

**Aledo Independent School District**

**Walsh Elementary**

**Campus Improvement Plan**

**2020-2021**



# Mission Statement

Ensuring High Levels of Learning for All Students

**Show Greatness**

**Share Greatness**

**Grow Greatness**

## Vision

Aledo ISD Vision Statement:

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

## Value Statement

At Walsh, we embrace the following **GREAT** core values:

**G**rowth Mindset

**R**esponsibility

**E**xcellence

**A**ll Means All

**T**ogetherness

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our fourth year as a community school, educating all students in our area. Our current population at Walsh is 674 students with 47.8% female and 52.2% male. The breakdown of ethnicity is as follows: African American 2.8%, Other 7.0%, Caucasian 70.6%, and 19.6% is Hispanic. Our economically disadvantaged population is 15.7%. The percent of students receiving special education services is 10.4% and our students receiving ESL services is 2.2%. Additionally, we have 3.2% of our students receiving GT services. Walsh is identified as a Title I school based on our demographics. Walsh is proud to have two campus administrators, one full-time counselor, one full-time instructional specialist, one part-time literacy specialist, one full-time campus library aide, forty-one full-time instructional professionals, one full-time diagnostician, one part-time ARD facilitator, four full-time special education instructors and six instructional aides, as well as four part-time professional staff members.

At Walsh, we are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development and create continuous high-quality work. Our state of the art facility has collaborative areas, thinking walls, innovative technology, an art classroom, maker space, and science labs to meet the needs of all our students.

Walsh gathered data from many sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

### Demographics Strengths

- Walsh boasts a highly qualified faculty that focuses on the whole child.
- 86% of our core teaching staff are ESL Certified...100% of classroom teachers will be ESL certified by the end of the 2020-2021 school year.
- Walsh faculty focuses on continuously growing as a team to meet the needs of all students.
- Walsh culture and climate is rooted in collaboration, communication, creativity, and critical thinking.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Walsh attendance rate was at 96.18% for the 2019-2020 school year, a slight drop from the 2018-2019 school year. **Root Cause:** In addition to the pandemic, some parents still do not fully understand that a family vacation or other elective days count adversely toward school attendance.

# Student Achievement

## Student Achievement Summary

Walsh Elementary School believes that achievement, growth and success for all students is the main priority.

With collaboration, critical thinking, creativity, and communication, students have the opportunity to explore, analyze and apply their daily learning to real world situations. Growth for students is monitored through implementation of purposeful instruction, specific interventions, and continuous monitoring of student data throughout the school year.

As a campus, we have developed processes and instructional practices that engage students through high quality instruction. The Walsh staff has worked to create a master schedule that allows for intervention and extension based on student needs. During WIN (What I Need) time, our teaching staff provides targeted instruction to strengthen skills and close learning gaps. Our Response to Intervention process allows for the identification of students for whom Tier 1 and Tier 2 instruction is insufficient.

Our data below demonstrates a continued need to ensure what we teach, how we teach the curriculum, and design instruction that embeds a balanced literacy approach to teaching. We will also focus on our district problem of practice, focusing on student progress. The data below indicates that while many of our growth and achievement indicators are within close range of the district, we do have opportunities for improvement, particularly in 4th and 5th grade ELAR as well as 5th grade Science.

3rd Grade ELAR Benchmark			4th Grade ELAR Benchmark			5th Grade ELAR Benchmark		
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
87.47%	55.08%	35.64%	88.30%	61.49%	28.51%	88.10%	69.35%	39.31%
85%	53.75%	36.25%	83.52%	53.85%	28.57%	84.27%	64.04%	42.70%
3rd grade Math Benchmark			4th Grade Math Benchmark			5th Grade Math Benchmark		
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
82.91%	44.94%	20.04%	86.07%	63.41%	39.92%	90.54%	66.40%	48.29%
80.25%	49.38%	17.28%	83.70%	63.04%	39.13%	93.26%	60.67%	38.20%
4th Grade Writing Benchmark			4th Grade Writing Benchmark			4th Grade Writing Benchmark		
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
Not Applicable			75.10%	46.44%	14.23%	Not Applicable		
			63.74%	32.97%	9.89%			
May 2019 STAAR Science, Grade 5			May 2019 STAAR Science, Grade 5			May 2019 STAAR Science, Grade 5		
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
Not Applicable			Not Applicable			87.73%	53.58%	27.61%
						88.37%	45.35%	18.60%

3rd Grade ELAR Benchmark				4th Grade ELAR Benchmark				5th Grade ELAR Benchmark			
<b>Kindergarten BOY DRA2 Independent Level</b>				<b>Kindergarten MOY DRA2 Independent Level</b>							
<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>	<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>	<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>
1.68%	2.10%	8.60%	87.42%	9.15%	8.54%	51.42%	30.89%				
2.44%	1.63%	8.94%	86.18%	14.50%	8.40%	45.80%	31.30%				
<b>1st Grade BOY DRA2 Independent Level</b>				<b>1st Grade MOY DRA2 Independent Level</b>							
<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>	<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>	<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>
4.85%	6.33%	8.44%	80.38%	17.68%	13.41%	10.98%	57.93%				
14.41%	8.11%	5.41%	72.07%	28.45%	12.93%	9.48%	49.14%				
<b>2nd Grade BOY DRA2 Independent Level</b>				<b>2nd Grade MOY DRA2 Independent Level</b>							
<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>	<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>	<b>Advanced</b>	<b>Independent</b>	<b>Instructional</b>	<b>Intervention</b>
4.58%	18.13%	11.95%	65.14%	18.18%	25.30%	19.76%	36.76%				
6.19%	18.56%	14.43%	59.79%	22.33%	27.18%	18.45%	32.04%				

### Student Achievement Strengths

- Specific student intervention time (What I Need - WIN) in the master schedule to work with small groups, addressing individual student needs.
- Teachers meet weekly in collaborative teams to disaggregate data & plan intervention and extension accordingly.
- Title 1 funds are utilized for an Instructional Specialist position on campus as well as additional tutoring for targeted students. The amount of Title 1 funds is \$89,601.
  - \$11,993 of Title 1 funds will be used for summer school.
- Title 2 funds will be used to provide Professional Learning for Walsh staff. \$8,313 is allotted for Title 2.
- Title 3 funds will provide continual support for English Learners in the following way:
  - \$9,625 for Tutoring/Intensified Instructional for English Learners
  - \$5,000 for Supplies for English Learners
  - \$1,000 for Professional Learning for ESL Staff
  - \$5,275 for Support for Students New to the Country or Within Their First 3 Years in US Schools.
- Title 4 funds of \$20,985 is available for Capturing Kids Hearts training.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Our campus problem is inconsistent measures of student progress. Formative assessments still vary according to teacher. **Root Cause:** Last year was our first year of PLC Implementation. While we worked on shoring up the process, we did not achieve common formative assessments among all of our teams. Some teachers were resistant to the collective responsibility aspect of PLC.

**Problem Statement 2 (Prioritized):** After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

# School Culture and Climate

## School Culture and Climate Summary

As a campus, strong relationships among staff, students, and families are the foundation of our core values. Our newly developed core values are: Growth Mindset, Responsibility, Excellence, All Means All, and Togetherness (GREAT). Through the adoption of Capturing Kids' Hearts, teachers are able to "create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior." (<https://flippengroup.com/education/capturing-kids-hearts-1/>) Due to COVID, we are limited in our ability to have parent volunteers on campus. When restrictions are lifted, we look forward to this continued partnership. To promote a positive staff culture, we have partnered with Chance to Soar, a non-profit focused on promoting a collaborative team culture.

Walsh has developed a student recognition committee to ensure students are recognized in various ways and at various times across campus. The student recognition will also be tied to our campus core values. Our students are our focus and the most important people in the school environment. Student leadership opportunities are available for our students within the classroom and through school wide programs such as StuCo. Currently, students and staff are included in leading the pledges and announcements, safety patrol, and various community service projects throughout the school year. (Some of these opportunities are changing form in light of COVID restrictions.) This year we will implement a virtual student council that will assist with student recognition and achievement.

The Walsh staff is 100% highly qualified and works together to maintain a positive climate and culture.

We also have a Guiding Coalition, which will routinely check the pulse of the campus and make decisions on the path forward.

A campus survey will be administered in January.

The data sources reviewed to identify areas of need will include questionnaires/surveys, school walkthrough data, focus groups, and meetings.

Walsh Elementary prides itself on creating an environment that is safe and allows for students to take risks. Our goal is always to ensure families feel welcome to enter our building, volunteer their time when it is safe for additional adults to enter the building due to current status of COVID concerns and team with teachers for the growth of their students.

### **For staff:**

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

### **For students:**

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.



### **For parents:**

For each of the student programs cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

### **School Culture and Climate Strengths**

- All staff work together to create a safe learning environment for students.
- Our Student Council facilitates projects that promote a positive school culture and climate.
- Capturing Kids Hearts has been implemented campus-wide to build relationships, with over 60% of staff trained in implementation.
- Our Campus Improvement Committee allows for feedback to improve Walsh Elementary School and includes the whole staff, business owners, community members and parents.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Safety of our students in light of COVID presents many concerns and considerations. **Root Cause:** COVID

**Problem Statement 2:** We are unable to host the PTO and parent volunteers on campus. **Root Cause:** COVID Restrictions

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

It is the intention of the Walsh administration to recruit and retain highly qualified staff. All Walsh teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Walsh expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day.

## Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff is 100% highly qualified.
- Professional Learning is provided to develop new ideas that promote student success.
- A Teacher of the Month is selected by peers.
- Instructional Specialist and Early Literacy Specialist coach teachers and provide support regularly.
- New Teacher candidates are interviewed by a committee of teachers and come prepared to teach a sample lesson.
- Staff is provided with learning opportunities through relevant Just in Time training.
- Teachers will have opportunities to attend PLC training.
- Math and ELAR tutors support classroom instruction.
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success.

Needs:

- Climate of trust and respect
- Teachers are recognized for accomplishments and contributions
- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$8,313 allocated for Walsh.
- Additional certifications are needed for ESL.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Additional professional learning is needed to address the needs of struggling students. **Root Cause:** As a campus with high growth, we have many students coming from a wide variety of school settings, causing concern for consistent student growth.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Walsh Elementary staff believe that consistent implementation of district initiatives, aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. Teachers and grade level teams collaborate weekly to create lesson plans and campus instruction reflects the use of the TEKS, district curriculum guides, assessment, and research-based resources.

## Curriculum, Instruction, and Assessment Strengths

Strengths:

- The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies for not just their class as a whole, but for each unique child.
- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- Teachers believe in district initiatives and implement them consistently.
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond and Fundamental 5 Instructional Strategies.
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district.
- Assessment-data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers.
- Professionals at Walsh have incorporated Blended Learning Practices into multiple instructional models that maintain high levels of learning in the learning environment.
- Staff adaptability in the face of COVID-19 proves to be one of our greatest assets.

Needs:

- Ongoing professional development focused on high-level questioning and academic discussion
- Continue to improve upon interventions and extensions for all students through our PLC process
- Research based intervention system for struggling learners and consistent enrichment opportunities for students meeting or above mastery
- Vertically aligned essential standards
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN
- Ongoing professional development for continued updates to Learning Management Systems and various supporting applications and websites

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Consistent Implementation of Curriculum **Root Cause:** Moving from from resource driven to standards driven

# Parent and Community Engagement

## Parent and Community Engagement Summary

Walsh believes that family and community involvement plays a vital role in the success of students. The campus is working strategically to connect with families in spite of COVID restrictions. Our families are very important to the educational process as well as to the safety and security of our school. We involve the community through our AISD app, weekly parent newsletter, Blackboard texts, Aledo and Walsh web pages, Walsh Elementary Facebook page, teacher web pages, and our PTO newsletter.

## Parent and Community Engagement Strengths

Strengths:

- Active PTO
- StuCo
- Parent Representatives on SHAC and Campus Improvement Committee
- Kindergarten Meet The Teacher
- Virtual Fall Curriculum Night
- Facebook Live Events and Posts
- Virtual Choir
- Virtual Meet The Teacher and Tour
- Virtual Running Club and Race

Weaknesses:

Due to restrictions, the following events/activities are either limited in nature or on hold until restrictions are lifted:

- WatchDog Dads
- PTO Events
- Classroom Helpers
- Classroom Guest Speakers
- Cardboard Arcade
- Book Fairs
- Kindergarten Round Up
- Daddy Daughter and Mother Son Events
- Family Nights
- Food Drive

# School Context and Organization

## School Context and Organization Summary

Walsh will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Walsh staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole.

## School Context and Organization Strengths

Strengths:

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team

Needs:

- Implementation of School Wide Expectations and Positive Behavior System

# Technology

## Technology Summary

Walsh Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. Through the district's Return to Learn plan, parents are providing technology for their child(ren). The district provided devices are based on student need. Additional technology is expected to arrive in district in December, fulfilling remaining needs. Throughout the building, technology is available for teacher and student use, including a ten-foot interactive board for all to use. Our staff is trained in Blended Learning and various Learning Management Systems that are used to meet and support learning standards. The district has streamlined the log-on process for students and staff with a single sign-on through Launchpad.

Technology professional learning and support is provided in an on-going process.

## Technology Strengths

Walsh Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Teachers utilize individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)
- Professional learning provided regularly including teacher tech tips
- Teachers integrate technology into instruction on a daily basis

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Lack of student ability to utilize devices independently **Root Cause:** Insufficient practice and implementation

# Priority Problem Statements

**Problem Statement 1:** After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student failure and/or retention rates
- Student failure and/or retention rates
- Running Records results





# Goals

## Goal 1: How We Teach: Delivery of Instruction

**Performance Objective 1:** Walsh will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.

**Evaluation Data Sources:** Data from Daily Impact Walks and Remote Lesson Reviews

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, campus-wide, 100% of the time, by June of 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District Administration supervising: SpEd</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 2:** Walsh will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

**Evaluation Data Sources:** Daily Impact Walks and Remote Lesson Reviews

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Teachers will implement Framing the Lesson in daily instruction.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will utilize Framing the Lesson daily, including We Will, I Will, So That I Can with fidelity by June 2021.  <b>Staff Responsible for Monitoring:</b> Campus Administration, District Administration supervising: SpEd  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will implement critical writing in daily instruction.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement critical writing in daily instruction by June 2021.  <b>Staff Responsible for Monitoring:</b> Campus Administration, District Administration supervising: SpEd  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 3:** Walsh will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time, by June 2021.

**Evaluation Data Sources:** Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from daily impact walks will show consistent patterns of evidence, campus-wide, 85% of the time, by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District Administration supervising: SpEd</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2021, 98% of Walsh collaborative teams school-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

**Evaluation Data Sources:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Collaborative teams will:</p> <p>Indicator 1:                      *Teachers will clarify essential learning standards for each unit and criteria for student mastery.                      *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning</p> <p><b>Strategy's Expected Result/Impact:</b> 98% of Collaborative teams will rate at the "developing" level in Indicator #1 by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialists                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2021, 98% of Walsh collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

**Evaluation Data Sources:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation:** None





<p><b>Strategy 1: Collaborative Teams:</b>  Indicator #1:  *Meet on a weekly basis and utilize guidelines protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.  *Team leaders are helping lead the collaborative process, and the work of teams is monitored closely, so assistance can be provided when a team struggles.  *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.  <b>Strategy's Expected Result/Impact:</b> 98% of collaborative teams campus wide will rate at the developing level on indicator #1 by June 2021.  <b>Staff Responsible for Monitoring:</b> Collaborative Teams  Instructional Specialists  Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 3:** By June 2021, 100% of collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

**Evaluation Data Sources:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Collaborative Teams: Indicator #1: *Have established an annual smart goal and assess progress towards reaching the goal *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the teams SMART goal. <b>Strategy's Expected Result/Impact:</b> 100% of collaborative teams campus wide will rate at the developing level in indicator #1 by June 2021. <b>Staff Responsible for Monitoring:</b> Collaborative Teams Instructional Specialists Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 4:** By June 2021, 100% of Walsh collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

**Evaluation Data Sources:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Collaborative Teams: Indicator #1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team developed common assessments, district assessments, and state assessments *Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results. <b>Strategy's Expected Result/Impact:</b> 100% of collaborative teams campus wide will rate at the "developing" level in Indicator #1 by June 2021. <b>Staff Responsible for Monitoring:</b> Collaborative Teams Instructional Specialists Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 3:** Walsh Elementary School will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 1:** To ensure student and staff safety, all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

**Evaluation Data Sources:** 100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Campus police officer will check 100% of each door type at Walsh Elementary every week and maintain documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Police Officer Campus Administration All campus staff</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
No Progress	Accomplished	Continue/Modify	Discontinue	

**Goal 3:** Walsh Elementary School will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 2:** Campus communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

**Evaluation Data Sources:** COVID positive case notification letters, quarantine notification letters, district dashboard

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Within twelve hours of being notified of a COVID positive case at Walsh, the campus will provide required notice via email to all staff and families at the impacted campus in English and Spanish.</p> <p>2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish.</p> <p>3. The COVID dashboard will be updated each business day.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the campus will provide required notice via email to all staff and families in English and Spanish.</p> <p>2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the campus will provide required notice of quarantine via email to the identified close contacts in English and Spanish.</p> <p>3. 100% of the time, the COVID dashboard will be updated each business day.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Executive Director of Student Services Director of Communications Campus Nurse</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0%	 0%	 0%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Walsh Elementary School will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 3:** In an effort to mitigate the impact of COVID -19 at Walsh Elementary, the campus will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

**Evaluation Data Sources:** Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly Reports from the custodial app

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1. Walsh Elementary will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by campus staff.                  2. Additional custodial staff members are being provided from 10:00 am to 2:00 pm at Walsh Elementary to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.                  3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Beginning in August 2020 through May 2021, the campus will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff.                  2. Beginning September 8, 2020 through May 2021, additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.                  3. No later than October 1, 2020 campus administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators                  CFO                  Director of Construction and Facilities</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ashlee Hammond	Assistant Principal
Classroom Teacher	Kelly Price	Teacher
Classroom Teacher	Sarah Limas	Teacher
Classroom Teacher	Michelle McGuire	Teacher
Classroom Teacher	Juliana Collie	Teacher
Classroom Teacher	Barbara Williams	Teacher
Classroom Teacher	Emily Kelley	Teacher
Classroom Teacher	Holly Monroe	Teacher
Classroom Teacher	Michelle Barrett	Teacher
Classroom Teacher	Kelly Stowe	Teacher
Classroom Teacher	Gracyn Austin	Teacher
Classroom Teacher	Melanie York	Teacher
Classroom Teacher	Bobby Taylor	Teacher
Classroom Teacher	Shae Segovia	Teacher
Classroom Teacher	Jessica Chambers	Teacher
Non-classroom Professional	Miranda Bauer	Instructional Specialist
Non-classroom Professional	Megan Settle	Counselor
Business Representative	Brooke Howerton	Parent/Business Rep
Community Representative	Trish Rodriguez	Community Member
Parent	Angela Artiaga	Parent
Business Representative	MJ Bentley	Business Representative
Parent	Kim Fickel	Parent
Business Representative	Margie Miller	Business Representative
Administrator	Holly Elgin	Principal