Character Strong and Lives Kind program encourages kindness throughout the building and in the community. Grade levels participate in projects throughout the year to spread kindness.

Staff will be actively involved in various action and vertical teams throughout the school year to ensure that communication is timely, efficient, and accurate so that everyone is prepared and knowledgeable about events throughout the year. Communication from administration to staff will be timely and accurate and convey specific expectations of the staff.

School Culture and Climate Strengths

Campus wide behavior expectations have been implemented through PBIS and Restorative practices, which has led to improved student behavior. Press Elementary implements a campus-wide ROAR matrix that uses common language of expectations in each of the common areas of the campus.

Student exhibiting positive character and behavior will be recognized through a campus wide implementation of a Positive Behavior Intervention and Support (PBIS) system. Students are also recognized for kindness and academic growth at the monthly Pride of the Month assemblies.

Naomi Press Elementary has a relationship with Crosspoint Church through McKinney's 3e program as well as volunteers through Reach mentor program to meet the needs of our students. Each year our number of Reach mentors has increased.

Staff surveys in previous school years indicated a need for increased staff recognition of accomplishments of both individuals and teams. Staff input is gathered through out team lead committee. Staff are also able to share appreciations and family news through our weekly staff newsletter. Staff members now indicate that they feel more recognized for their hard work in the classroom and around the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Average experience of the teachers at Naomi Press Elementary: 14 years

Average experience in MISD: 6 years

We continue to recruit and hire teachers to accommodate our campus growth and reflect our student population.

Staff Quality, Recruitment, and Retention Strengths

All teachers at Naomi Press Elementary meet highly qualified criteria and have ESL certification. As a Title 1 campus, low teacher-to-student ratios allow for personalized instruction tailored to meet student needs. 100% of the teaching staff, inclusive of paraprofessionals, are certified and highly qualified. Professional Development opportunities are aligned to the various needs of teachers to meet the demands of student needs for learning and progress. First-year teachers are assigned mentors for two years and supported through the Region 10 Mentor Program and the McKinney ISD Mentor Program. Additionally, mentors are assigned to teachers new to the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction & Assessment Summary

Press has one full-time instructional coach to support the analysis of student data, assist teachers in designing engaging and aligned instruction, as well as mentor new to the profession teachers. This will result in increased student achievement for all.

Naomi Press Elementary implements the Texas Essential Knowledge and Skills using the designated curriculum provided by McKinney ISD. We follow a balanced literacy framework approach to reading and writing instruction. We use the concrete-representational-abstract model for mathematics instruction. We utilize hands on labs for science instruction. For social studies we follow the five-e model, Engage, Explore, Explain, Elaborate, and Evaluate.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction & Assessment Strengths

Naomi Press Elementary staff meet weekly in professional learning communities to design engaging lessons and discuss teaching strategies that meet the needs of our students. The focus of this time is on the following four questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

The Eduphoria programs Aware and Forethought will continue to be used to tightly align our curriculum standards and measure our students' learning.

Staff use formative and summative assessments to measure students progress including: aggressive monitoring, common formative assessments, MAP, mClass and STAAR Interims.

Parent and Community Engagement

Parent and Community Engagement Summary

The Press PTA continues to grow and reach families. There is high attendance at campus events as well as parent-teacher conferences. We have high participation rates in our beginning of the year Meet The Teacher event, Community Outreach event, and first days of school, Pride of the Month, Grandparents Day, etc. We continue to work to engage the entire parent community.

Parent and Community Engagement Strengths

Press parents are very supportive of the school. We have strong attendance at Meet the Teacher, class holiday parties, the Press Family Picnic and other schoolwide events. PTA membership continues to grow.

School Context and Organization

School Context and Organization Summary

Campus administration have served in MISD leadership positions for many years. This year will be Rachel Corbin's second year as principal of Press, and Rachel Cotton's fourth year as assistant principal at Press. A few allocations of grade level sections and staff allocations were transferred to another campus this year to accommodate a large fraction of the Press student population now enrolled in the new district elementary school. Team Leaders will be used as campus decision makers and monitors of fidelity in planning and instruction.

School Context and Organization Strengths

A group of teacher leaders were chosen to design and facilitate the implementation of a school wide Positive Behavior Intervention and Support (PBIS) system. This group continues to lead the PBIS initiative. ROAR expectations are taught to all students. Students are recognized for positive behavior.

Another group of teacher leaders has helped introduce Restorative Practices to the Press community. Teachers have daily community circles and implement a variety of activities to increase social-emotional growth.

Technology

Technology Summary

Naomi Press Elementary is fortunate to have access to a variety of technology for both students and staff members. Our Media Resource Specialist continues to lead our community in the application of technology tool and applications. Our goal continues to be using technology tools to increase student engagement and success in learning. Each classroom has an interactive panel and document camera to support teacher instruction. Every classroom teacher has access to a laptop to use for instructional planning and lesson development. Our campus provides 1:1 technology devices for our students. Kindergarten and first grade students use iPads and second through fifth grade student utilize MacBook laptops.

Technology Strengths

Our focus with technology is to enhance lessons while also teaching our students to be digital leaders. Our staff focuses on using technology devices and applications to support the 4 C's (collaboration, communication, creativity, critical thinking). Press teachers continue to strive to incorporate technology to modify and redefine traditional learning tasks, as well as provide instructional interventions that help each student learn and grow.

Goals

Revised/Approved: September 29, 2023





Goal 1: Press Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Press Elementary will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

Evaluation Data Sources: Surveys of students and parents will reflect a majority believe that their school is safe and secure.

Strategy 1 Details	Reviews		
Strategy 1: PBIS and restorative practices will be used as a school-wide approach to student management. Strategy's Expected Result/Impact: Reduction in discipline referrals. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselors, A-team	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Character education will be reinforced in classrooms and common areas throughout the school building through teaching of specific character qualities. Character Strong and PressLivesKind program will identify students exhibiting kindness and academic growth. Strategy's Expected Result/Impact: Students from each class/grade will be recognized monthly for exhibiting strong character and academic growth. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselors, A-team	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Community circles and calm down corners will be used in every classroom every day to support social emotional learning. Strategy's Expected Result/Impact: Reduced office referrals Staff Responsible for Monitoring: Teachers, counselors, paraprofessionals, A-team	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: A schoolwide system of communication will be established. Grade level teams will establish a consistent system for weekly communication with parents about events and curriculum focus such as: newsletters, group email & text, individual phone calls, individual emails & texts. Strategy's Expected Result/Impact: Ongoing communication between home and school contributes to an increase in student learning. Communication Logs will indicate a consistent balance of group and individual two-way communication, with all parents. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders Teachers, Aides, Support Staff	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: The school will support students through meeting needs that are, or can become, barriers to a positive school experience. Strategy's Expected Result/Impact: Number of students reached through school supply distribution, Angel Tree, Operation School Bell, and Food for Kids, increased attendance and student growth, additional students matched with REACH mentor Staff Responsible for Monitoring: Admin, Counselor, CIS	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Individual students and student groups will be identified for support/guidance from the counselor. Strategy's Expected Result/Impact: Counselors will provide support to support regulating emotions and to improve social emotional outcomes for students based on surveys, teacher recommendations, and parent input. Staff Responsible for Monitoring: Counselors	Formative		Summative
	Nov	Feb	June
Strategy 7 Details	Reviews		
Strategy 7: Counselor referrals, parent communication, and other intervention will be utilized before students are referred for disciplinary action, when student is exhibiting the lack of self-regulation. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Counselor, Teacher, A-team	Formative		Summative
	Nov	Feb	June
Strategy 8 Details	Reviews		
Strategy 8: Press will reduce the number of discretionary placements at DAEP through the use of PBIS building wide, restorative practices, MTSS interventions for students, counseling referrals and communication with parents. Strategy's Expected Result/Impact: Discretionary placements at DAEP will be minimal. Staff Responsible for Monitoring: Administrators, Counselor, All Staff	Formative		Summative
	Nov	Feb	June
Strategy 9 Details	Reviews		
Strategy 9: Press will enhance the existing safety protocols. Staff Responsible for Monitoring: Admin, Teachers, Staff	Formative		Summative
	Nov	Feb	June





Strategy 10 Details		Reviews		
Strategy 10: During the 22023-24 school year we will increase safety and security by locking 100% of campus doors, exterior doors, occupied classroom doors with magnets in place, and unoccupied classroom doors. Weekly campus checks will be reported to safety and security office. Staff Responsible for Monitoring: Administrators, Staff, Teachers, Security		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Press Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: Press will provide tiered prosocial supports and character education.

Evaluation Data Sources: Staff surveys will reflect a positive perception of the school environment and work conditions.





Strategy 1 Details	Reviews		
Strategy 1: Naomi Press Elementary staff will build a culture of collaboration through a variety of collaborative planning meetings and structures beyond general education grade level teams. Strategy's Expected Result/Impact: Planning will occur in weekly sessions with the Instructional Coaches. Vertical teams will use student data and curriculum standards to drive instructional planning. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Team Leaders, Teachers, Aides, Support Staff	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Staff social activities and potlucks will be "hosted" by each team and the Sunshine Committee throughout the school year. Strategy's Expected Result/Impact: Increased attendance at outside events. Positive staff feedback through periodic surveys. Staff Responsible for Monitoring: Administrators; Sunshine Committee	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Professional Learning and meetings will be organized in various arrangements to facilitate interaction across grade levels, departments, and job assignment. Strategy's Expected Result/Impact: Strategic lesson plans that are designed from data; Improved monitoring of students supported by MTSS, SpEd, 504, ESL supports. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: School staff members will be recognized on a monthly basis through various avenues. Strategy's Expected Result/Impact: Staff survey, decreased staff turnover Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
Strategy 5: The Region 10 mentoring program will be implemented for teachers in their first or second year of teaching. More experienced teachers who are new to Press will also receive a mentor. Strategy's Expected Result/Impact: Retention of new staff will improve. Staff Responsible for Monitoring: Administrators, A-Team, Mentor teachers	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Input/Feedback will be sought from the Press Staff for consideration in decision making. Strategy's Expected Result/Impact: Data/feedback and how it is used will be shared with the staff. Staff Responsible for Monitoring: A-Team, Team Leads	Formative		Summative
	Nov	Feb	June
Strategy 7 Details	Reviews		
Strategy 7: Press will plan a comprehensive school counseling program (CSCP) that conforms to the Texas Model and the other relevant Texas Education Code	Formative		Summative
	Nov	Feb	June
Strategy 8 Details	Reviews		
Strategy 8: Press will maintain partnerships with community organizations to meet specific student needs	Formative		Summative
	Nov	Feb	June
Strategy 9 Details	Reviews		
Strategy 9: Press will ensure that the MISD Lives Kind initiative is implemented systematically through the planning and coordination of the school counselor, the coordinated health team, instructional leaders, and campus administration.	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Press Elementary will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 3: Press will increase parent involvement.

Evaluation Data Sources: PTA enrollment, volunteer numbers, parent survey





Strategy 1 Details		Reviews		
Strategy 1: Press PTA will work in collaboration with school to support student programming, family engagement, staff-family connections, and school culture. Strategy's Expected Result/Impact: PTA membership and engagement. Parent survey will reflect positive perception of school environment. Staff Responsible for Monitoring: A-Team ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 1: All students will meet or exceed one year's growth in reading, math, and science. Approximately 75% of students will reach more than half way towards their EOY MAP projection score in reading, math, and science.

Evaluation Data Sources: EOY MAP, STAAR





Strategy 1 Details	Reviews		
Strategy 1: Teachers will design engaging instruction using design qualities and high yield strategies. Teacher teams will collaborate weekly to design engaging lessons. Strategy's Expected Result/Impact: Students are engaged in activities designed based on student data and curriculum standards. Weekly meetings result in specifically designed instruction which leads to an increase in student learning. Staff Responsible for Monitoring: Team Leaders, Teachers, Administrators, Instructional Coach	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers will use data to help all students set and monitor individual learning goals. Strategy's Expected Result/Impact: Student data is the starting point when planning and designing engaging lessons. Students are able to set goals and report progress on their learning. Staff Responsible for Monitoring: Team Leaders, Teachers, Administrators, Instructional Coach	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Administrators, Instructional Coaches and teachers will meet to analyze data (such as MAP, District Assessments, DRA). Our focus will be on how to use the data to guide instruction, create small groups and target low performing TEKS to increase student learning. Strategy's Expected Result/Impact: Instruction will be adjusted based on the study of student data from assessments. Staff Responsible for Monitoring: Team Leaders, Teachers, Administrators, Instructional Coaches	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Quick checks and common assessments will be used to monitor mastery of student expectations. Teachers will maintain a monitoring notebook to document student mastery of the TEKS. Strategy's Expected Result/Impact: Data will reflect mastery of assessed objectives. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
Strategy 5: A Balanced Literacy Model will continue to be implemented in K-5. Strategy's Expected Result/Impact: Increase in reading scores, less referrals to Special Education and Dyslexia Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 2: All ELL students will advance to the next proficiency level in listening, speaking, reading and writing as well as demonstrate one year's growth on EOY MAP in reading, math, and science.





Evaluation Data Sources: TELPAS, district assessments, STAAR

Strategy 1 Details	Reviews		
Strategy 1: All ESL students will receive instruction from a certified ESL teacher in all core content areas. Strategy's Expected Result/Impact: ESL Certification documentation Staff Responsible for Monitoring: Administrators, LPAC Chair, Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Language objectives, Sheltered Instruction, and SIOP strategies will be embedded in all lessons to meet the needs of ELL students. Strategy's Expected Result/Impact: Teachers held accountable for posting and teaching language objectives. Lesson plans and classroom instruction reflect inclusion of language objectives. Staff Responsible for Monitoring: Administrators, instructional coaches, teachers	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 3: All Special Education students will achieve IEP goals by the end of the ARD year, will meet a year's growth on EOY MAP.

Evaluation Data Sources: STAAR data; data on IEP progress

Strategy 1 Details	Reviews		
Strategy 1: Classroom teachers will partner with the Special Education teachers to ensure that learning for Special Education students occurs at a high level and that IEP goals are being met. Strategy's Expected Result/Impact: SpEd data, staff conferences, differentiated lesson design Staff Responsible for Monitoring: Team Leaders, Special Education teachers, General Education teachers, Administrators, Instructional Coaches	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: All resource students' needs will be met through a research based instructional program. Strategy's Expected Result/Impact: Analysis of student growth Staff Responsible for Monitoring: SPED Teachers	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Classroom teachers and special education teachers will collaborate during grade level meetings to monitor special education students' progress toward passing EOY grade level assessments and plan for intervention. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 4: All economically disadvantaged students will show at least one year's worth of growth on MAP reading, math, and science.

Evaluation Data Sources: EOY MAP and STAAR data

Strategy 1 Details		Reviews		
Strategy 1: Classroom teacher will collaborate during grade level meetings to monitor eco-disadvantaged students' progress toward passing EOY grade level assessments and plan for intervention.		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 5: All Gifted/Talented Students will meet their anticipated growth measure on STAAR.





Evaluation Data Sources: 4th and 5th grade STAAR results

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 6: Classroom teachers will collaborate during grade level meetings to monitor GT students' progress toward passing EOY grade level assessments and plan for intervention.

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 7: Press will ensure a guaranteed and viable curriculum to support teachers in providing high quality learning experiences and improve student learning outcomes.

Strategy 1 Details	Reviews		
Strategy 1: Press will develop a 2023-2024 plan for academic and cognitive vocabulary instruction and monitoring tools embedded in curriculum resource documents in alignment with HRS Level III.	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Press will ensure implementation of the MISD Model of Instruction.	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Press will ensure effective teaching strategies are in place to meet the needs of diverse learners	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 8: All 504, LPAC, At-Risk, SPED, G/T, and MTSS accommodations and interventions will be appropriately identified, implemented., monitored, and checked for efficiency.

Evaluation Data Sources: RtI logs, student progress as measured by district and state assessments, report card progress, MAP reports, COGAT reports

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 9: Press Elementary will appropriately identify and serve Special Education/504/ESL/MTSS students according to RDA (Results Driven Accountability) standards.

Evaluation Data Sources: RDA report

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 10: Press Elementary will achieve HRS (High Reliability Schools) Level 3 for guaranteed and viable curriculum as well as re-certify on Levels 1 and 2.

Evaluation Data Sources: HRS Level 3 Certification.

Goal 2: Press Elementary will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press and will use data driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 11: Press Elementary will have protected planning periods on Tuesdays and will rotate grade level/dept level PLCs to maximize time.

Goal 3: Press Elementary will invest in our most important asset, teachers and staff, to make them feel valued and supported. Press will continue to recruit, develop, recognize, and retain high quality and effective staff.

Performance Objective 1: Press will cultivate innovative recruitment and on-boarding practices that support the development of all employees and grows high quality staff.

Strategy 1 Details	Reviews		
Strategy 1: Press will implement year two of the 1st year teacher mentor program	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 4: Press Elementary will engage parents/guardians in their child's learning experience through training, partnerships, and opportunities. Press will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

Performance Objective 1: Press will improve engagement and outreach connecting the community, parents, and staff to achieve McKinney ISD's mission.

Strategy 1 Details	Reviews		
Strategy 1: Press will provide parents, staff, students, and other stakeholders opportunities to participate in campus decision making processes (site-based decision making).	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Press will provide varied opportunities for parent education and collaboration.	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: Press Elementary will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 1: Press will serve campuses and engage the community in an ongoing effort to support and communicate the successes in McKinney ISD.

Strategy 1 Details	Reviews		
Strategy 1: Press will produce both written and visual content for campus website and social media.	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Press will update, enhance, and improve the campus website.	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Press will share positive stories from across the campus.	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: Press Elementary will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 2: Press will foster a culture of trust by proactively sharing campus processes, decisions, and information in a transparent and timely manner.

Strategy 1 Details	Reviews		
Strategy 1: Press will enhance internal communication to build employee trust and morale.	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Press will create a campus emergency communication plan that fosters consistency, collaboration, and transparency.	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 6: Press Elementary will continue to be fiscally responsible and efficient with campus resources.

Performance Objective 1: Press staff and teachers will contribute to the efforts in building the annual budget utilizing the zero-based balance strategy.

Strategy 1 Details		Reviews		
Strategy 1: Press will refine and enhance budget training		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				