

McKinney Independent School District
McClure 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.

McClure Motto

Engaging the heart, head, and hands.

McClure Staff Collective Commitments

- We will take ownership of and be responsible for ALL kids.
- We will celebrate and embrace the uniqueness of all members of the school community.
- We commit to having and encouraging a growth mindset and positively adapt to changes in student needs.
- We commit to impacting student achievement by working collaboratively campus-wide to share ideas and best practices.
- We commit to providing a safe environment by modeling and fostering risk-taking and acceptance.

Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

Reading: Istation & DRA Summary

MEASURE	Istation Tiers 1 & 2		Istation Tiers 1 & 2		Istation Tiers 1 & 2		DRA		DRA		DRA	
	15 - 16		16 - 17		17-18		On and above grade level		On and above grade level		On and above grade level	
	Sept.	May	Sept.	May	Sept.	May	Sept.	May	Sept.	May	Sept.	May
Kinder	90%	98%	88%	94%	85%	86%	85%(MOY)	85%	78%(MOY)	77%	91% (MOY)	
Grade 1	98%	99%	96%	97%	94%	91%	70%	89%	62%	83%	83%	69%
Grade 2	94%	97%	97%	94%	96%	94%	81%	90%	91%	89%	90%	79%
Grade 3	97%	98%	96%	95%	99%	92%						
Grade 4	93%	93%	95%	92%	92%	94%						
Grade 5	96%	98%	93%	96%	98%	90%						

Reading MAP

MEASURE	On or Above	On or Above	On or Above	Met Expected	Met Expected	Met Expected
	Grade Level (RIT)	Grade Level (RIT)	Grade Level (RIT)	Growth Measure	Growth Measure	Growth Measure
	2016	2017	2018	2016	2017	2018

Grade 2 Reading	--	93%	63%	--	56%	46%
Grade 3 Reading	93%	89%	79%	58%	52%	58%
Grade 4 Reading	96%	94%	85%	68%	56%	64%
Grade 5 Reading	85%	96%	75%	61%	66%	67%

Reading STAAR

	Meets 2016	Approaching 2017	Approaching 2018	Advanced/ Masters 2016	Advanced/ Masters 2017	Advance/ Masters 2018	Met Growth Measure 2016	Met Growth Measure 2017	Met Growth Measure 2018
Grade 3	90%	87%	90%	41%	52%	31%			
Grade 4	92%	86%	88%	29%	38%	38%	65%	52%	68%
Grade 5	81%	91%	92%	13%	53%	47%	61%	80%	83%

Reading STAAR: 3rd Grade (Demographic Groups)

Demographic Group	Meets 2016	Advanced/ Masters 2016	Approaching 2017	Advanced/ Masters 2017	Approaching 2018	Advanced/ Masters 2018
All	90%	41%	87%	42%	90%	31%
Af. Am.	71%	29%	100%	44%	79%	21%
Asian	100%	80%	--	--	71%	14%
Hispanic	81%	21%	85%	31%	83%	33%
White	92%	42%	85%	42%	95%	35%
Eco Dis	85%	15%	69%	31%	67%	0%
SpEd	62%	31%	45%	0%	40%	10%
ELL	90%	41%	50%	17%	n/a	n/a

Reading STAAR: 4th Grade (Demographic Groups)

Demographic Group	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/ Masters
	2016	2016	2017	2017	2018	2018
All	92%	29%	86%	38%	88%	38%
Af. Am.	75%	0%	83%	0%	79%	50%
Asian	60%	0%	--	--	--	--
Hispanic	91%	9%	60%	25%	91%	9%
White	96%	38%	92%	45%	88%	40%
Eco Dis	77%	0%	67%	17%	64%	21%
SpEd	70%	30%	42%	0%	57%	0%
ELL	--	--	--	--	--	--

Reading STAAR: 5th Grade (Demographic Groups)

Demographic Group	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/ Masters
	2016	2016	2017	2017	2018	2018
All	81%	13%	97%	53%	92%	47%
Af. Am.	--	--	100%	13%	75%	25%
Asian	--	--	--	--	100%	25%
Hispanic	--	--	100%	40%	79%	26%
White	80%	10%	98%	59%	97%	55%
Eco Dis	77%	15%	100%	18%	86%	33%
SpEd	79%	14%	67%	11%	85%	39%
ELL	80%	13%	--	--	--	--

Math MAP

MEASURE	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level (RIT) 2018	Met	Met	Met
	(RIT)	(RIT)		Expected Growth	Expected Growth	Expected Growth
	2016	2017		2016	2017	2018
Kinder			60%			57%
Grade 1			77%			66%
Grade 2	91%	89%	60%	42%	52%	57%
Grade 3	96%	93%	81%	56%	62%	80%
Grade 4	97%	97%	90%	73%	58%	82%
Grade 5	86%	93%	87%	42%	58%	89%

Math STAAR

	Meets	Approaching	Approaching	Advanced/ Masters	Advanced/Masters	Advanced/Masters	Met Growth Measure	Met Growth Measure 2017	Met Growth Measure 2018
	2016	2017	2018	2016	2017	2018	2016		
Grade 3	93%	91%	90%	42%	41%	46%			
Grade 4	91%	91%	88%	44%	49%	48%	77%	68%	63%
Grade 5	95%	97%	97%	24%	40%	49%	64%	74%	78%

Math STAAR: 3rd Grade (Demographic Groups)

Demographic Group Meets	2016	Advanced/ Masters 2016	Approaching 2017	Advanced/ Masters 2017	Approaching 2018	Advanced/Masters 2018
All	93%	42%	91%	41%	90%	46%
Af. Am.	86%	29%	89%	44%	71%	29%
Asian	100%	80%	-	-	100%	43%
Hispanic	81%	29%	92%	46%	78%	39%
White	96%	42%	90%	37%	95%	52%
Eco Dis	85%	38%	77%	23%	67%	44%
SpEd	77%	31%	73%	9%	40%	0%
ELL	-	-	100%	33%	-	-

Math STAAR: 4th Grade (Demographic Groups)

Demographic Group Meets	2016	Advanced/ Masters 2016	Approaching 2017	Advanced/ Masters 2017	Approaching 2018	Advanced/Masters 2018
All	91%	44%	91%	49%	88%	48%
Af. Am.	75%	13%	83%	17%	71%	21%
Asian	80%	40%	-	-	-	-
Hispanic	82%	27%	70%	40%	91%	36%
White	95%	49%	96%	54%	89%	55%
Eco Dis	85%	23%	83%	25%	79%	21%
SpEd	60%	30%	50%	8%	43%	0%
ELL	-	-	-	-	-	-

Math STAAR: 5th Grade (Demographic Groups)

Demographic Group	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/Masters
	2016	2016	2017	2017	2018	2018
All	95%	24%	97%	40%	97%	49%
Af. Am.	89%	6%	100%	0	100%	25%
Asian	86%	14%	-	-	-	-
Hispanic	100%	0	82%	18%	89%	37%
White	96%	33%	99%	46%	99%	53%
Eco Dis	82%	0	82%	9%	100%	20%
SpEd	56%	0	67%	13%	63%	0%
ELL	-	-	-	-	-	-

Science MAP

Grade Level	On or Above Grade Level (RIT)	On or Above Grade Level (RIT)	On or Above Grade Level (RIT)	Expected Growth	Expected Growth	Expected Growth
	2016	2017	2018	2016	2017	2018
Grade 5	99%*	99%*	89%	75%	73%	72%

Science STAAR

Grade Level	STAAR	STAAR	STAAR	STAAR	STARR	STARR
	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/Masters
	2016	2016	2017	2017	2018	2018
Grade 5	83%	13%	90%	27%	81%	39%

Science STAAR (Demographic Groups)

	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR
Demographic Group	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/ Masters
	2016	2016	2017	2017	2018	2018
All	83%	13%	90%	27%	81%	39%
African American	61%	6%	63%	0%	63%	13%
Asian	86%	0%	-	-	-	-
Hispanic	100%	11%	73%	9%	63%	32%
White	86%	16%	95%	30%	87%	43%
Eco Dis	55%	0%	73%	18%	71%	21%
SpEd	50%	0%	50%	13%	13%	0%
ELL	-	-	-	-	-	-

Writing STAAR

	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR
MEASURE	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/ Masters
	2016	2016	2017	2017	2018	2018
Grade 4	91%	41%	77%	23%	83%	24%

Writing STAAR (Demographic Groups)

	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR
Demographic Group	Meets	Advanced/ Masters	Approaching	Advanced/ Masters	Approaching	Advanced/ Masters
	2016	2016	2017	2017	2018	2018
All	91%	41%	77%	23%	83%	24%
African American	75%	25%	67%	17%	79%	21%
Asian	80%	9%	--	--	--	--
Hispanic	73%	36%	60%	25%	82%	27%
White	96%	47%	80%	24%	83%	23%
Eco Dis	69%	31%	58%	17%	64%	21%
SpEd	60%	20%	17%	0%	29%	0%
ELL	--	--	--	--	--	--

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
- 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 Released Test Questions
- STAAR EL 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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,
- Male / Female 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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback








Goals

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 1: Teachers will increase communication of student progress to parents to at least three times per 9-week period.

Evaluation Data Source(s) 1: Progress reports, report cards, assessment self-reflections, student goal-setting and monitoring documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will consistently share student goals, assessment results, and student self-reflections with parents.	All Classroom Teachers	teachers' and students' goal-setting and monitoring documents. student self-reflection documents				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 2: Discipline referrals to the office for inappropriate physical contact by students will decrease by 50%.

Evaluation Data Source(s) 2: Total number of discipline referrals in the office

Summative Evaluation 2:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in professional development in Restorative Practices and implement strategies learned.	All Classroom Teachers Instructional Coach Counselor Administrators	professional development sign-in training PowerPoint participation in campus book study campus walk-throughs				
2) Administrators and Counselor will directly teach appropriate strategies for dealing with conflict on morning announcements.	Administrators Counselor	leadership team agendas counselor notes/plans				
3) Teachers will utilize Circles and Conferences in their classrooms to build and sustain trust and to solve problems between and among students.	All Classroom Teachers Counselor Administrators	lesson plans campus walk-throughs				
4) Staff members will develop, teach, and use a common language for apologies.	All Classroom Teachers Instructional Coach Counselor Administrators	agendas and notes from character committee meetings campus walk-throughs and observations				
5) Staff members will develop a set of expectations for each common area in the school. These expectations will be taught on morning announcements and in class circles and all staff members will enforce these expectations.	All Staff	expectations posted in common areas morning announcement agendas class circle agendas/lesson plans				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 3: The school will increase formal opportunities for parents to provide feedback to at least once per 9-weeks.

Evaluation Data Source(s) 3: Usage of parent feedback link and parent feedback forms, EOY parent survey

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will include a parent feedback form when sending home student assessment self-reflections and goal setting documents.	Classroom Teachers Instructional Coach Administrators	completed parent feedback forms				
2) The school will provide and promote a link to a parent feedback form on the weekly newsletter. The leadership team will discuss parent feedback received at weekly leadership meetings.	Administrators Counselor Instructional Coach Media Resource Specialist	weekly newsletters containing link completed google forms leadership team agendas and notes				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 4: Implement opportunities for students to increase their sense of belonging by giving input.

Evaluation Data Source(s) 4: End of year student survey

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The school will implement a system for students to provide anonymous feedback.	Administrators Counselor	leadership team agendas and notes feedback received will be discussed at weekly leadership meetings	✓	✓	✓	

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 5: The school will recruit mentors from the community for students who demonstrate a social-emotional need.

Evaluation Data Source(s) 5: REACH Mentor List

Summative Evaluation 5:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The school will communicate needs for mentors with McClure Dads, PTO, and the greater community. Mentors will complete REACH training and be assigned to a student to mentor.	Guidance Counselor Administrators	REACH Mentor Logs Newsletter Communication Verbal/Written Feedback from McClure Dads/PTO	✗	✗	✗	

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 6: Students will have the opportunity to learn about different colleges and careers.

Evaluation Data Source(s) 6: Pretest-Post-test

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Guidance lessons will tie in elements of career and college awareness.	Guidance Counselor	guidance lesson plans				
2) College week will have dress up days to get students involved and videos and information about different aspects of college will be shared on morning announcements.	Guidance Counselor	morning announcement agendas copies of parent communication				
3) McClure will have parents and members of the community come in to share information about different careers with students.	Guidance Counselor Classroom Teachers	written communication to parents Google spreadsheet of parent speakers				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 7: Students in Kindergarten -3rd grade will have a dual recess plan which gives students multiple opportunities throughout the day for play and social interaction with peers.

Evaluation Data Source(s) 7: master schedule
 teacher surveys
 Start-Stop-Continue
 discipline referrals

Summative Evaluation 7:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) K-3 students will have two 20 minute recesses every school day.	Classroom Teachers Guidance Counselor Administrators	master schedule	✓	✓	✓	

Goal 1: Safe and Collaborative Culture: We will provide a safe and positive environment to establish a transparent, open honest, and trusting relationship with parents, students, teachers, and staff.

Performance Objective 8: The counselor will conduct three parent trainings per year to support parents with social, emotional, and behavioral needs of students.

Evaluation Data Source(s) 8: written communication to parents of trainings
completed feedback forms from parents after training

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Newsletters and communication will go home regarding opportunities for parent engagement workshops. Parent engagement workshops will be held after hours to accommodate the schedules of working families.		newsletters and flyers results of parent interest survey completed forms				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 1: In grade 4, students will demonstrate academic success in writing by increasing the percent of students meeting the recommended standard and Masters on STAAR by 10 percent.

Evaluation Data Source(s) 1: Writing STAAR, Writing MAP

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Vertical teams of teachers will collaborate to create an EOY mastery checklist of writing skills for each grade level.	Classroom Teachers Instructional Coach Principal Assistant Principal	end of year mastery checklist vertical meetings				
2) Teachers will develop, administer, and analyze common formative writing assessments and use results to differentiate instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	walk-throughs lesson plans PLC agendas				
3) Students in grades 3 and 4 will take the writing MAP assessment at the beginning, middle, and end of the year and teachers will use results to differentiate lessons for small groups of students.	3rd & 4th Grade Classroom Teachers Instructional Coach Administrators	walk-throughs lesson plans PLC agendas				
4) Teachers and students in grades 3 and 4 will collaborate to set individual writing goals, create plans of action, and monitor progress.	3rd & 4th Grade Classroom Teachers Instructional Coach Administrators	common formative assessments, documentation of student goal setting and progress monitoring				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						









Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 2:

In grades K-2, at least 90% of students will demonstrate academic success in reading by reading on or above the grade level benchmark on the Developmental Reading Assessment (DRA2).

Evaluation Data Source(s) 2: End-of-Year DRA2

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will analyze BOY and MOY DRA2 results and running records to plan instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	PLC agendas campus walk-throughs				
2) Teachers will implement the Balanced Literacy Model, including flexible Guided Reading groups, to differentiate reading instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	lesson plans campus walk-throughs				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 3: In grades 3-5, at least 90% of students will demonstrate academic success in reading by meeting the expected growth measure on MAP and STAAR.

Evaluation Data Source(s) 3: Reading STAAR, Reading MAP

Summative Evaluation 3:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will implement the Balanced Literacy Model, including flexible Guided Reading groups, to differentiate reading instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	lesson plans campus walk-throughs				
2) Teachers will develop, administer, and analyze common formative reading assessments and use results to differentiate instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	PLC agendas lesson plans walk-throughs				
3) Students in grades 2-5 will take the Reading MAP assessment at the beginning, middle, and end of the year. Teachers and students will use results to set specific, individual reading goals, create plans of action, and monitor progress.	2nd - 5th Grade Classroom Teachers Instructional Coach Administrators	documentation of student goal setting and progress monitoring				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 4: At least 90% of students in grades K-5 will demonstrate academic success in math by meeting the projected growth measure on MAP.

Evaluation Data Source(s) 4: Math MAP

Summative Evaluation 4:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will implement the math workshop model, including flexible small groups, to differentiate math instruction.	Classroom Teachers Instructional Coach Administrators	lesson plans campus walk-throughs				
2) Teachers will develop, administer, and analyze common formative math assessments and use results to differentiate instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	PLC agendas lesson plans walk-throughs				
3) All students will take the Math MAP assessment at the beginning, middle, and end of the year. Teachers and students will use results to set specific, individual math goals, create plans of action, and monitor progress.	Classroom Teachers Instructional Coach Administrators	documentation of student goal setting and progress monitoring				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 5: In grades 3-5, at least 90% of students will demonstrate academic success in math by meeting the expected growth measure on the Math STAAR.

Evaluation Data Source(s) 5: Math STAAR

Summative Evaluation 5:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will implement the math workshop model, including flexible small groups, to differentiate math instruction.	Classroom Teachers Instructional Coach Administrators	lesson plans campus walk-throughs				
2) Teachers will develop, administer, and analyze common formative math assessments and use results to differentiate instruction for small groups of students.	Classroom Teachers Instructional Coach Administrators	PLC agendas lesson plans campus walk-throughs				
3) All students will take the Math MAP assessment at the beginning, middle, and end of the year. Teachers and students will use results to set specific, individual math goals, create plans of action, and monitor progress.	Classroom Teachers Instructional Coach Administrators	documentation of student goal setting and progress monitoring				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 6: In grade 5, at least 90% of students will demonstrate academic success in science by meeting the recommended standard on STAAR.

Evaluation Data Source(s) 6: Science STAAR

Summative Evaluation 6:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and students will create an interactive word wall to correlate to each unit of study.	5th Grade Science Teachers Instructional Coach Administrators	lesson plans co-created interactive word walls				
2) Fifth grade teachers will develop, administer, and analyze common formative science assessments and use results to differentiate instruction for small groups of students.	5th Grade Science Teachers Instructional Coach Administrators	PLC agendas lesson plans campus walk-throughs				
3) Students in grade 5 will take the Science MAP assessment at the beginning, middle, and end of the year. Teachers and students will use results to set specific, individual science goals, create plans of action, and monitor progress.	5th Grade Science Teachers Instructional Coach Administrators	documentation of student goal setting and progress monitoring				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 7: In grades 3-5, at least 90% of economically disadvantaged students will demonstrate academic success by meeting the recommended standard on Reading, Math, & Science STAAR.

Evaluation Data Source(s) 7: Reading, Math, & Science STAAR

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will monitor assessment data for the target population and collaborate to develop lessons to address specific student needs.	All Classroom Teachers Instructional Coach Administrators	common formative assessments MAP data district assessments PLC agendas.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 8: In grades 3-5, the number of Special Education students that meet the expected growth measure on both the Math & Reading STAAR will increase by 50%.

Evaluation Data Source(s) 8: Math & Reading STAAR

Summative Evaluation 8:

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 9: Grade level teams will collaborate in Professional Learning Communities to select and unpack essential standards.

Evaluation Data Source(s) 9: tracking documents for progress towards essential standards

Summative Evaluation 9:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teams will use district curriculum documents and assessment data to select essential standards in math (K-5), reading (K-5), writing (3-4) and science (5).	All Classroom Teachers Instructional Coach Administrators	completed PLC unpacking forms				
2) Teams will unpack the essential standards utilizing the four essential questions of PLCs.	All Classroom Teachers Instructional Coach Administrators	completed PLC unpacking forms				
3) Teams will create and administer common formative assessments for each essential standard.	All Classroom Teachers Instructional Coach Administrators	common formative assessments				
4) Teams will collaborate to analyze the results of common formative assessments and plan for subsequent instruction.	All Classroom Teachers Instructional Coach Administrators	PLC agendas lesson plans showing evidence of flexible grouping				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 10: Students performing below grade level will be monitored through the Response to Intervention process and receive individual or small group instruction using research-based intervention(s).

Evaluation Data Source(s) 10: Progress Monitoring Logs

Summative Evaluation 10:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and the Instructional Coach will collaborate to create and implement specific, targeted RTI action plans and select appropriate research-based interventions.	All Classroom Teachers Instructional Coach Administrators	RTI action plans progress monitoring logs				
2) Teachers will receive and utilize training on specific research-based interventions, such as Lexia.		Training materials workshop sign-in sheet progress monitoring logs				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 11: All teachers will utilize twenty-first century technology including but not limited to Google Classroom and Twitter.

Evaluation Data Source(s) 11: End-of-Year Technology Survey
Participation in Google Classroom

Summative Evaluation 11:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will post school-related events and instructional highlights on Twitter using #mymisd, #mclure1718, and #mckmcc	All Teachers Media Resource Specialist Administrators	twitter feed				
2) All teachers will participate in at least one professional development course in Google Classroom.	All Teachers Media Resource Specialist Administrators	Google Classroom participation log				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective Teaching and Learning in Every Classroom: We will develop and implement effective teaching strategies in every classroom that ensure that students learn and demonstrate growth at their highest capacity.

Performance Objective 12: We will increase our attendance rate to 98% or higher.

Evaluation Data Source(s) 12: weekly attendance reports

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A chart displaying the number of students that are absent, tardy, or checked out early will be displayed in the front office.	Classroom Teachers Registrar	daily attendance reports				
2) Each week, classes with perfect attendance, no tardies, and no early dismissals will be recognized on morning announcements and an award will be placed outside their classroom door for the following week.	Teachers Registrar Administrators	weekly attendance reports				
3) Individual students with perfect attendance will be recognized at the monthly, school-wide assemblies at the middle and end of the school year.	Teachers Registrar Administrators	attendance reports				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						