



Naomi Press Elementary - McKinney ISD  
**Growing Every Student Every Day**  
4101 Shawnee Drive, McKinney, TX 75071  
Chris Clark, Principal

Naomi Press, a Title 1 K-5 campus with approximately 610 students, opened its doors in 2008. While Press has been designated a Title 1 campus for over 10 years, recent housing development in Press's attendance zone has led to an overall increase in enrollment and shifting demographics at the school. While the number of economically disadvantaged students has remained approximately the same, the percentage has decreased due to an increase in the number of students who are not economically disadvantaged. Additionally, Press faces the challenge of an elevated student-mobility rate that is attributed to the type of housing in parts of our attendance zone, including the only homeless shelter in Collin County. Although our racially and economically diverse population can present challenges, it also provides students and staff with many benefits, such as learning about varied cultures, meeting peers from different races/backgrounds, and the development of the "real-world" skill of collaborating and working with peers who have different experiences.

The staff and administration began a process in the 2015-16 school year to be very intentional about transforming the culture of the student body, the quality of teaching, and the communication/relationships with parents and the community. This process involved many layers of transformational practices as the staff committed to a mindset of "Growing Every Student Every Day."

Transforming the culture of the student body occurred by aligning practices with proven approaches to teaching prosocial behavior and building a positive culture. The following programs were collaboratively led and implemented by teachers, the counselor, and administrative team:

- Positive Behavioral Intervention and Supports (PBIS) shifted our approach to behavior management by teaching and recognizing positive behavior that supports character and academic development.
- Restorative Practices provides teachers with classroom structures and practices that support and align with PBIS. For example, Community Circle time is valued by students and teachers as an opportunity to connect with one another, build community, solve problems, and provide input.
- #PressLivesKind was implemented as part of MISD's focus on developing kindness in our students, families, and communities. #PressLivesKind includes recognition of students for being kind, grade-level community service projects, and even PTA support with a fundraiser centered around acts of kindness.
- Empowering student voice and leadership through programs such as student council, a student-run video news crew, and a student feedback panel.

Transforming instruction occurred through our journey toward developing Professional Learning Communities (PLCs) and attaining Marzano's High Reliability Schools (HRS) Level 1 & 2 certification, which led to the following:

- School-wide professional development on implementation of Kagan Cooperative Learning Structures to improve student engagement and discourse in classes.
- Additional and dedicated collaborative time (Pride Time, Unit Planning Days, PLCs) for teachers to identify essential TEKS and focus on unit/lesson/differentiation design.


- Developed a dynamic digital learning environment by utilizing technology in the classroom, Makerspace, and Readerspace to facilitate students as producers instead of consumers of content and to support development of the 4 C's: critical thinking, collaboration, communication and creativity.
- Staff continually seeks out methods for engaging students with emerging technology. Grants have been written to fund Google Expedition kits, robotics kits, circuits, and various other STEAM resources.
- In an effort to provide innovative learning experiences that motivate student success the Media Resource Specialist and teachers conduct school-wide literacy events, coding activities, and App University sessions that specifically teach various applications.
- All classrooms utilize digital learning platforms (Google Classroom and/or Seesaw) to facilitate online discussion and collaboration, provide practice and guidance on digital citizenship in a safe and monitored environment, and provide home-access to school projects and resources. Students use these platforms and other applications to reflect on their learning, share their thinking, and receive feedback.
- Varied structures for classroom observations are used to identify, celebrate, and replicate effective instruction that fits in our Model of Instruction. These structures include: formal administrative observations and walkthroughs, informal learning walks conducted by instructional coaches/media resource specialists/administration, and teacher peer observations. All class visits are followed up with some type of data analysis, discussion, and/or feedback.
- The instructional coaches, media resource specialist, counselor, and administrators provide job-embedded professional development based on student needs and data collected through classroom observations.


Transforming communication and relationships with parents and the community is an ongoing journey that involves the use of various community events and social media to tell the story of Press Elementary. The following actions have promoted a positive image of the school and increased community engagement:

- ROAR Rallies are monthly school-wide assemblies where students are recognized for leadership, work ethic, and positive character. These assemblies are also opportunities for culminating school-wide activities and performances, including groups from MISD middle schools and high schools.
- Twitter (#mckpress), Facebook, Instagram, and SeeSaw are used to share positive information about instruction, learning, school events, and achievements.
- Developing a closer relationship with the Press PTA to facilitate alignment between their work and the needs of the school and students.

Feedback from students supports the effectiveness of the practices described. However, there is still work to do as we continue our journey toward a school that is learner centered. We plan to expand the student panel to include all grades, increasing our inclusion of student feedback in our decision making. Next year our goal is to focus on student ownership of learning through transforming student progress monitoring practices. We will develop a process for student-led monitoring that is easily shared and communicated with parents.

Superintendent Signature and Endorsement:

Signature:  Date: 2-26-2019  
 Superintendent: Dr. Rick McDaniel, PI Cohort 1 (rmcdaniel@mckinneyisd.net)

Signature:  Date: 2-26-2019  
 Nominator: Chris Clark, PI Cohort 8 (chclark@mckinneyisd.net)