

McKinney Independent School District

Press Elementary

2016-2017 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 2015 TAPR shows the following demographic data: 55% Economically Disadvantaged, 33% White, 32% African American, 27% Hispanic and 1% Asian, 8% ELL, 41.5% At-Risk. Our mobility rate based on the most recent state accountability data was 24%.

Naomi Press Elementary provides many programs to meet the needs of our diverse learning population, including the ESL program, ALPHA, 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.

Demographics Needs

We serve a sprawling attendance zone. The location of our school in relation to where our students live sometimes creates barriers for parent participation.

We have a high mobility rate. Most MISD schools have a mobility rate around 10% or less. Ours is 24%.

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 school year and the 2015-2016 school year.

However, performance ratings do not reflect that all children at Naomi Press Elementary are successful on grade level learning. Our STAAR achievement results:

Reading- 73% met standard (3rd, 4th and 5th grade combined)

Writing - 64% met standard (4th grade only)

Science - 56% met standard (5th grade only)

Math - 76% met standard (3rd, 4th and 5th grade combined)

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.

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

Student Achievement Needs

Although Naomi Press Elementary met the requirements of the state of Texas for the rating of Met Standard, we see an immediate need for improvement in teaching our economically disadvantaged students, our African American students and our Special Education students.

Economically disadvantaged students scored significantly lower than their peers.

Press Elementary scores on 5th grade science STAAR indicate a need for vertical alignment of science curriculum.

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.

School Culture and Climate Needs

Parent surveys indicate that Press staff need to continue to work on improving communication with parents, community and other stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Average experience of the teachers at Naomi Press Elementary: 11 years

Average experience in MISD: 5.3 years

The average teacher to student ratio is 14 to 1. This ratio is lower than the MISD average and lower than the state average.

Staff Quality, Recruitment, and Retention Strengths

All teachers at Naomi Press Elementary meet highly qualified criteria as determined by No Child Left Behind. We have three resource teachers and four self-contained program teachers to support our Special Education students.

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

Staff Quality, Recruitment, and Retention Needs

Naomi Press Elementary needs more minority teachers to reflect the student population. We continue to look for highly qualified teachers who are representative of all of our individual student groups.

The campus continues to strive to hire and retain highly qualified teachers devoted to student success.

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.

Last year all staff received SIOP training. This training will be provided to new staff members this year.

Curriculum, Instruction, and Assessment Needs

Staff development and continued supplemental support will focus on the changes in the math TEKS.

All teachers on the campus will receive Kagan training and implement cooperative learning strategies.

Family and Community Involvement

Family and Community Involvement 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.

Family and Community Involvement 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.

Family and Community Involvement Needs

The Press staff will strive to engage families in ways that meet the family's needs and schedule. Many parents work full time outside the home and cannot volunteer during traditional school hours. We will continue to build relationships with all families in our diverse community.

Action Plan:

- Call all parents within the first two weeks of school.
- Continue rebuilding PTA

School Context and Organization

School Context and Organization Summary

This is Mr. Clark's second year as principal at Press Elementary. He is an experienced leader and has served as a principal in MISD for the last several years. Several 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.

School Context and Organization Needs

The Press staff continues to focus on learning about instruction and best practices in order to better serve students with diverse needs.

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 iPads across the campus and accessible to students and teachers.

Technology Strengths

This year several carts of MacBooks will 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.

Technology Needs

As many tools as we have, we need to focus more on:

- Using the tools appropriately to increase student engagement
- Focus on being less of consumers and more of producers with technology

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS will be continued as a school-wide approach to student management.	2, 4	All Staff	Reduction in discipline referrals.				
2) Character recognition program will identify students exhibiting positive character traits. These traits will be reinforced in classrooms and common areas throughout the school building.	2	All Staff, Counselor	Students' from each class/grade will be recognized monthly for exhibiting positive character traits. ROAR ticket 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, blogs, individual phone calls, individual emails & texts.	2, 6	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	2, 9	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.	2, 9	Admin, Counselor, CIS	Number of students reached through school supply distribution, Angel Tree, Operation School Bell, Food for Kids and Clothe a Child				
6) Community circle will be conducted in every classroom, with reminders on the morning announcements.	2	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.	1, 2	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.	1, 2	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, RtI interventions for students, counseling referrals and communication with parents. (Press had no DAEP placements during the 15-16 school year.)	2, 9	Administrators, Counselor, All Staff	Discretionary placements at DAEP will be minimal. (Press had no DAEP placements during the last school year.)				
 = Accomplished  = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	2, 4	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.	5	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.	3, 4	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, based on individual feedback through a survey.	5	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.	4, 5	Administrators, Mentors	retention of new staff will improve				
6) Input/Feedback will be sought from the Press Staff for consideration in decision making.	2, 5	Administration	Data/feedback and how it is used will be shared with the staff.				
= Accomplished = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will design engaging instruction using design qualities and high yield strategies. They will meet weekly with instructional coaches to collaborate and design engaging lessons.	1, 2, 4	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.	2, 4, 8, 9	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, TEMI, 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.	2, 4, 8, 9	Team Leaders, Teachers, Administrators, Instructional Coaches	Instruction will be adjusted based on the study of student data from assessments.				
4) Title I 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.	1, 2, 3, 9, 10	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.	2, 8, 9	Teachers, Instructional Coaches, Administrators	Data will reflect mastery of assessed objectives.				
6) A Balanced Literacy Model will be continued in K-2 and implemented in 3-5.	1, 2	Teachers, Administrators, Instructional Coaches	Class walkthroughs, evidence in lesson plans				

7) All teachers will receive Kagan training and implement cooperative strategies during the school year.	1, 2	Teachers, Administrators, Instructional Coaches	Class walkthroughs, evidence in lesson plans				
= Accomplished = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All ESL students will receive instruction from a certified ESL teacher in all core content areas.	2, 3, 4, 9	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.	2, 4	Administrators, instructional coaches, teachers	Teachers held accountable for posting and teaching language objectives. Lesson plans and classroom instruction reflect inclusion of language objectives.				
= Accomplished = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	2, 8, 9	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.	1, 2, 10	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.	2, 8, 9	Teachers, Administrators, Instructional Coaches	Student growth				
= Accomplished = 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 4: Students will make a clear connection between their elementary learning and post-secondary options.

Evaluation Data Source(s) 4: Student and parent surveys will indicate that the Press community is aware of post-secondary options.

Summative Evaluation 4:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) College Readiness will be a focus in every classroom at Press. Teachers will specifically teach students the link between their performance in elementary school and access to post-secondary options through adopting and teaching about a university.	1, 2, 3, 10	Teachers	College displays throughout the school, student surveys, parent surveys				
 = Accomplished  = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	9	All staff	Lesson plans; RtI logs				
 = Accomplished  = 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A Kindergarten Sneak Peek will be advertised and provided in the Spring.	7	Kindergarten Teachers, Instructional Coaches, Administration	Incoming Kindergarten families attend Sneak Peek.				
2) Improve teacher and parent understanding of the McKinney ISD report card through increased communication and targeted education of the community.	1, 6	All staff	Parent surveys				
3) A 5th grade transitional meeting with school staff will be provided to the students.	1	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 = 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: The percentage of SPED students will be reduced from 14.85% to 13%.

The 11.7% discrepancy of SPED vs. Gen. Ed. African American students will be reduced to 10%.

The number of referrals will be reduced from 15 to 12.

The 57% of SPED students served in IA of 00, 40, and 41 will be increased to 65%.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	1, 2, 10	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.	1, 2, 10	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.	1, 2, 10	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.	1, 2, 10	Administrators, RTI coordinators	All students referred for Special Education evaluation will meet eligibility qualifications.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Title I

Schoolwide Program Plan

Press Elementary School is continually striving to increase student achievement. Our school are dedicated to giving every student the best possible education through an intensive core curriculum. Our curriculum stems from scientifically based research. Press Elementary School will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in our school with specialized, challenging instructional programs. We are working hard, constantly improving, and refining instruction and management to make our school as effective and productive as possible.

We will continue our efforts to utilize best practices with the implementation of new resources, as well, to provide ample learning and growth opportunities for the students of Press Elementary School.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) has been completed. The assessment is based on information regarding the performance of children in relation to the state content and student performance standards. Staff, parent and student survey results have also been taken into account.

2: Schoolwide Reform Strategies

Press Elementary School will focus on the following areas:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
 - include strategies for meeting the educational needs of historically underserved populations.
 - Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

- the integration of vocational and technical education programs; and
- Address how the campus will determine if such needs have been met; and are consistent with, and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Press Elementary School ensures that all teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119.

Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Press Elementary School will continue to provide the best possible opportunities for growth and learning opportunities for our staff.

5: Strategies to attract highly qualified teachers

Press continues to vigorously interview candidates that can articulate the belief that all students will be successful. Press Elementary School will strive to support teachers in their work.

6: Strategies to increase parental involvement

In accordance with Section 111.8, such as family literacy services. Partner with the PTA.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Our district focuses on all of our students being able to acquire a strong start to their education.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

As described in Section 1111 (b)(3) in order to provide information on, and to improve upon, the performance of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The schoolwide program campuses must identify and monitor students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it. Our school utilizes tutoring services from certified and non-certified employees to provide the necessary assistance and additional learning time for the students in need.

10: Coordination and integration of federal, state and local services and programs

To include programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start/Early Head Start, adult education, vocational and technical education, and job training.