

McKinney Independent School District

Walker Elementary

2021-2022 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walker serves all elementary grade levels K-5 with a total enrollment of approximately 442 students.

Enrollment By Ethnicity:

American Indian/Alaskan Native = .2%

Asian = 7.7%

Black/African American = 8.8%

Hispanic/Latino = 13.3%

White = 61.6%

Hawaiian/Pacific Island = .2%

Two or More = 7.9%

ESL = 4.2%

Free or Reduced Lunch = 12.8%

Dyslexia = 18.4%

504 = 18.3%

SPED = 11%

GT = 14.1%

Homeless = .4%

At-Risk = 12.2%

Enrollment By Sex:

Male = 234 (51.88%)

Female = 217 (48.12%)

Enrollment By Grade Level:

Kindergarten = 55 students

1st grade = 77 students

2nd grade = 61 students

3rd grade = 79 students

4th grade = 96 students

5th grade = 83 students

Total = 451 students

Demographics Strengths

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 dyslexia characteristics, 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 Rtl by providing tiered educational and behavioral interventions for general education students needing extra support.

Student Achievement

Student Achievement Summary

Walker Elementary utilizes multiple measures, both formal and informal, to track the academic performance of all students. These multiple measures have been analyzed and used in the development of the 2021-2021 Campus Improvement Plan. Since its opening in 2000, Walker has demonstrated continuous improvement, achieved high academic performance, and has received an Overall A Rating by the Texas Education Agency. Our educators are committed to collaborating as a professional learning community in order to provide students with optimal learning experiences based on individual student needs. This positive culture of collaboration fosters the excitement for learning and an environment in which all students can be successful.

STAAR scores, Measure of Academic Progress (MAP), and a wide variety of formal and informal data sources are continuously analyzed in order to provide effective instruction, enrichment, and intervention to all Walker Elementary students.

Student Achievement Strengths

As a school community, Walker strives to ensure that 100% of our students are successful on all measurements. We continue to set high targets to ensure that we move all children towards mastery learning. By teaching engaging lessons and making personal connections with our students, they reap the benefits of an outstanding and exemplary education.

School Culture and Climate

School Culture and Climate Summary

A culture of high expectations and mutual respect is very important to the Walker Elementary school community. Our culture allows for students, teachers, and parents to collaborate as partners in order for us to provide the best educational experiences for our students. Walker will participate in the “Live Kind” initiative and use the Character Strong SEL curriculum this year in order to promote the social and emotional skills students need to be effective communicators and productive citizens.

Walker Elementary became a High Reliability School Level 1 certified in 2017 for having strong structures and processes in place that supported a safe and collaborative learning environment and certified in High Reliability School Level 2 for having effective teaching in every classroom in 2019.

At Walker, Positive Behavior Intervention Support (PBIS) has been implemented over the past two years, and we continue to fine-tune and collaborate on structures that put kids first. Collecting survey data from our students and staff allowed for collaboration and the creation of our Guidelines for Success Expectations (The Walker Way) in order to create school-wide expectations with a common language. These Guidelines for Success are taught and re-visited throughout the school year through community circles, guidance lessons, morning announcements, Walker Live, and in the classroom. The expectations are displayed in classrooms and throughout the building.

School Culture and Climate Strengths

Parent Organizations: PTA and Walker Dads

Student Organizations and Groups: Student Council, Choir, Safety Patrol, Run Club, Green Team, Coding Club, and Graphic Design Club

Annual Events & Activities: Flag Raising/Lowering, PTA Fun Run, PTA Fall Fest, Supply and Say Hi, Popsicles in the Park, Open House, Art Show, Choir/ Music Performances, Veteran's Day Celebration, Monthly Walker Live, Grandparent Lunch, Thanksgiving Lunch, Angel Tree, Live Kind, Spirit Nights, Career Day, College Week, Red Ribbon Week, Monthly Theme

Spirit Days, Field Day, PTA Variety Show, PTA Giving Party, Spelling Bee, Mystery Readers, Staff vs Students Kickball, Kindergarten Celebration, 5th Grade Celebration, and classroom celebrations.

Awards: Honor Student Council, Healthy Zone School, High Reliability Schools Level 1 and 2 Certifications, Texas Education Agency Overall A Rating

Parent Communication: Weekly newsletter, Walker Parent and Student Handbook, Weekly Grade Level emails, Grade Level Newsletters, Weekly Monday Folders, Walker Facebook page, Walker PTA Facebook page, Walker Twitter, and Walker Elementary Website

Collaboration: PTA Executive Board Meetings, Walker A-Team Team, Professional Learning Communities, Walker Committee Teams, and Parent Conferences

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aligning with the MISD Board Goals regarding staff quality, recruitment, and retention of staff, our hiring practices at Walker Elementary focus on employing the best and highest quality teachers who can provide a classroom environment conducive to promoting academic and social success for all students. Coupled with these expectations, all staff members are expected to ensure a safe, nurturing classroom environment where students can develop into kind and compassionate people. The administrative team works hard to ensure that our staff receives the necessary support for their own professional learning in relation to our core business of supporting the design of engaging lessons.

Walker will work diligently to ensure that our attrition rate remains low. One goal is to ensure that new staff has adequate support for success. Administration, mentors, and mentees will meet throughout the school year to ensure the needs of our new staff are addressed.

Staff Quality, Recruitment, and Retention Strengths

During the 2020-2021 school year, 100% of Walker teachers met and exceeded the required 50 hours of professional development and also completed the required Gifted and Talented hours. 98% of our staff have their English as a Second Language (ESL) certification, and twelve staff members have a Master's degree or higher level degree from an accredited university. Five of our staff members graduated from McKinney ISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Walker Elementary teachers and staff are committed to implementing engaging, relevant, and differentiated learning opportunities for all students using research-based instructional strategies. Walker will continue our focus on effective instruction in every classroom, and will continue our collaboration on aligning best practices, curriculum, instruction, and assessment through our professional learning communities work. Each team will spend time analyzing essential standards, creating common formative assessments to support tracking student learning and growth towards mastery, analyzing a variety of student achievement data in addition to determining the impact of instructional strategies on student learning, and discussing the implications to instruction. That work extends into lesson design time as teachers work together to plan instruction using data discussed and analyzed through the PLC process, including incorporating strategies from McKinney ISD Model of Instruction that best fit the curriculum and support identified student needs.

Campus administrators monitor instruction and learning by conducting frequent formal and informal walkthroughs, evaluations, and data meetings with teams to ensure student progress and achievement.

Curriculum, Instruction, and Assessment Strengths

Walker Elementary is certified as a Level 2 High Reliability School which focuses on effective instruction in every classroom. All Walker Elementary teachers implement the McKinney ISD Model of Instruction which develops a deeper common understanding of what those strategies look like in the classroom.

To ensure balance in achievement for all student groups, Walker teachers focus on continued growth and improvement by planning instruction and assessment using the Professional Learning Communities (PLC) framework. Teachers collaborate to select essential grade-level standards in reading and math. Differentiated instruction is received in small groups based on formative and summative assessment data.

Teachers set professional goals that are aligned to the McKinney ISD Model of Instruction and will engage in job-embedded professional development specific to their individual goals. The use of teaching strategies from the Model of Instruction will be

frequently monitored and quick data that evidence the use of these practices school-wide will be shared with teachers regularly in order to determine instructional strengths and directly impact student achievement.

Actions to Improve Student Performance:

Walker continues to focus on student-centered learning through the implementation of the High Reliability School Framework and the PLC process. The Walker administrative team will provide clarity of expectations, operations, systems, and professional practices. Administrators and teachers will monitor the effectiveness and instructional implications of the MISD Model of Instruction. Through collaborative team time, grade levels unwrap essential standards, develop common assessments, analyze results, and develop goals and action plans to improve student achievement. Walker Elementary believes that a collaborative culture is essential to improving teaching and learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Walker Elementary has a strong partnership with our parents and community. Parent participation and engagement play a critical role in our positive, collaborative culture focused on our students. This partnership is vital to our success as a school. The evidence is revealed through the strength of the PTA, participation in community events, and the number of volunteers that donate their time to Walker. Walker currently has parent volunteers that serve on the PTA Executive Board, as room moms and dads, and Walker Dads. The PTA Executive Board plans community events and fundraisers for the school such as the Fun Run, Fall Fest, Variety Show, Veterans Day Celebration, assembly speakers, classroom celebrations, and spirit nights. The Walker PTA Executive Board meets monthly. Through this collaboration with our community, the work of PTA is essential to the success and achievement of our Walker Stars.

School Context and Organization

School Context and Organization Summary

Roy Lee Walker was born on April 27, 1915. Mr. Walker grew up in the Copeville/Farmersville area of Collin County. He completed his undergraduate work at Wesley College in Greeneville, Texas, where he graduated as the valedictorian of his class. He later received a bachelor's and a master's degree from Texas A & M University at Commerce, Texas. He was a teacher and principal in Murphy and Copeville. Mr. Walker enlisted in the United States Army Air Corps on June 18, 1942, in Dallas, Texas. He served during World War II earning the Good Conduct Medal, Bronze Star, EAME Service Ribbon with one bronze star, and a Distinguished Unit Badge. He was honorably discharged on October 22, 1945. Mr. Walker was a member of Community North Baptist Church in McKinney, Texas. After World War II, he was principal of J. L. Greer Elementary in McKinney for thirty-eight years. In 2000, Roy Lee Walker Elementary in McKinney was opened and named in his honor.

School Context and Organization Strengths

Beginning our 22nd year at Walker, we have many effective structures in place: A-Team, Grade Level Team Leaders, Instructional Innovation Committee, Wellness Committee, Walker Way Committee, Medical Emergency Response Team (MERT), Coordinated Health Team, School Health Committee (SHAC), Threat Assessment and Safe & Supportive Team (TASST), Office Team, Vertical Team, and Grade Level Professional Learning Communities.

Technology

Technology Summary

Each classroom contains an interactive Vivitek board connected to an Apple Mac Mini and document camera. Teachers also have a MacBook Air laptop with wireless access for use at school and home.

Technology is integrated at all levels of learning at Walker Elementary. McKinney ISD's 1:The World initiative has supplied all of our classrooms with 1:1 technology devices. Each student in grades 2-5 has a MacBook for classroom use and each student in 1st and Kindergarten has an iPad for daily use. All devices are managed through MISD Technology Services. The department controls standardized grade level app deployment along with managing software updates and web filters. MISD's 1:The World also supports the design of lessons that meet the needs of digital learners both inside and outside the walls of the traditional classroom.

Walker elementary staff and students use Learning Management Systems to support Blended Learning. Students in K-2nd grade use the SeeSaw learning management system, and students in 3rd-5th grade use Canvas as their learning management system. Staff and students have access to additional instructional technology resources such as Google Workspace for Education, Discovery Education, Nearpod, Texshare databases, Gale Virtual Library, Flocabulary, PebbleGo, PebbleGo Next, Imagine Math, McKinney ISD digital libraries, and curated apps deployed to iPads. Instructional technology is designed to be seamlessly blended within each classroom's lesson design. Students and staff have 24/7 hour access to the listed instructional technology resources.

Instructional Technology support is available for teachers through professional development offered through the district at summer learning conferences and school year professional development days. The campus Media Resource Specialist (MRS) is responsible for training and curriculum support through technology resources. Technology PD is also offered at the point of need during teacher planning times, after-school workshops, and staff meetings. Teachers plan instruction and evaluate data through digital platforms in Aware and Forethought along with each grade level's learning management systems.

Technology at Walker Elementary is a valued instructional resource that is supported through district and campus funding, district-supported hardware updates, professional development training, and lesson design focused on blended learning. The Media Resource Specialist collaboratively works with staff and students to support innovative instructional technology and best practices.

Technology Strengths

Walker Elementary has several teachers who have earned the certification of Google Certified Educator. We consistently use weekly emails, newsletters, Smore, SeeSaw, Canvas, Facebook, Twitter, and websites to highlight campus events and communicate with parents and students.

Goals

Goal 1: Walker Elementary will ensure students, staff, and learning community believe that the school is safe, supportive, and collaborative.

Performance Objective 1: Walker Elementary students, parents, and community perceive the school environment as safe and orderly.

Evaluation Data Sources: Walker will provide documentation to district safety officials showing compliance with all required monthly drills that follow MISD Safety Response Protocol's and Walker's Campus Emergency Operations Plan. Walker will collect student and teacher survey results indicating the impact of the Walker Way school-wide expectations on the school learning environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff and students will comply with McKinney ISD Safety Response Protocols through monthly safety drills.</p> <p>Strategy's Expected Result/Impact: Knowledge of Safety Response Protocols and Crisis Plan.</p> <p>Documentation of monthly drills and Walker's Campus Emergency Operation Plan.</p> <p>Staff Responsible for Monitoring: Administrators, Staff, District Safety Personnel, and Students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and staff will follow the Walker Way school-wide expectations, including common language such as "Give me Five" and voice levels.</p> <p>Strategy's Expected Result/Impact: PBIS student and teacher survey results.</p> <p>Staff Responsible for Monitoring: Admin, Office Staff, Walker Way Committee, Teachers, and Students</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 1: Walker Elementary will ensure students, staff, and learning community believe that the school is safe, supportive, and collaborative.

Performance Objective 2: Walker Elementary staff will support the social and emotional growth of all students in our learning community.

Evaluation Data Sources: Walker will implement Positive Behavior Intervention Support (PBIS) strategies through the Walker Way in addition to promoting Character Strong and Live Kind.

Strategy 1 Details	Reviews			
<p>Strategy 1: Walker staff will implement strategies from PBIS into the Walker Way school-wide expectations, including Ticket Tuesday and the Principals' 200 Club, in order to promote a safe and supportive learning environment.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate knowledge of the Walker Way expectations.</p> <p>Walker Way, voice level, and Give Me Five expectations posted, explicitly taught, and referred to in all areas of the building.</p> <p>Staff and student survey data.</p> <p>Staff Responsible for Monitoring: Administrators, Office Team, Walker Way Committee, Teachers, and Students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Walker will support a Live Kind culture to foster kindness. Student recognition (Walker Live & Morning Announcements), celebrations and awareness (including education), CASES guidance lessons, staff Wellness committee, Kindness Shirt Wednesday, and community outreach opportunities will promote the Live Kind culture. Teachers will also promote Live Kind through morning meetings.</p> <p>Strategy's Expected Result/Impact: Walker students will interact with the learning community in ways that promote kindness and a mutual respect and acceptance for all.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, Wellness Committee, Teachers, and Students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Walker staff will promote a college and career ready learning environment with College Week, guidance lessons, and Career Day.</p> <p>Strategy's Expected Result/Impact: Increased awareness of colleges and careers available to students after graduation</p> <p>Staff Responsible for Monitoring: Counselor, Wellness Committee, Administrators, Teachers, and Students</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Walker will support the social and emotional growth of students by implementing Character Strong Curriculum. Character Strong follows -SEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision-Making; and Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility.</p> <p>Strategy's Expected Result/Impact: Character Strong curricula is focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. Students demonstrate knowledge of the SEL competencies and character development.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 1: Walker Elementary will ensure students, staff, and learning community believe that the school is safe, supportive, and collaborative.

Performance Objective 3: Walker Elementary staff will offer both parents and students opportunities for involvement in the learning community.

Evaluation Data Sources: Walker will partner with students, parents, and the community by providing opportunities that promote involvement throughout the learning community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Annual Events - Flag Raising/Lowering, PTA Fun Run, PTA Fall Fest, Supply and Say Hi, Popsicles in the Park, Open House, Art Show, Choir/ Music Performances, Veteran's Day Celebration, Monthly Walker Live, Grandparent Lunch, Thanksgiving Lunch, Angel Tree, Live Kind, Spirit Nights, Career Day, College Week, Red Ribbon Week, Monthly Theme Spirit Days, Field Day, PTA Variety Show, PTA Giving Party, Spelling Bee, Mystery Readers, Staff vs Students Kick-ball, Kindergarten Celebration, 5th Grade Celebration, and classroom celebrations.</p> <p>Strategy's Expected Result/Impact: Partnership with Walker families to enrich the students' learning experiences.</p> <p>Handouts, sign-in sheets, feedback and surveys</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Office Staff, MRS, Specials Teachers, Students, PTA, and Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student groups - Student Council, Choir, Safety Patrol, Run Club, Green Team, Coding Club, and Graphic Design Club</p> <p>Strategy's Expected Result/Impact: A positive, student-centered culture that promotes involvement and student leadership</p> <p>Feedback and surveys, program schedules</p> <p>Staff Responsible for Monitoring: Administrators, MRS, Specials Teachers, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 1: Walker Elementary will ensure students, staff, and learning community believe that the school is safe, supportive, and collaborative.

Performance Objective 4: Walker Elementary will develop and implement a school-wide plan for the promotion of equity and diversity as it applies to faculty, staff, and students.

Evaluation Data Sources: The Walker staff will implement and use SEL data from surveys, SEL lessons, Lesson Plans, Professional Development.

Strategy 1 Details	Reviews			
<p>Strategy 1: Walker staff will highlight diversity regularly through announcements with a weekly Book Talk, featuring applicable books to students for check out and learning resources to teachers.</p> <p>Strategy's Expected Result/Impact: Increase awareness of diversity, data collected from book check-out logs, and evidence of materials and resources used during instruction</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, and MRS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Character Strong curricula is focused on fostering the Whole Child with vertically-aligned lessons that teach social-emotional learning (SEL) and character, side-by-side. Students demonstrate knowledge of the SEL competencies and character development.</p> <p>Strategy's Expected Result/Impact: Character Strong curricula is focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. Students demonstrate knowledge of the SEL competencies and character development. Implementation of Character Strong during community circles and announcements to spark and facilitate discussions related to diversity; increase in compassion and respect for others across students and staff.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 1: Walker Elementary will ensure students, staff, and learning community believe that the school is safe, supportive, and collaborative.

Performance Objective 5: Communication and collaboration with the learning community through the use of social networks and digital media to involve students, parents, and community.

Evaluation Data Sources: The Walker staff will use multiple forms of media to communicate with students, parents, and the community

Strategy 1 Details	Reviews			
<p>Strategy 1: Walker staff will model and guide students' learning of good digital citizenship by being ethical, respectful, and safe using digital tools and resources. Classroom teachers, MRS, and Counselor will instruct students on Digital Citizenship, Internet Safety, the MISD Acceptable Use Policy, and how to appropriately use social networking technologies to increase collaboration with the learning community.</p> <p>Strategy's Expected Result/Impact: Walker's learning community demonstrates knowledge of and interacts with technology in a safe and productive way.</p> <p>Staff Responsible for Monitoring: Teachers, MRS, Administration, Counselor, Instructional Innovation Team, and Central Office Communication Teams.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will maintain communication through various digital platforms, Canvas, and SeeSaw, with all Walker stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase communication and collaboration opportunities with students, parents, and staff.</p> <p>Staff Responsible for Monitoring: Administrators, MRS, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 2: Walker Elementary will have structures and systems in place to promote and ensure the efficiency of effective teaching and learning in every classroom.

Performance Objective 1: Walker classroom teachers will utilize best practices for effective instruction.

Evaluation Data Sources: Teachers will use targeted small group instruction based on individual student needs using the Balanced Literacy and Math Workshop models.

Strategy 1 Details	Reviews			
<p>Strategy 1: Balanced Literacy, Math Workshop models, Leveled Literacy Instruction, and the MISD Instructional Framework will be used by all ELAR and math teachers to increase effective instruction in the classroom with the focus on student learning.</p> <p>Strategy's Expected Result/Impact: Increased reading, writing, and math student achievement evident through MTSS, MAP, District Assessments, STAAR, and common formative assessments.</p> <p>Collaboration with Instructional Leadership Team, professional development support, and teacher reflective practices.</p> <p>Staff Responsible for Monitoring: Teachers, MRS, Curriculum Coordinators, Administration, and Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Walker teachers will develop a 9-week curriculum map quarterly to best sequence learning standards to facilitate learning for student mastery and growth.</p> <p>Strategy's Expected Result/Impact: Curriculum and standards are sequenced to meet the needs of students. Promotes individual student growth.</p> <p>Individual student growth data, collaborative team agendas/minutes, standards mapping protocols, vertical team outcomes, and student growth outcomes.</p> <p>Staff Responsible for Monitoring: Teachers, MRS, Administrators, and Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use the Multi-Tiered Systems of Support (MTSS) protocols and processes to accurately identify students needing interventions, collaborate on student needs, and designing interventions based on individual student needs.</p> <p>Strategy's Expected Result/Impact: Individual student growth based on needs</p> <p>Student monitoring data, intervention logs, student goal progress, achievement data, MTSS meeting agendas, and minutes</p> <p>Staff Responsible for Monitoring: Teachers, MTSS Coordinator, and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement daily W.I.N. Time (what I need) to provide data-driven small group instruction that targets specific skill areas to support proficiency/enrichment in math and reading.</p> <p>Strategy's Expected Result/Impact: Individual student growth and academic achievement based on needs.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, MRS, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All ELAR and math teachers will receive required training/embedded professional development and attend curriculum updates meetings for successful implementation of all elements of Balanced Literacy, Math Workshop model, Leveled Literacy Instruction, and MISD Instructional Framework.</p> <p>Strategy's Expected Result/Impact: Increased instructional learning growth and application in the classroom.</p> <p>Embedded PD opportunities, data outcomes, walk-through data, professional development attendance, and increased student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, MRS, Administrators, Team Leaders, and Curriculum Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 2: Walker Elementary will have structures and systems in place to promote and ensure the efficiency of effective teaching and learning in every classroom.

Performance Objective 2: Teachers and staff will have formal ways to provide input regarding the optimal functioning of the school for high achievement.

Evaluation Data Sources: Teachers will participate in collaborative team meetings, curriculum meetings, PLCs, and the TTESS process in order to improve instructional effectiveness and promote high student achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Walker's Lesson Design Guide and the MISD Collaborative Team Cycle to design instruction for student learning needs.</p> <p>Strategy's Expected Result/Impact: Walker's grade level Collaborative Team Time will focus on student learning and growth.</p> <p>Collaborative Team Time schedule, minutes and products (goals, norms, CFAs, data analysis, instructional implications).</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Vertical teams will identify and collaborate on the vertical instructional needs for student learning and the function of the school based on data outcomes.</p> <p>Strategy's Expected Result/Impact: Implementation of effective practices based on findings of vertical teams.</p> <p>Meeting minutes/agendas, learning implemented from district In Sync curriculum meetings</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Vertical Teams, and MRS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be evaluated through the T-TESS appraisal system for instructional growth and improvement as teachers set goals, reflect on progress, and implement new learning to support effective instruction.</p> <p>Strategy's Expected Result/Impact: Improvement of effective teaching strategies through walkthroughs, observations, teacher goal setting, T-TESS evaluations, and coaching conversations</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will deepen their learning of the professional learning community cycle and continue to develop skills using the established collaborative processes, structures, and norms.</p> <p>Strategy's Expected Result/Impact: Walker's Professional Learning Community will focus on student learning for all and results.</p> <p>Collaborative team goals, norms, agendas/minutes, surveys, collaborative team schedule, data protocols, and 4 PLC Critical Questions.</p> <p>Staff Responsible for Monitoring: Administration, Team Leaders, Teachers, and MRS</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 2: Walker Elementary will have structures and systems in place to promote and ensure the efficiency of effective teaching and learning in every classroom.

Performance Objective 3: Collaborative teams will meet regularly to address lesson design, learning standards, and instructional strategies regarding curriculum, instruction, assessment, and achievement of all students.

Evaluation Data Sources: Collaborative Team goals and norms, agendas and minutes from meetings, lesson design products, Collaborative Team/PLC cycle, and reflections from learning walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative grade level team meetings will be held each week to promote a focus on learning for all: collaboration of standards, instructional strategies, data analysis, lesson design, and a commitment for continuous improvement.</p> <p>Strategy's Expected Result/Impact: The staff engages in ongoing collaboration and collective inquiry to achieve better results for all students.</p> <p>Staff Responsible for Monitoring: Teachers, Specials Teachers, Special Education Teachers, Administrators, Counselor, and MRS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC teams will work through the PLC cycle in order to create common formative assessments based on data analysis and essential standards in order to design lessons and student grouping to promote TEKS mastery.</p> <p>Strategy's Expected Result/Impact: Increased success and mastery of standards evident from ongoing and targeted data collection</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Special Education Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Goal 2: Walker Elementary will have structures and systems in place to promote and ensure the efficiency of effective teaching and learning in every classroom.

Performance Objective 4: Walker Elementary will create an authentic learning experience by integrating instructional technology.

Evaluation Data Sources: Increase in student engagement and success in digital literacy moving all students to become knowledgeable digital citizens.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will expand their individual professional learning by focusing on embedding instructional technology into lessons in order to positively impact student engagement.</p> <p>Strategy's Expected Result/Impact: Evidence of professional learning through lesson plans and data from MOI Walkthroughs.</p> <p>Staff Responsible for Monitoring: Administrators, MRS, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Walker Innovation Team will lead their grade level teams towards providing opportunities for a self-paced, differentiated, and collaborative digital learning environment.</p> <p>Strategy's Expected Result/Impact: MRS collaborating with teams monthly during planning; evidence of blended learning and teaching; minutes & agenda from Innovation Team meetings; lesson plans and MOI data; adoption and implementation of new digital platforms and resources; evidence of effective program use and implementation</p> <p>Staff Responsible for Monitoring: MRS, Instructional Innovation Team, Teachers, and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Walker staff will utilize digital platforms such as SeeSaw, Canvas, Google Apps for Education, and other resources as collaborative learning tools.</p> <p>Strategy's Expected Result/Impact: Student producers of technology tools for communicating and learning.</p> <p>Staff Responsible for Monitoring: MRS, Instructional Innovation Team, Teachers, and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

A-Team

Committee Role	Name	Position
Administrator	Melanie Raleeh	Principal
Assistant Principal	Misty Young	Asst. Principal
Media Resource Specialist	Cindi Bolton	MRS
Counselor	Holli Shegog	Counselor
Campus Secretary	Pam Tolbert	Campus Secretary

Campus Leadership Team

Committee Role	Name	Position
Principal	Melanie Raleeh	Principal
Assistant Principal	Misty Young	Assistant Principal
Counselor	Holli Shegog	Counselor
Media Resource Specialist	Cindi Bolton	MRS
Classroom Teacher	Karlie Jensen	Kindergarten
Classroom Teacher	Elyse Buhrow	1st Grade
Classroom Teacher	Erian Shinn	2nd Grade
Classroom Teacher	Maya Good	3rd Grade
Classroom Teacher	Lindsay Paul	4th Grade
Classroom Teacher	Kim Tijerina	5th Grade
Classroom Teacher	John Stout	PE Coach
Classroom Teacher	Angela Williams	Special Education Resource

Instructional Innovation Committee

Committee Role	Name	Position
Media Resource Specialist	Cindi Bolton	Media Resource Specialist
Classroom Teacher	Lindsey Mazziotti	Teacher
Classroom Teacher	Monica Kane	Teacher
Classroom Teacher	Summer Lindsey	Teacher
Classroom Teacher	Ashley Garcia	Teacher
Classroom Teacher	Amy Trotter	Teacher
Classroom Teacher	Diana Luna	Teacher
Classroom Teacher	Trisha Kincaid	Teacher

Wellness Committee

Committee Role	Name	Position
Nurse	Jennifer Beaverson	Nurse
Counselor	Holli Shegog	Counselor
Classroom Teacher	John Stout	PE
Classroom Teacher	Karlie Jensen	Teacher
Classroom Teacher	Ashton Corum	Teacher
Classroom Teacher	Ashley Bearden	Teacher
Classroom Teacher	Jessica Baas	Teacher
Classroom Teacher	Jenny Frederick	Teacher
Classroom Teacher	Beth Lucia	Teacher
Classroom Teacher	Margaret Shelton	Teacher

Addendums