

McKinney Independent School District

Walker 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

Walker Elementary has a diverse learning population and serves children from a variety of ethnic and language backgrounds. There are currently 580 students at Walker Elementary.

Walker's current school year demographics include:

American Indian/Alaskan: 0.53%

Asian: 9.89%

African American: 6.83%

Hispanic/Latino: 14.20%

White: 67.08%

LEP students: 2.87%

Economically Disadvantaged: 4.70%

Special Education: 8.45%

GT: 13.48%

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 Met Standard and Level III Advanced rate for all of our student population as academic areas are 94% or

greater except for Writing 86%. 100% of Walker's ESL population met the standard for passing or achieving high or advanced high ratings on the reading portion of TELPAS during the year of 2015-2016. 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.

Demographics Needs

According to previous years data, Walker fell below the 90% expectation in the English Language Learner population in the areas of reading and writing. In writing, we see growth opportunities for our African American population. In the area of science we have the need for improvement in our African American population and our low socioeconomic population.

Student Achievement

Student Achievement Summary

STAAR scores, MAP data, K-2 DRA, K-5 iStation, and K-2 TEMI data 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 2016 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 94% or greater in each subject area, Reading, Math, and Science, on the State of Texas Assessments of Academic Readiness or STAAR. Walker Elementary performed at 86% on Writing STAAR. Walker made great gains in most subject areas as compared to the year before on our Level III Advanced percentages. Walker's science scores continue to soar at 92%.

Student Achievement Needs

One of the goals that Walker has for the year is to obtain the Gold Performance award or its equivalent related to the attendance rate. This goal will specifically be addressed in the performance objective and strategies of the student achievement goal. Walker must utilize our data to meet the needs of all students and continually move "up and to the right" with met standard and advanced rates of students. Math has previously been an area of specific area of concern for Walker to ensure high achievement occurs for all student groups, however, ensuring that reading instruction occurs at a high level is also a target growth area. Walker Elementary will also work diligently on improving our writing scores for all students and student groups.

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.

School Culture and Climate Needs

Walker Elementary is always striving to improve the school experience for all students and takes a proactive approach in identifying areas to strengthen. Walker would like to improve communication adequacy and morale among the staff. Walker teachers would like to improve in the areas of involving students in the decision making process/leadership and communicating the overall vision of Walker Elementary.

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, 30 out of 33 teachers are ESL certified. The remaining teachers will test this school year and become certified as it is our goal to have 100% ESL certified staff. Every Walker teacher has completed their GT 30 hour certification. Walker Elementary supports students teachers every year from TAMC program as well has 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.

Staff Quality, Recruitment, and Retention Needs

In the current school year, Walker has one new teacher and one veteran teacher who is new to the district. These teachers will be partnered with a veteran teacher as a mentor as part of the McKinney Connection mentoring program. Research shows that the majority of teachers who leave the profession, do so in the first 5 years of teaching. This highlights the need to train, develop and grow new teachers and give them the tools that they need to be confident, master teachers.

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

Five Walker teachers are currently involved in the curriculum writing process for the district. 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. Each grade-level team has a representative serving on MISD's Math Academies. 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.

Curriculum, Instruction, and Assessment Needs

Walker teachers and staff have committed to focusing on engaging instruction in math in order to increase the passing rate and advanced rate for all students. This will be accomplished by providing more engaging, individualized opportunities in math instruction through Tabor rotations and/or flex grouping strategies. K-2 will be increasing the level of data collection and reporting in math. K-5 teachers will effectively manage and implement the iStation full suite across all grade levels as well as Think Through Math in grades 3-5.

Family and Community Involvement

Family and Community Involvement 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, 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.

Family and Community Involvement 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.

Family and Community Involvement Needs

Walker is working on challenging our family and community involvement by transitioning to more "paperless" and cost-saving measures of communication through teacher and grade-level newsletters and the weekly PTA/School email. Walker's PTA and community is continuing to organize a Family Fitness Night that will help to promote healthy lifestyles at school and home.

School Context and Organization

School Context and Organization Summary

Our school is located in the Hidden Creek development in McKinney, Texas and serves approximately 580 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

According to the results of the 2010-2011 Organizational Health Inventory or OHI survey completed by Walker staff, Walker has a high level of organizational health and productivity. The ten dimensions assessed by OHI are all above the 60th percentile with goal focus, innovativeness and resource utilization being at the top. Walker has begun to receive a variety of healthy initiative awards, such as being named a USDA Bronze school and a Healthy Zone School.

School Context and Organization Needs

Walker will strive to continually build a strong team among teachers and staff to provide engaging learning opportunities for all students and increase cohesiveness. Walker will work on continuing to improve overall staff morale, communication, and teacher leadership. Teachers understand what "building capacity" is all about.

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. Walker is currently using the 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.

Technology Needs

Professional development is always a continued area of need for Walker teachers as technology rapidly changes and expands. With the variety and plethora of technological resources available, our teachers simply need the time and the know-how to learn new skills related to technology. Teachers will continue to seek out campus, district and state PD learning opportunities to enhance knowledge and understanding of using instructional technology in the classroom. Walker plans to send our MRS and approximately three campus teachers to the state TCEA technology conference in the spring and will utilize continual professional development for using technology in the classroom.

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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- 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
- 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, math performance tasks, DRA, district/teacher assessments, student goals, tutoring

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 2nd - 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, 2nd - 5th in reading, 4th in language, and 5th in science.	Deborah Sanchez, Alyssa Burleson, Cindi Bolton, Erika Parker, 2nd - 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, Alyssa Burleson, Holli Shegog, Cindi Bolton, K - 5th teachers & SPED teachers & Specials. Instructional Coach - Erika Parker	Teachers will conduct small groups and before-after school tutoring to meet the needs of all learners according to listed data sources.				
3) K-2nd teachers will use DRA, iStation, TEMI 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, Alyssa Burleson, 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.	Deborah Sanchez, Alyssa Burleson, Erika Parker, & all classroom teachers	weekly kid chat meetings, meeting minutes/agendas will be turned in for monitoring				
5) Students will create a writing "portfolio" throughout the school year to focus on the importance of writing in every subject.	All Teachers	Increase in student interest & focus on the subject of Writing Increase in Writing STAAR scores				

 = Accomplished  = 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 2016-2017 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: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Alyssa Burleson, Niki Jackson, 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, Alyssa Burleson, Niki Jackson	Improved attendance rates; Less unexcused absences				
 = Accomplished  = 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 2016-2017 school year students in grades 3 - 5 reading, 4th writing, and 5th science will increase the percentage of Level III Advanced Academic Performance.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Alyssa Burleson, 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 or after school.	Deborah Sanchez, Alyssa Burleson, Holli Shegog, Cindi Bolton, Erika Parker, all classroom teachers	Walkthroughs and/or observations during Tabor rotations/Flex grouping times; iStation times				
 = Accomplished  = 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 2nd - 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: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Alyssa Burleson, 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, Alyssa Burleson, 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, Alyssa Burleson, Judith Coffman, ESL teachers	ESL point person meetings, ESL accommodations, ELL strategies. Review of ESL lesson plans in Eduphoria Forethought.				
4) By the end of 2016-2017 school year, 100% of LEP students will advance to the next language proficiency level according to TELPAS	Deborah Sanchez, Alyssa Burleson, 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, Alyssa Burleson, 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, Alyssa Burleson, ESL teachers	ESL data and interventions				
= Accomplished = 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: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Alyssa Burleson, Angela Williams, Michelle Wells, & 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, Alyssa Burleson, Angela Williams, Michelle Wells, 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, Alyssa Burleson, Angela Williams, Michelle Wells, & 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, Alyssa Burleson, Holli Shegog, SPED teachers, & 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, Alyssa Burleson, Angela Williams, Michelle Wells	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, Alyssa Burleson, Angela Williams, Michelle Wells, Patti Meachum.	FIE referrals				
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 = Accomplished
  = 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: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Alyssa Burleson, 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, Alyssa Burleson	100% participation in summative conferences				
3) Administrators will acknowledge all staff who go above and beyond to meet their professional goals for instruction.	Deborah Sanchez, Alyssa Burleson	PD transcript; walkthroughs; PLC/data meetings				
= Accomplished = 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 2016-2017 year in all academic areas.

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

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of all Walker staff will have 6 hours or more of GT training.	Deborah Sanchez, Alyssa Burleson, all classroom teachers	GT compliance				
2) Teachers will refer suspected GT students for testing according to MISD policy and timelines.	Deborah Sanchez, Alyssa Burleson, 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, Alyssa Burleson, Erika Parker, and teachers of ALPHA students	data meetings with specific look at GT student performance				
 = Accomplished  = 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: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrators will create and implement a grade level design team.	Deborah Sanchez, Alyssa Burleson, Team Leaders, Campus Design team	Grade Level Design team, PLC discussions				
2) Administrators and the Campus Design team will conduct monthly trainings and/or PLC groups to discuss the implementation and focus of the design qualities into grade level teams.	Deborah Sanchez, Alyssa Burleson, Erika Parker, Campus Grade-level Design teams	Design Quality Training Evidence in Classroom Walkthroughs				
3) Grade level teams will implement one design quality per week into their lesson plans for students.	Deborah Sanchez, Alyssa Burleson, Team Leaders	Lesson plans in Eduphoria Forethought				
4) K-5 Teachers will implement the PBL/ELM Model using eStudio to increase student engagement in the classroom and the use of 21st Century learning skills.	Deborah Sanchez, Alyssa Burleson, Cindi Bolton, Lisa Paine, & all teachers and staff	Classroom walkthroughs				
= Accomplished = 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: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Alyssa Burleson, 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, Alyssa Burleson, all classroom teachers	increased student activity & healthy initiatives				
= Accomplished = 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 2 classroom walkthroughs, one goal setting conference, and one summative conference for the 2016-2017 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: Some progress made toward meeting Performance Objective

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 3)

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

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

Performance Objective 1: Walker Elementary will continue to strive to achieve Level 1, Year 1 PLC and become High Reliability School Level 1 certified.

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

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 (Leading Indicator 1.4).

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

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

Performance Objective 3: Walker staff will partner with the PTA to plan and implement two campus wide events that serve to build and sustain positive home-school relationships.

Evaluation Data Source(s) 3: Two campus-wide events occur in which campus staff participates.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will sponsor and/or attend a fall event hosted by PTA and encourage student participation in their homeroom classes.	Deborah Sanchez, Alyssa Burleson, Diana Luna - PTA, all classroom teachers	campus events occur; PTA Fall Festival				
2) Teachers will co-host a Family Fitness Night by planning and hosting physical activities for students, parents and staff to engage in that promotes healthy lifestyles.	Deborah Sanchez, Alyssa Burleson, John Stout, Craig Dickerson, Emily Cieminski, Diana Luna - PTA, all classroom teachers and staff	Family Fitness Night, Healthy Zone initiatives, Quarterly CATCH campus meetings, Morning Running Club				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

Performance Objective 4: Student responses related to Leadership/Involvement in Decision Making and Vision/School Purpose on the Perspective Data Survey or PDS will increase. All areas of the PDS will rate higher than the district average and will continue to move up.

Evaluation Data Source(s) 4: Perspective Data Survey

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will write specific learning objectives in lesson plans and display for students to see. Teachers will implement the design qualities & High Yield Strategies in lesson planning to increase student participation and engagement.	Deborah Sanchez, Alyssa Burleson, all classroom teachers	posted learning objectives, ELL learning objectives, implementation of design qualities in lessons & the use of High Yield Strategies Classroom Walkthroughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

Performance Objective 5: Walker teachers and staff will utilize a variety of clear, consistent communication methods to communicate with other staff members, students, parents, the community.

Evaluation Data Source(s) 5: Staff surveys, Walker Live, Parent Teacher Conferences

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All classroom teachers will make a positive phone call home within the first two weeks of school for all of their students.	Deborah Sanchez, Alyssa Burleson, all classroom teachers	phone calls home				
2) Grade level teams will establish a consistent system for weekly communication with parents about events and curriculum focus. (i.e. weekly email, classroom websites, classroom wiki pages, etc.)	Deborah Sanchez, Alyssa Burleson, Team Leaders	weekly communication				
3) Teachers will conduct parent conferences during the 1st 9 weeks window between October 24th and November 4th.	Deborah Sanchez, Alyssa Burleson all classroom teachers	parent conference logs due on 11/7/16 100% face-to-face participation				
4) The Walker campus staff will develop a variety of communication routes to communicate with parents and community members (ParentLink, Constant Contact weekly emails, Walker Facebook page, Walker PTA Facebook page, Walker website, Twitter, etc.)	Deborah Sanchez, Alyssa Burleson, Suzanne Cain, Cindi Bolton, Kathryn Lewis & classroom teachers	weekly communication; variety of communication sources that are updated on a weekly basis				
5) Administrators and teacher leaders will develop and implement a consistent form of communication for staff members to share and collaborate with one another. (i.e. Walker Staff Shared Google, emails, morning notes, Twitter, Facebook, etc.)	Deborah Sanchez, Alyssa Burleson, Cindi Bolton, all classroom teachers	daily/weekly communication				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

Performance Objective 6: Walker Elementary students and staff will continue to be a Healthy Zone School by embracing multiple activities before, during, and after school.

Evaluation Data Source(s) 6: WE B' Runnin', Jump Rope for Heart, Field Day, Taste it Tuesday, Wellness Wednesdays, Walk to School Wednesdays, Adventure Fitness, Weight Loss Challenge (Teachers Only), Water Bottle Water Fountain

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Goal 2: Safe and Collaborative Culture: Walker 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. (HRS)

Performance Objective 7: Walker students will demonstrate behaviors of acceptance, tolerance and kindness, as well as the uniqueness and diversity of learning to other students, teachers and staff. Implementation of Responsive Classroom, research-based approach between academic and social-emotional learning, will occur in all K - 5 classrooms.

Evaluation Data Source(s) 7: Walker Live, Future Ready Skills, PTA Awareness Days

Summative Evaluation 7: Significant progress made toward meeting Performance Objective