

McKinney Independent School District

Walker 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

Walker Elementary cultivates positive relationships that inspire engagement, collaboration, and growth within our diverse community to promote achievement for all learners.

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

Walker Elementary has a diverse learning population and serves children from a variety of ethnic and language backgrounds. There are currently 561 students at Walker Elementary.

Walker's current school year demographics include:

American Indian/Alaskan: 1.78%
Asian: 9.63%
African American: 6.95%
Hispanic/Latino: 15.15%
White: 65.78%

LEP students: 1.78%
Economically Disadvantaged: 7.13%
Special Education: 8.73%
GT: 12.3%

Walker has many programs designed to meet the needs of the diverse learning population including the ESL program for LEP students learning English, ALPHA for students identified as GT, dyslexia support services for students identified as having dyslexic tendencies, and special education programs for students identified as having a learning or other eligible disability and requiring specially designed instruction.

Walker also follows the MISD district guidelines for RtI by providing tiered educational and behavioral interventions for general education students needing extra support.

Demographics Strengths

Walker traditionally has excelled in the STAAR Meets Grade Level rate for all of our student population as academic areas are 91% or greater except for Science 88%, and Masters Grade Level rate of 42% or greater except for Science 25%. The enrollment by ethnicity is balanced with the representation of

those participating in the special education program. We expect to have similar results as we begin to receive and understand more of the STAAR data.

Student Achievement

Student Achievement Summary

STAAR scores, MAP data, K-2 DRA, and K-5 iStation along with a variety of other formal and informal sources have been utilized in the development of the current school year campus improvement plan. Walker has maintained consistent improvement and high performance for the last several years and continues to maintain TEA's highest performance rating. Please see the Data Documentation section for a complete review of the data sources used to measure and evaluate student achievement.

Student Achievement Strengths

According to the Texas Education Agency 2017 Accountability Summary, Walker Elementary met standard on: student achievement, student progress, closing performance gaps, and postsecondary readiness. In the previous school year, Walker Elementary performed at 91% or greater in each subject area, Reading, Math, and Writing, on the State of Texas Assessments of Academic Readiness or STAAR. Walker Elementary performed at 88% on Science STAAR. Walker made great gains in most subject areas as compared to the year before on our Masters Grade Level percentages. Walker's writing scores continue to soar at 91%.

School Culture and Climate

School Culture and Climate Summary

Walker teachers, staff, students and parents work collaboratively to create a culture of high expectations where all will feel valued and safe. Walker has created and maintained a variety of initiatives including Morning Meeting to achieve this goal. Walker emphasizes good citizenship and core character values using the Future Ready Skills traits from the Engage Learning Model. Walker recognizes student awards at monthly assemblies called Walker Live. Parents are invited to attend these assemblies to honor and recognize student efforts. Walker has also initiated The Bucket Filler philosophy and will support students through daily choices. Walker Elementary is supported by a strong PTA.

School Culture and Climate Strengths

Walker is a goal focus, innovative, adaptive, resourceful elementary campus that provides a safe environment conducive to learning and success. Students rate teacher-student relationships as being positive and as promoting successful learning. Overall, students of Walker Elementary are satisfied with their school experience.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Walker traditionally, has a low turnover rate. Walker teachers who choose to leave, traditionally leave to pursue other leadership opportunities in the district. Currently, 31 out of 32 teachers are ESL certified. Every Walker teacher has completed their GT 30 hour certification. Walker Elementary supports students teachers every year from TAMC program as well as supporting Boyd High School students in Ready Set Teach.

Staff Quality, Recruitment, and Retention Strengths

All teachers at Walker meet highly qualified criteria deemed by No Child Left Behind.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Walker teachers and staff are committed to implementing engaging, relevant, progressive learning opportunities and differentiated experiences for all students. Campus administrators will monitor teaching and learning by conducting frequent formal and informal walkthroughs, evaluations, and data meetings with teams to ensure high student achievement. Walker as a campus will continue to implement The Engage Learning Model to increase student engagement, challenge and the use of 21st Century skills by students. This model will continue to be implemented in K-5 Science & Social Studies.

Teachers at Walker continue to use the 10 Design Qualities when designing lessons for their students and will add a focus on promoting the teaching and execution of High Yield Strategies for learning.

Curriculum, Instruction, and Assessment Strengths

Eight Walker teachers are currently involved in the curriculum writing process for the district. Three Walker teachers have been selected to serve on the MISD Innovative Educators Academy. Each staff member will serve on a grade-level PLC and a vertical PLC to ensure vertical alignment in TEKS-based instruction and to disseminate MISD curriculum and assessment information. Walker has always been known as a leader in the district among curriculum implementation and has piloted several new curriculum initiatives in the past in regards to the student perspective of curriculum, instruction and assessment.

Parent and Community Engagement

Parent and Community Engagement Summary

Walker Elementary has traditionally had excellent family and community involvement. This is evidenced through the strength of the PTA, participation in community events, and the number of volunteers that donate their time to our school. Walker currently has over 25 parent volunteers that serve on the PTA board. The PTA board plans community events and fundraisers for the school such as the Adventure Dash, Fall Festival, Veteran's Day Program and Culver spirit nights. The Walker PTA board is seen as a model group for the remainder of the district. Walker's PTA board meets on a monthly basis to assist in the mission and goals of the school. Walker PTA was voted the Outstanding PTA of the Year for 13-14 by the MISD PTA Council.

Parent and Community Engagement Strengths

As mentioned, Walker has a very strong parent community as evidenced through PTA. Walker's PTA board is model for other elementary schools in the district and several board members have served as board members for the McKinney PTA Council. 100% of Walker teachers participate in PTA which increases the school-family relationship. Our Walker PTA supports funds one field trip for each grade level at Walker.

School Context and Organization

School Context and Organization Summary

Our school is located in the Hidden Creek development in McKinney, Texas and serves approximately 561 incredible young learners! Walker Elementary is a unique environment for students and staff to learn and work together! The first sustainable design school in the state of Texas, we are proud to have been honored by the American Institute of Architects on their Earth Day Top 10 List for Environmentally Responsible Design Projects in the nation! We are creating environmental awareness among our young "Walker Stars" as well as excitement about learning.

Our school is named after Roy Lee Walker. Mr. Walker became the principal of J.L. Greer Elementary (North Ward) in 1947 and served until his retirement in 1985. He was beloved by countless numbers of students, faculty and friends.

School Context and Organization Strengths

Walker Elementary attained High Reliability School Level 1 certification during the 2016-2017 school year. HRS Level 1 specifically focused on a safe and orderly environment that supports cooperation and collaboration.

Walker Elementary implements the Engage Learning Model as a structure to teach science and social studies to increase student engagement at 100% implementation.

Technology

Technology Summary

Walker Elementary has always been a leader in the field of technology. Each year, Walker sends a team of teachers to the state TCEA technology conference to learn and utilize new technologies to bring back to the campus for other teachers and for students. Several teachers and our Media Resource Specialist presented at TCEA and Converge. Three Walker teachers applied and were selected to serve on the MISD Innovative Educator Academy. Walker is currently using SMARTboards, iPads, iPad minis, Ipods, MAC book Pro Air in several grade level classrooms with small groups of students. Walker teachers implement new technology with students as the users and creating their own products of their choice. Walker Elementary consistently uses weekly email newsletters, Facebook, Twitter, and websites to highlight campus events and student learning. Walker Elementary teachers and staff are currently working on going Google by utilizing the Google classroom. We are in year three of Walker teachers becoming Google Certified Educators. This will allow learning to be more accessible, relevant, and collaborative by connecting students and teachers as lifelong learners in a virtual classroom.

Technology Strengths

As mentioned, technology is an area of strength for all Walker teachers. 100% of Walker teachers utilize their student computers, SMARTboards and other technology resources in their classrooms on a daily basis. We strive for our students to be Digital Citizens and use technology as a guide to their own learning.

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

- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: K- 5th grade students will meet or exceed one year's worth of growth in reading, writing, math, science, and social studies.

Evaluation Data Source(s) 1: MAP RIT scores; STAAR scores, iStation data, DRA, district/teacher assessments, student goals, tutoring

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K - 5th teachers will use student MAP data and the Learning Continuum to build small groups and set goals with students for future growth in math, reading, language, and science.		Deborah Sanchez, Jeremy Pryor, Cindi Bolton, Erika Parker, K - 5th teachers	Students will make growth on the middle-year and end-of-year MAP assessments. Students will participate in the goal-setting and monitoring process. Teachers will communicate MAP goals to parents.				
2) Administrators and grade level teams will participate in quarterly data meetings to discuss all pertinent student data (see list in summative evaluation), disaggregate student results, including individual population groups; discuss the progress of goal setting; and plan for meeting the needs of all learners (i.e. tutoring, small groups, etc)		Deborah Sanchez, Jeremy Pryor, Holli Shegog, Cindi Bolton, K - 5th teachers, SPED teachers, and Specials Teachers, Instructional Coach - Erika Parker	Teachers will conduct small groups and before, during, after school tutoring to meet the needs of all learners according to listed data sources.				
3) K-2nd teachers will use DRA, iStation, MAP, and other district/classroom assessments to build small groups and set goals with students for future growth. 3rd - 5th grade teachers will use iStation and DRA as necessary to supplement their MAP growth goals.		Deborah Sanchez, Jeremy Pryor, Erika Parker, Cindi Bolton, K-5 teachers	Students will make measurable growth on assessments. Students will participate in monitoring growth through conferencing with the teacher.				

4) Teachers will hold weekly kid chat meetings within their grade level teams to discuss all students or to discuss plans of actions for students who may be struggling to make progress on goals. This format aligns with PLC and problem solving for a grade-level team.		Deborah Sanchez, Erika Parker, & all classroom teachers	weekly kid chat meetings, meeting minutes/agendas will be turned in for monitoring				
5) Teacher led vertical PLC's to address vertical alignment K-5 in Science. Teachers and teams will utilize data to make informed decisions regarding reteaching, enrichment, and small-group instruction.		All Teachers	Increase vertical alignment K-5 in Science Increase in Science student performance				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Walker Elementary will increase the 2018-2019 attendance rate to 98% or higher.

Evaluation Data Source(s) 2: PEIMS data, Number of student per 9 weeks with No Tardies & No Absences

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Walker teachers and staff will follow state and district guidelines in reporting attendance, communicating with parents regarding attendance, and sending home appropriate attendance documentation.		Deborah Sanchez, Jeremy Pryor, Michelle Runeberg, all classroom teachers	More students will be attending school a greater percentage of the time which will increase student achievement. Less students will miss school due to vacations and trips.				
2) Walker staff will follow state and district guidelines by sending home appropriate communication regarding attendance and filing truancy as necessary for students with more than 10 unexcused absences within a 6 month period.		Deborah Sanchez, Jeremy Pryor, Michelle Runeberg	Improved attendance rates; Less unexcused absences				
3) Walker administration and office team will recognize students with perfect attendance and tardies. Students who are eligible for the drawing will be selected for lunch with the principal and assistant principal after each month's school assembly.		Deborah Sanchez, Jeremy Pryor, Michelle Runeberg	Improved attendance rates.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: By the end of the 2018-2019 school year students in grades 3 - 5 reading, 4th writing, and 5th science will increase the percentage of Masters Grade Level Academic Performance.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus teachers and administrators will hold quarterly data meetings to ensure that all students at Walker Elementary, including students in specific population groups, are making appropriate progress on MAP, benchmark assessments and classroom assessments in order to project STAAR performance.		Deborah Sanchez, Jeremy Pryor, Cindi Bolton, Erika Parker, all 3rd - 5th classroom teachers	STAAR data, MAP, iStation, District Assessments, Think Through Math				
2) Teachers will implement flexible grouping strategies including rotations and iStation interventions to best meet the needs of all learners within smaller, more individualized groups. Tutoring will occur as needed before, during, or after school.		Deborah Sanchez, Jeremy Pryor, Holli Shegog, Cindi Bolton, Erika Parker, & all classroom teachers	Walkthroughs and/or observations during Math Workshop/Flex grouping times; iStation times				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: LEP students will make one year's growth in English language proficiency in reading, writing, listening and speaking (i.e. Beginning to Intermediate, Intermediate to Advanced, etc.). LEP students will make one year's worth of growth according to the appropriate curriculum assessment (iStation, math performance tasks for K - 1, MAP for K - 5th grade students). LEP students will meet all passing standards for all district and state assessments.

Evaluation Data Source(s) 4: MAP assessment data, TELPAS, IPT, STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ESL students will receive instruction from a certified ESL teacher and will utilize all resources available as necessary including Rosetta Stone, TELPAS and language acquisition strategies.		Deborah Sanchez, Jeremy Pryor, ESL teachers	specific student data, Rosetta Stone progression				
2) 100% of ESL teachers will have professional development in working with ESL students including SIOP strategies, ELPS, and/or RTI for ELLs.		Deborah Sanchez, Jeremy Pryor, all teachers & Staff	Professional Development				
3) Walker ESL teachers will collaborate with district ESL representatives to ensure that the best plan's of action and/or resources are utilized to support these students. Teachers will utilize content and language objectives in ELAR, Math, Science & Social Studies to identify related ELPS standards, and implement ELL strategies to meet the needs of LEP students.		Deborah Sanchez, Jeremy Pryor, ESL Coordinators, ESL teachers	ESL point person meetings, ESL accommodations, ELL strategies. Review of ESL lesson plans in Eduphoria Forethought.				
4) By the end of 2018-2019 school year, 100% of LEP students will advance to the next language proficiency level according to TELPAS		Deborah Sanchez, Jeremy Pryor, ESL teachers	AMOA indicator TELPAS LPAC Minutes				
5) Use the ESL "Look Fors" to document classroom walkthroughs. Use grade-level data meetings to review and analyze ESL student data quarterly.		Deborah Sanchez, Jeremy Pryor, Erika Parker, ESL teachers	Classroom walkthrough documentation in Eduphoria, ELL student data Teachers will implement the use of Content & Language Objectives.				
6) Meet with ESL teachers quarterly to review ESL data to demonstrate progress: reteach/enrichment. Discuss student/teacher relationship to determent academic or behavioral interventions.		Deborah Sanchez, Jeremy Pryor, Erika Parker, ESL teachers	ESL data and interventions				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 5: Eligible students will be appropriately identified and served through RtI, 504 or SPED. SPED students will meet all passing standards for all district and state assessments.

Evaluation Data Source(s) 5: IEP information; district assessments, state assessments

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Homeroom teachers will partner with the Special Education teachers to ensure that learning for SPED students occurs at a high level and that IEP goals are being met.		Deborah Sanchez, Jeremy Pryor, Angela Williams, & classroom teachers	SPED data, staff/teacher conferences, differentiated lesson design				
2) Administrators and teachers of SPED students will participate in quarterly data meetings to ensure that SPED students are achieving at high levels and are making growth on district assessments and individual IEP goals.		Deborah Sanchez, Jeremy Pryor, Angela Williams, Erika Parker, & all classroom teachers	quarterly data meetings, benchmark data				
3) Walker Elementary will ensure that students being served through special education are provided with instructional programs that are delivered in the least restrictive environment.		Deborah Sanchez, Jeremy Pryor, Angela Williams, & Holli Shegog	ARD/IEP data, classroom performance data and benchmarks, RtI process				
4) Walker Elementary will ensure that students with disabilities or other learning needs will be appropriately served through special education, 504 accommodations, RtI plans or other district/campus based support services available to all students.		Deborah Sanchez, Jeremy Pryor, Holli Shegog, SPED teacher, & K-5 classroom teachers.	RtI meetings, accurate SPED referrals, accommodations in place;				
5) Scatterplot data will be collected on a regular basis (according to the individual IEPs) to monitor student progress in the sped program.		Deborah Sanchez, Jeremy Pryor, Angela Williams	Scatterplot data				
6) The campus will work to ensure that the percentage of students in special education is representative or in accurate proportion to the students who attend Walker Elementary school.		Deborah Sanchez, Jeremy Pryor, Angela Williams, & Megan Mikeska	FIE referrals				
				= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue			

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 6: 100% of Walker teachers will be compliant by having 50 or more hours of Professional Development as per the MISD Professional Development policy.

Evaluation Data Source(s) 6: Eduphoria, Summative conferences

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in all PD events relevant to instructional areas and as assigned by T-TESS appraiser. Teachers will participate in PD activities including Digital technologies, Academy, ELM, STAAR training, writing, math, science, reading, social studies, and instructional technology.		Deborah Sanchez, Jeremy Pryor, all classroom teachers	PD compliance in Eduphoria				
2) Administrators will conduct summative conferences for all certified teachers and evaluate PD compliance in Eduphoria to ensure that PD compliance occurs prior to the cutoff date.		Deborah Sanchez, Jeremy Pryor	T-TESS conferences				
3) Administrators will acknowledge all staff who go above and beyond to meet their professional goals for instruction.		Deborah Sanchez, Jeremy Pryor	PD transcript; walkthroughs; PLC/data meetings				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 7: Teachers will ensure that all ALPHA students meet or exceed projected growth during the 2018-2019 year in all academic areas.

Evaluation Data Source(s) 7: MAP, STAAR, district assessments

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of all Walker staff will have 6 hours or more of GT training.		Deborah Sanchez, Jeremy Pryor, all classroom teachers	GT compliance				
2) Teachers will refer suspected GT students for testing according to MISD policy and timelines.		Deborah Sanchez, Jeremy Pryor, all classroom teachers	GT referrals				
3) Administrators and GT teachers will participate in quarterly data meetings to ensure that ALPHA students are achieving at high levels and meeting expected areas of growth.		Deborah Sanchez, Jeremy Pryor, Erika Parker, and teachers of ALPHA students	data meetings with specific look at GT student performance				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 8: Classroom teachers will utilize the 10 Schlechty Design Qualities & High Yield Strategies to enhance student engagement and learning in the classroom.

Evaluation Data Source(s) 8: Teacher lesson plans, PLC group discussions, increased student engagement in the classroom as measured by walkthroughs and observations. Documentation in lesson plans in Forethought.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will create and implement a grade level design team.		Deborah Sanchez, Jeremy Pryor, Team Leaders, Campus Design team	Grade Level Design team, PLC discussions Use of the CRAFT room				
2) Administrators and the Campus Design Team will examine student performance during PLCs and implement instructional strategies to support student learning.		Deborah Sanchez, Jeremy Pryor, Erika Parker, Cindi Bolton, Campus Grade-level Design teams	Design Quality Training Evidence in Classroom Walkthroughs Use of the CRAFT room Learning Commons Meeting				
3) Grade level teams will implement one design quality per week into their lesson plans for students.		Deborah Sanchez, Jeremy Pryor, Team Leaders	Lesson plans in Eduphoria Forethought Use of the CRAFT room				
4) K-5 Teachers will implement the PBL/ELM Model to increase student engagement in the classroom and the use of 21st Century learning skills.		Deborah Sanchez, Jeremy Pryor, Cindi Bolton, Erika Parker, & all teachers and staff	Classroom walkthroughs				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 9: Classroom teachers will utilize brain-based strategies to increase student learning capabilities and improve function of the brain for learning by taking a "brain break".

Evaluation Data Source(s) 9: Campus walkthroughs and observations, Increased achievement data, Fitness Gram data, Go Noodle use that supports a healthier lifestyle initiative

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will utilize the brain-based activities, Jammin' Minutes, Go Noodle, and the Adventures in Fitness program to increase physical activity by students while learning.		Deborah Sanchez, Jeremy Pryor, all classroom teachers	increased student movement and engagement				
2) Walker elementary teachers will follow the initiatives of being a Healthy Zone school for the 4th year by providing recess prior to lunch and by not taking away recess as a consequence.		Deborah Sanchez, Jeremy Pryor, all classroom teachers	increased student activity & healthy initiatives				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 10: Each teacher will receive a minimum of 4 classroom walkthroughs, one goal setting conference, and one summative conference for the 2018-2019 school year. All teachers are transitioning to the T-TESS model.

Evaluation Data Source(s) 10: Teachers will create lessons in Eduphoria Forethought using Design Qualities, High Yield Strategies, ELM in Science & Social Studies.

Summative Evaluation 10:

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 11: Walker staff will implement ELM with fidelity throughout designing, facilitating, and evaluating protocols. (Year 5)

Evaluation Data Source(s) 11: Designer, facilitator, and soft skills rubrics, campus and district walkthroughs



Summative Evaluation 11:

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 12: Walker staff will study, implement, and adhere to the MISD Model of Instruction.

Evaluation Data Source(s) 12: Walkthrough Data, Teacher Observation Data, PLC Meeting Notes, Lesson Plans

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Study and implement the MISD Model of Instruction.	2.4, 2.5	Deborah Sanchez, Jeremy Pryor, Erika Parker	Increase in teaching and learning				
2) Provide teachers and teams with feedback related to the MISD Model of Instruction	2.4, 2.5	Deborah Sanchez, Jeremy Pryor, Erika Parker	Increase in teaching and learning				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 13: Walker teachers will meet once a month in Vertical Team PLCs to discuss strategies and alignment in ELAR/SS, Math & Science.

Evaluation Data Source(s) 13: PLC agenda, data

Summative Evaluation 13:

Goal 1: Teaching and Learning by Design: Walker Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 14: Art, Music, & PE teachers will meet in a vertical PLC with Glen Oaks, Bennett, & Valley Creek once per month.

Evaluation Data Source(s) 14: PLC agenda

Summative Evaluation 14:

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 1: Walker Elementary will continue to strive to implement HRS Level practices as an HRS Level 1 Certified School. Walker will pursue HRS Level 2.

Evaluation Data Source(s) 1: HRS Survey, Lagging indicator artifacts








Summative Evaluation 1:

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 2: Teacher teams and collaborative groups (both district and campus based) regularly interact to promote professional growth regarding curriculum, instruction, assessment, and the achievement of all students.

Evaluation Data Source(s) 2: Quarterly Data Meetings, Kid Chats, Sneak Peek Meetings, IC Support Log, PD Hours

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in grade level and vertical team PLCs in alignment with HRS.		All Staff Members	PLC Action Plan, PLC Implementation Committee (Lagging Indicator)				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 3: Walker will work on HRS Level 2 certification that includes Effective Teaching in Every Classroom.

Evaluation Data Source(s) 3: Team Leaders

Summative Evaluation 3:

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 4: Walker will have opportunities to observe and discuss effective teaching.

Evaluation Data Source(s) 4: PLC Meeting Agendas, Lagging Indicator Artifacts, Learning Walk Feedback Forms, Instructional Coach, Videos of Effective Teaching, Aggregated Walk-Through Data

Summative Evaluation 4:

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 5: Walker administration team will provide all teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Evaluation Data Source(s) 5: Lagging Indicator Artifacts, Learning Walk Feedback Forms, T-TESS Rubric & Feedback, SLO Rubric & Feedback, Pre- and Post-Conference Information

Summative Evaluation 5:

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 6: Walker staff will implement the MISD Live Kind initiative to cultivate a positive and collaborative culture.

Evaluation Data Source(s) 6: Awareness Days, Kid Kindness Club, Morning Meetings, Walker Live

Summative Evaluation 6:

Goal 2: Effective Teaching in Every Classroom: Walker Elementary will ensure that all students have access to effective teachers who know, understand, and implement the predominant instructional strategies outlined on the MISD Model of Instruction. (HRS Level 2)

Performance Objective 7: Walker teachers will have the support of an Instructional Coach to assist in the implementation of effective instructional strategies.

Evaluation Data Source(s) 7: Classroom Walk-Throughs, Instructional Rounds, Book Study, PLCs, Co-Teaching

Summative Evaluation 7: