

McKinney Independent School District

Press Elementary

2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Press Elementary School is a Title I school that serves a population of students representing the diversity found in McKinney ISD. Approximately 550 students are currently enrolled in Kindergarten through fifth grade. The 2017 TAPR shows the following demographic data: 43% Economically Disadvantaged, 38% White, 29% African American, 27% Hispanic and 3% Asian, 8% ELL, 28% At-Risk. Our mobility rate based on the most recent state accountability data was 23%.

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 houses two self-contained Special Education programs--Structured Teach Class (STC) and Functional Academics Class (FAC)--in addition to Special Education resource and speech programs.

We also follow the MISD guidelines for Response to Intervention (RtI) 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 through Reach mentor program to meet the needs of our students. We serve the elementary students from the Samaritan Inn through our McKinney-Vento program.

We consistently have strong attendance for events such as the Fall Carnival, Roar Rallies, class parties, and the 5th grade Promotion Ceremony.

Student Achievement

Student Achievement Summary

Naomi Press Elementary achieved the rating Met Standard for 2013-14 and earned Distinction Designations in the following areas:

- Top 25 Percent Student Progress
- Academic Achievement in Reading/Language Arts

Naomi Press also achieved the Met Standard rating for the 2014-2015, 2015-2016, 2016-2017, and 2017-2018 school year.

Student Achievement Strengths

Reading intervention efforts continued to increase the number of students who passed STAAR last year but had failed during a previous school year.

Significant improvement in the number of students passing the 5th grade science STAAR.

The number of students needing to attend summer school for the Student Success Initiative (SSI) decreased.

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.

School Culture and Climate Strengths

Campus wide behavior expectations have been implemented which has led to improved student behavior.

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 good character at the monthly Roar Rally 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 members now indicate that they feel 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: 12 years

Average experience in MISD: 6 years

The average teacher to student ratio is lower than the MISD average and lower than the state average.

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

Staff Quality, Recruitment, and Retention Strengths

All teachers at Naomi Press Elementary meet highly qualified criteria and have ESL certification.

Low teacher to student ratios allow for personalized instruction tailored to meet student needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional Coaches are in place to support the disaggregation of student data and assist teachers in designing engaging lessons for students which will result in increased student achievement for all.

Naomi Press Elementary implements the Texas Essential Knowledge and Skills using the curriculum provided by McKinney ISD. We follow a balanced literacy approach to reading and writing instruction.

Curriculum, Instruction, and Assessment Strengths

Naomi Press Elementary staff meet weekly in collaborative teams to design engaging lessons that meet the needs of students.

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

All staff has received SIOP training and ongoing training in Kagan strategies for cooperative learning.

Parent and Community Engagement

Parent and Community Engagement Summary

The PTA continues to grow and reach families. A Dad's Club has also been formed to engage male parents. Parents of about half of our students have been involved in supporting our students and their learning. We must 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, the Fall Carnival, class holiday parties, the Press Family Picnic and other schoolwide events.

School Context and Organization

School Context and Organization Summary

This is Mr. Clark's fourth year as principal at Press Elementary. Mrs. Weems has served as the assistant principal for 7 years. A few teachers that are new to MISD have joined the staff in order to accommodate our growing population. Team Leaders will be used as campus decision makers and monitors of fidelity in planning and instruction.

School Context and Organization Strengths

Some new team leaders have been chosen to support the changes being made at Press. 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. Last year office referrals were decreased by 20%. A continued decrease is expected this school year.

Technology

Technology Summary

Naomi Press Elementary is blessed with an abundance of technology tools. Our Media Resource Specialist is a great leader in the application of these tools and supports students and teachers as they use these tools to increase student success in learning. We have SMARTboards, MACminis, and macBooks/iPads across the campus and accessible to students and teachers.

Technology Strengths

Several carts of MacBooks continue to be used in grades 3-5 to enhance student connectivity. We are almost at a 1:1 device to student ratio building wide.

Our teachers focus on using technology to enhance lessons and creativity.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data















Goals









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 be a safe and secure environment for all students.

Evaluation Data Source(s) 1: Surveys of students and parents will reflect a majority believe that their school is safe and secure.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PBIS and restorative practices will be used as a school-wide approach to student management.	All Staff	Reduction in discipline referrals.				
2) #PressLivesKind program will identify students exhibiting kindness. Kindness skills (CASES) will be reinforced in classrooms and common areas throughout the school building.	All Staff, Counselor	Students' from each class/grade will be recognized monthly for exhibiting kindness. Heart chart acts of kindness data.				
3) 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.	Principal, Assistant Principal, Instructional Coaches, Team Leaders, Teachers, Aides, Support Staff	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.				
4) The REACH mentoring program will pair available mentors with targeted students	Counselor, CIS	Increased number of mentors serving students.				
5) Communities in Schools will support students through meeting needs that are, or can become, barriers to a positive school experience.	Admin, Counselor, CIS	Number of students reached through school supply distribution, Angel Tree, Operation School Bell, and Food for Kids.				
6) Restorative practices will be used to build community circles in every classroom.	Teachers, counselor, MRS	Lesson plans; observation of community circle times				
7) Individual students and student groups will be identified for support/guidance from the counselor.	Counselor	SRSS; counselor referral data; group data				
8) Counselor referrals, parent communication, and other intervention will be utilized before students are referred for disciplinary action.	Counselor, Teacher, Admin	Decrease in discipline referrals; parent and student surveys				

9) Press will reduce the number of discretionary placements at DAEP through the use of PBIS building wide, restorative practices, RtI interventions for students, counseling referrals and communication with parents.	Administrators, Counselor, All Staff	Discretionary placements at DAEP will be minimal. Press had no DAEP placements in 17-18.				
10) All Press students will participate in a community service project organized by grade level.	All Staff	Students will learn about the importance of community service.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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 be a safe and collaborative culture for staff.

Evaluation Data Source(s) 2: Staff surveys will reflect a positive perception of the school environment and work conditions.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Principal, Assistant Principal, Instructional Coaches, Team Leaders, Teachers, Aides, Support Staff	Planning will occur in weekly sessions with the Instructional Coaches. Vertical teams will use student data and curriculum standards to drive instructional planning.				
2) Staff social activities and potlucks will be "hosted" by each team and the Sunshine Committee throughout the school year.	Administrators; Sunshine Committee	Increased attendance at outside events. Positive staff feedback through periodic surveys.				
3) Professional Learning and meetings will be organized in various arrangements to facilitate interaction across grade levels, departments, and job assignment.	Principal, Assistant Principal, Instructional Coaches	Positive staff feedback through periodic surveys.				
4) School staff members will be recognized on a monthly basis through various avenues.	Principal, Assistant Principal, Instructional coaches, Team Leaders	Staff survey, decreased staff turnover				
5) An induction and mentoring program will be implemented for teachers new to the campus.	Administrators, Mentors	Retention of new staff will improve.				
6) Input/Feedback will be sought from the Press Staff for consideration in decision making.	Administration	Data/feedback and how it is used will be shared with the staff.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Press Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and postsecondary success.

Performance Objective 1: All students will meet/exceed EOY grade level standards and/or meet or exceed one year's growth in reading, writing, math, science, and social studies.

Evaluation Data Source(s) 1: EOY DRA data, EOY TEMI data, iStation data, MAP, STAAR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will design engaging instruction using design qualities and high yield strategies. Teacher teams will collaborate weekly to design engaging lessons.	Team Leaders, Teachers, Administrators, Instructional Coaches	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.				
2) Teachers will use data to help all students set and monitor individual learning goals.	Team Leaders, Teachers, Administrators, Instructional Coaches	Student data is the starting point when planning and designing engaging lessons. Students are able to set goals and report progress on their learning.				
3) Administrators, Instructional Coaches and teachers will meet to analyze data (such as MAP, District Assessments, iStation, 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.	Team Leaders, Teachers, Administrators, Instructional Coaches	Instruction will be adjusted based on the study of student data from assessments.				
4) Title 1 grant money and grants through the McKinney-Vento Act will be used to employ certified teachers as tutors. The tutors will work with targeted students (meeting criteria set forth in the grants) in the areas of reading and math.	Administrators, Counselor, Classroom teacher	Student data will indicate improved success on TEKS addressed with tutors.				
5) 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.	Teachers, Instructional Coaches, Administrators	Data will reflect mastery of assessed objectives.				
6) A Balanced Literacy Model will be continued in K-5.	Teachers, Administrators, Instructional Coaches	Class walkthroughs, evidence in lesson plans				
7) Teachers will continue to implement Kagan cooperative strategies.	Teachers, Administrators, Instructional Coaches	Class walkthroughs, evidence in lesson plans				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: Press Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and postsecondary success.

Performance Objective 2: All ELL students will advance to the next proficiency level in listening, speaking, reading and writing as well as meet all passing standards for district and state assessments.

Evaluation Data Source(s) 2: TELPAS, district assessments, STAAR

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All ESL students will receive instruction from a certified ESL teacher in all core content areas.	Administrators, LPAC Chair, Teachers	ESL Certification documentation				
2) Language objectives and SIOP strategies will be embedded in all lessons to meet the needs of ELL students.	Administrators, instructional coaches, teachers	Teachers held accountable for posting and teaching language objectives. Lesson plans and classroom instruction reflect inclusion of language objectives.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Press Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and postsecondary success.

Performance Objective 3: All Special Education students will achieve IEP goals by the end of the ARD year and will meet passing standards on state assessments at the end of the school year.

Evaluation Data Source(s) 3: STAAR data; data on IEP progress

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Team Leaders, Special Education teachers, General Education teachers, Administrators, Instructional Coaches	SpEd data, staff conferences, differentiated lesson design				
2) All resource students' needs will be met through a research based instructional program.	SPED Teachers	Analysis of student growth				
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.	Teachers, Administrators, Instructional Coaches	Student growth				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: We will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press to promote the teaching and learning process.

Performance Objective 1: All 504, LPAC, At-Risk, SPED, GT, and RTI accommodations and interventions will be appropriately identified and implemented.

Evaluation Data Source(s) 1: SRSS, RtI logs, student progress as measured by district and state assessments

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A intervention/enrichment system will be imbedded in each teacher's instructional schedule through small group and intervention time.	All staff	Lesson plans; RtI logs				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: We will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press to promote the teaching and learning process.

Performance Objective 2: Incoming kindergarten students and outgoing 5th grade students will experience a smooth and successful transition.

Evaluation Data Source(s) 2: Student and parent surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Kindergarten Sneak Peek will be advertised and provided in the Spring.	Kindergarten Teachers, Instructional Coaches, Administration	Incoming Kindergarten families attend Sneak Peek.				
2) A 5th grade transitional meeting with school staff will be provided to the students.	5th grade teachers, administrators	5th grade students will understand the differences between elementary and middle school and will enter middle school feeling more confident.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: We will have structures and systems in place to improve the efficiency and effectiveness of educational programs at Press to promote the teaching and learning process.

Performance Objective 3: Press Elementary will appropriately identify and serve Special Education students according to PBMAS standards.

Evaluation Data Source(s) 3: PBMAS report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) In an effort to reduce the overrepresentation of SPED students, there will be frequent grade level RTI meetings to provide: ongoing review of progress monitoring, discussion of data based student progress, and review of research-based interventions strategies.	RTI Coordinator, SPED Team Lead, Diagnostician, Admin	The number of students on Tier 3 will be reduced due to student growth.				
2) In an effort to determine the possible causes of overrepresentation of African American students identified and served through Special Education a team will review all African American SPED student files and current AA students on Tier 2/3 for RTI to identify possible trends such as referral/identification categories, attendance, and new enrollees already identified.	RTI Coordinator, Admin, Diagnostician, SPED Team Leader	The team will be able to answer the following questions: 1. Are there currently disproportionate numbers of AA students on Tier 2 or 3 of the RTI process? 2. Are there specific categories in which AA students are being placed within SPED? 3. Are new enrollees, already identified, impacting the disproportionality?				
3) A team will review all resource and inclusion students' IEPs to ensure proper placement in the least restrictive environment appropriate for each individual student.	SPED Team, Admin	Increase in students served in categories 00, 40, and 41.				
4) Administrators and RTI coordinator will monitor Rti strategies and intervention implementation to ensure that 100% of our referrals to Special Education are appropriate.	Administrators, RTI coordinators	All students referred for Special Education evaluation will meet eligibility qualifications.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)