

Prosper Independent School District

Light Farms Elementary School

Improvement Plan

2020-2021



Mission Statement

The Mission of Prosper Independent School District is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction, and establishes a safe, orderly learning environment in the community that lives its name.

Vision

Grounded by Tradition, Soaring to New Beginnings.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Light Farms ended the 2019-2020 year with 809 students in Grades K-5. Our 2019-2020 student population will also include one class of Pre-Kindergarten for the children of Prosper ISD employees.

	Number of Students	Percentage of Students
Race		
American Indian/ Alaskan	0	0
Asian	31	3.8
Black	25	3.1
Hispanic	80	9.9
White	615	76.0
Two or More Races	58	7.2
Special Populations		
Gifted	94	11.6
Special Education	121	15.0
English as a Second Language	13	1.6
Limited English Proficient	14	1.7
Bilingual	0	0
Economically Disadvantaged	26	3.2
Male	391	48.3
Female	418	51.7

Demographics Strengths

Light Farms consists of multiple student groups, including at risk and gifted and talented students. The Light Farms staff continues to hire with diversity in mind. We strive to be a culturally responsive campus, and our work is on-going. All staff will experience cultural responsiveness training with Dr. Kimberly McLeod in August of 2020, and we will have coninual discussions within our Professional Learning Communities about diversity and inclusiveness. Hope Squad is also being implemented to teach tolerance, acceptance, and kindness through a focus on school culture. We are two years into Instructional Rounds that look specifically at the equity amongst students in the instructional setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As we experience rapid growth, our teachers and staff must continue to maintain cultural awareness.

Student Learning

Student Learning Summary

A well thought-out plan based on the needs of the individual student is essential if our students are to be intellectually equipped and open to the challenges of learning. Our goal is to know where students are performing and to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Our campus maintained an average daily attendance rate of 97.24% throughout the school year. Lessons based on the graduate profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle. Weekly PLC meetings are held to review student progress and achievement. Multiple measures of data are used in all grade levels, including the Texas Primary Reading Inventory, Fountas and Pinnell, Cognitive Abilities Test, Common Formative Assessments, Curriculum Based Assessments, and Measures of Academic Progress. Leveled Literacy Intervention was also used to target those who struggle in the area of reading. The State of Texas Assessment for Academic Readiness (STAAR) results for the 2018-2019 school year are shown below:

- **3rd grade Reading**

- 102 total students Approaches - 90% Meets - 64% Masters - 38%

3rd grade Math

- 102 total students Approaches - 89% Meets - 68% Masters - 43%

4th grade Reading

- 108 total students Approaches - 87% Meets - 59% Masters - 32%

4th grade Math

- 108 total students Approaches - 85% Meets - 62% Masters - 37%

4th grade Writing

- 108 total students Approaches - 84% Meets - 54% Masters - 11%

5th grade Reading

- 116 total students Approaches - 94% Meets - 84% Masters - 58%

5th grade Math

- 117 total students Approaches - 96% Meets - 82% Masters - 63%

5th grade Science

- 118 total students Approaches - 95% Meets - 80% Masters - 55%

We do not have updated STAAR results for 2019-2020, as STAAR was not administered in Texas in the spring of 2020 due to the Covid 19 pandemic. In addition to a focus on academic learning, Social Emotional Learning remains a top priority at Light Farms. All staff received training on Social Emotional Learning implementation and strategies in August 2019 and will again in August 2020. Students participate in daily morning meetings, and explicit SEL strategies are taught with the goal of increasing student ownership in learning and emotional regulation. This will also be very important as we prepare to welcome students and staff back to school, following the Covid 19 pandemic.

Student Learning Strengths

Light Farms has many areas of strength which will be built upon during the upcoming 2020-2021 school year. Some areas of strength from the 2018-2019 STAAR results are shown below. 2019-2020 STAAR results are not available, as STAAR was not administered due to the Covid 19 pandemic.

3rd Grade Reading and Math:

100% of Gifted and Talented students - Meets (Math & Reading)

4th Grade Reading and Math:

100% of Gifted and Talented students - Masters (Math); Meets (Reading)

4th Grade Writing:

100% of Gifted and Talented students - Approaches

5th Grade Reading and Math:

100% of Hispanic/Latino students - Approaches (Math); Meets (Reading)

100% of Gifted and Talented students - Masters (Math & Reading)

5th Grade Science:

100% of Hispanic/Latino students - Approaches

100% of Gifted and Talented students - Approaches

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 13% of 4th grade students did not meet standard on the Reading STAAR.

School Processes & Programs

School Processes & Programs Summary

All staff members at Light Farms Elementary meet federal and state highly qualified requirements which sets high expectations for learning. The Light Farms staff is required to obtain a minimum of 18 hours of professional development as documented in our Eduphoria system, in areas that are applicable to job assignments and success. Our professional development will be based upon needs identified in the improvement plan and will be provided by teacher leaders, campus administration, curriculum designers, instructional design coaches, and the Curriculum Director. Teachers will also have the opportunity to self select professional development opportunities that are aligned with their individual T-TESS (or other improvement) goals.

Recruitment:

- 1) Partnership with universities for student teaching
- 2) Cooperation with area universities for student observations
- 3) PHS Ready, Set, Teach program, offering future teachers an opportunity to return to the district
- 4) Visit state and regional universities known for their educator preparation programs to attract future student teachers and potential teachers
- 5) Participate in area job fairs

Retention:

- 1) Salary and benefits program
- 2) First Year Teacher Support: Educate, support and develop first year teachers, pairing new teachers with trained and experienced mentor teachers within their team or department.
- 3) New to Prosper teachers will also be assigned a mentor and will meet at least three times throughout the year to discuss concerns and answer clarifying questions based on their feedback.
- 4) Light Farms will have a fall and spring team-building event to foster a family-like atmosphere of love and support.
- 5) All teachers will have their ESL certification after their first year in Prosper ISD.

School Processes & Programs Strengths

Light Farms utilizes the Recruit & Hire district software to assist in screening and recruitment of highly qualified and diverse personnel.

Light Farms administration and staff continue to work collaboratively to recognize STAR Polishers of the month, Teacher of the Year and Paraprofessional of the Year.

Internal & external customer care activities take place throughout the school year with activities such as luncheons, games, showers, celebrations and peer to peer recognition with the Sunshine Award at staff meetings.

All new to the profession teachers are provided a personal mentor and ongoing team leader and team member support.

We are continually striving to provide diversity among staff and build a loving, professional atmosphere that fosters continued growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Standard after school or summer professional learning does not correlate to increased student achievement or change in best practices.

Perceptions

Perceptions Summary

The overall culture and climate of Light Farms is positive. Our goal from the beginning was to establish a feeling of joy when parents and community members stepped onto our campus and this has been relayed to us from visitors with accolades for the friendly and helpful staff. We will continue to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. Prosper ISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. In addition, having our own Prosper ISD Police Department and campus-assigned officer has served as a positive connection for our students in the area of safety and security. Light Farms offers multiple activities to encourage a positive school culture and climate: choir, UIL, art club, percussion ensemble, science fair, talent show, career day, monthly Rise & Shine assemblies, maker space workshops, to name a few.

Perceptions Strengths

Our Watch D.O.G.S. program remains strong with a high level of participation. We have quite a few volunteers who read and work with students: Legacy Readers, math games/strategies, Eager Eagles (incoming Kindergarten students), PTO activities/sponsored events, and community volunteers. The December caroling event in the Light Farms barnyard was a huge success and an activity that will be done again this year. We are also implementing the Hope Squad program for Grades 4 and 5 in 2020-2021 to promote kindness, tolerance, and inclusivity.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New students and families enroll frequently throughout the year, resulting in disconnectedness to the school community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

Goal 1: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 1: Teachers will ensure alignment of written, taught and assessed curriculum by designing a Common Formative Assessment for the grade level at a minimum of one time per month for each content area.

Evaluation Data Sources: CFA data

Summative Evaluation: None

Strategy 1: Grade level and special education staff will collaborate and communicate monthly to ensure that curriculum expectations and data are showing consistent, ongoing mastery of grade level materials, as measured by state, district and class assessment measures.

Strategy's Expected Result/Impact: CFAs (Common Formative Assessments)	Formative
Summative Assessments for Units of Study	Oct
CBAs (Curriculum Based Assessment)	Feb
Staff Responsible for Monitoring: Administrators	May
Teachers	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: Build a foundation of reading and math	Problem Statements: None
ESF Levers: None	Funding Sources: None

Strategy 2: Grade level teachers will meet weekly for Professional Learning Communities (PLC) and monthly for Response to Intervention (RtI) discussions that include post assessment data, upcoming lessons and student intervention.


<p>Strategy's Expected Result/Impact: Increased mastery of Texas Essential Knowledge and Skills (TEKS)-based curriculum.</p> <p>Response to Intervention (RtI) - students are identified for Tiers, transitioned to another TIER or removed from the RtI system.</p> <p>PLC discussion is centered on mastery of TEKS and understanding of content.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June

Strategy 3: Teachers will use Understanding By Design to plan units, starting with the Essential Standards and Performance Tasks in mind.

<p>Strategy's Expected Result/Impact: Lesson plans</p> <p>CFAs (Common Formative Assessments)</p> <p>Increased mastery of Texas Essential Knowledge and Skills (TEKS)-based curriculum.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Teachers and administrators will utilize available data to identify and track individual student academic growth, resulting in an increase of 4th Grade STAAR Reading scores from 87% to 90% in the Approaches category by May 2021.

Evaluation Data Sources: STAAR data

Summative Evaluation: None

Strategy 1: Administrators and teachers will meet at the beginning of the school year to review state and district assessment data in order to identify trends and areas of strength and weakness by grade level. Grade level teachers will then meet for a deeper analysis of scores.	
Strategy's Expected Result/Impact: Continued monitoring of PLC and RtI data.	Formative
Review summative data for every unit of study to ensure student growth and mastery of curriculum.	Oct
Staff Responsible for Monitoring: Administrators Teachers	Feb
Title I Schoolwide Elements: None	May
TEA Priorities: Build a foundation of reading and math	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
Strategy 2: All ELAR teachers in Grades K-5 will implement Guided Reading daily in their classrooms.	
Strategy's Expected Result/Impact: Student success on formative assessments, summative assessments, STAAR tests, MAP, TPRI, and Fountas & Pinnell.	Formative
Staff Responsible for Monitoring: Administrators Teachers	Oct
Title I Schoolwide Elements: None	Feb
TEA Priorities: Build a foundation of reading and math	May
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers, special education facilitators and administrators will meet monthly to evaluate Response to Intervention (RtI) procedures and students who may be in need of Tiers 2 & 3. They will also ensure SMART goals and interventions are determined based on Essential Standards.

Strategy's Expected Result/Impact: SMART Goal progress		Formative
RtI documentation		
Staff Responsible for Monitoring: Administrators Teachers		Oct
		Feb
		May
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	June
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Performance Objective 1: Light Farms will expand the district's educational and business partnerships with the local community through one outreach activity every nine weeks.

Evaluation Data Sources: SBDM Committee Notes
School/Community Activities

Summative Evaluation: None

Strategy 1: The school will develop relationships with stakeholders to promote fostering a safe and encouraging environment for learning with a focus on student achievement in school, like the Science Fair, PTO STEM Night, and the annual STEAM Showcase.

Strategy's Expected Result/Impact: Community outreach and participation through weekly school communication emails.

Science Fair collaboration with stakeholders and staff to inspire student participation.

STEAM Showcase student and community participation.

Staff Responsible for Monitoring: Administration
Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources:

ESF Levers: None

None

Formative

Oct

Feb

May

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Develop and implement a meaningful assessment system that informs and inspires students and educators to work toward continuous improvement and growth to transform teaching and learning.

Performance Objective 1: Create a process for students, parents, and staff to measure growth based on individual needs using a variety of measurements by facilitating individual student goals and meeting with each student about their progress once per grading period.

Evaluation Data Sources: Data/goal sheets
SMART goal documentation

Summative Evaluation: None

Strategy 1: A student-led conference will be held in the fall and the spring to discuss individual goals.	
Strategy's Expected Result/Impact: Provide progress information regarding student's individual goals to foster student ownership in the learning process. Staff Responsible for Monitoring: Teachers Parents Students	Formative
	Oct Feb May
Title I Schoolwide Elements: None TEA Priorities: Build a foundation of reading and math ESF Levers: None	Summative
Problem Statements: None Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Design a local accountability system that transcends state/ national mandates and reflects local values and expectations. Teachers will administer one campus made Common Formative Assessment per content area each nine weeks.

Evaluation Data Sources: CFA data

Summative Evaluation: None

Strategy 1: Teachers will use common formative assessments focused on Essential Standards within each unit to measure growth in the areas of Math, Reading, Writing, Science, and Social Studies.

Strategy's Expected Result/Impact: Improved scores on District Curriculum Based Assessments.

Lower student numbers in Tier 2 Tier 3 intervention groups.

This is an on-going task throughout the year.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: None

None

Formative

Oct

Feb

May

Summative

June

Strategy 2: Administrators will continue classroom walkthroughs and observations of teachers during whole and small group instruction, to provide feedback, coaching and/or modeling of highly effective teaching practices.

Strategy's Expected Result/Impact: Teachers and administrators will continue to monitor student data.

Teachers will receive regular feedback through T-TESS implementation.

Weekly PLC & RtI monitoring and data analysis.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:

ESF Levers: None

None

Formative

Oct

Feb

May

Summative


June

Strategy 3: Light Farms will maintain a team of educators trained in Instructional Rounds to participate in rounds both at the campus and district level.

<p>Strategy's Expected Result/Impact: Teachers will gain feedback on our Problem of Practice. A focus on equity will be maintained through analysis of rounds data. A campus culture of collegiality and continuous improvement will be established.</p> <hr/> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Rounds Team</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: None</p>	Formative
	Oct
	Feb
	May
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 1: Design and implement professional learning for instructional staff to facilitate student engagement through job-embedded professional development opportunities a minimum of one time per nine weeks.

Evaluation Data Sources: Professional development agenda
Sign-in sheets

Summative Evaluation: None

Strategy 1: Job embedded professional development will use Understanding By Design, district resources (framework, pacing guide, showcase of work), district assessments and student data results to increase the consistency of effective lesson planning, delivery of instruction, intervention, and creating a purposeful learning culture.	
<p>Strategy's Expected Result/Impact: Classroom observations, walk-throughs and data discussions during PLC and RtI time. Discuss effective lesson planning, delivery of instruction and interventions used for student mastery and growth.</p> <hr/> <p>Staff Responsible for Monitoring: Administrators Design Coach Campus LMS Instructional Technology Coach District Administrators Outside Consultants</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <hr/> <p>ESF Levers: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: Light Farms will continue ongoing work to become a culturally responsive campus, and all staff will receive cultural responsiveness training at the start of the school year.

Strategy's Expected Result/Impact: Ensure equity amongst students in the instructional setting Promote diversity, inclusivity, and acceptance within the school culture	Formative
	Oct Feb May
Staff Responsible for Monitoring: Administrators Teachers Design Coach	Summative
Title I Schoolwide Elements: None TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math ESF Levers: None	
Problem Statements: None Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Teachers will provide relevant resources and experiences that engage learners by posting the Essential Question daily and reviewing it at the start of each lesson for every content area.

Evaluation Data Sources: Essential Questions from UbD Framework
Classroom observations

Summative Evaluation: None

Strategy 1: All teachers will post Essential Questions daily. Teachers will use the questions to communicate clear learning expectations to students at the beginning of the lesson, to reinforce expectations verbally and visually throughout the lesson, and to assess learning outcomes at the conclusion of the lesson.

Strategy's Expected Result/Impact: Through formative assessments, including classroom observations and walk-throughs, evidence will be demonstrated through student discussions of content understanding.

Staff Responsible for Monitoring: Design Coach
Administrators
Teachers
Curriculum Designers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

Formative

Oct


Feb


May


Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 3: Integrate digital-aged practices and digital citizenship standards across the curriculum by hosting a minimum of two technology professional development opportunities, once in the fall and once in the spring.

Evaluation Data Sources: Technology PD agenda
Sign-in sheets

Summative Evaluation: None

Strategy 1: Grade level teachers will have a minimum of two after school learning opportunities with an awareness of technology capabilities and what's available for student learning with an opportunity to gain additional time for obtaining awareness and concepts.	
Strategy's Expected Result/Impact: Quality of instruction will be strengthened through PD participation as monitored through participation and application of material learned. Staff Responsible for Monitoring: Teachers Campus LMS Instructional Technology Coach Administration	Formative Oct Feb May
Title I Schoolwide Elements: None TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: None	Problem Statements: None Funding Sources: None
Summative June	
Strategy 2: Each team will have a minimum of two Google Certified Educators.	
Strategy's Expected Result/Impact: An increase in meaningful and authentic technology use in the classroom will be observed. Staff Responsible for Monitoring: Administration	Formative Oct Feb May
Title I Schoolwide Elements: None TEA Priorities: Build a foundation of reading and math ESF Levers: None	Problem Statements: None Funding Sources: None
Summative June	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 5: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Performance Objective 1: Light Farms will use T-TESS to develop a professional learning system for educator and leadership development, including a meeting with all those new to Prosper a minimum of three times per year.

Evaluation Data Sources: Teacher survey to gather feedback
Agenda

Summative Evaluation: None

Strategy 1: Administrators will use T-TESS as the teacher appraisal system, observing all new to Prosper employees during the fall semester. Each teacher will also have a pre and post conference.	
<p>Strategy's Expected Result/Impact: T-TESS documentation of teacher goal setting for the academic school year.</p> <p>Teachers will be shown support through ongoing dialogue and intentional feedback.</p> <p>Teacher retention and end of the year positive feedback.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June
Strategy 2: New to Prosper teachers will meet with administrators and other lead teachers a minimum of three times per year. The agenda will be determined using a needs assessment with their feedback.	
<p>Strategy's Expected Result/Impact: Teacher retention and end of the year positive feedback.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June

Strategy 3: Teacher retention will be a priority by assigning a mentor to all new teachers and new to Prosper teachers.

Strategy's Expected Result/Impact: Teacher retention and end of the year positive feedback.	Formative Oct Feb May Summative June
Staff Responsible for Monitoring: Administrators Teacher Mentors	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Administrators will visit classrooms daily and provide on-going, positive and constructive feedback by completing a combined minimum of 2 walkthroughs for each teacher by the end of the year.

Strategy's Expected Result/Impact: Teachers will be shown support through ongoing dialogue and intentional feedback.	Formative Oct Feb May Summative June
Staff Responsible for Monitoring: Administrators	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future through the implementation of Career Week one time per year.

Evaluation Data Sources: Career Week agenda

Summative Evaluation: None

Strategy 1: Continue to communicate connections between student groups, like Student Council and Hope Squad, to the Graduate Profile so that community organizations understand our goal of creating well-rounded graduates of Prosper ISD.	
<p>Strategy's Expected Result/Impact: School staff, community members, and parents will work together to provide partnering activities to encourage well-rounded students.</p> <p>Staff Responsible for Monitoring: Administrators Staff Legacy Readers Watch DOGS PTO Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	Formative
	Oct
	Feb
	May
	Summative
	June
Strategy 2: Host a Career Week to include opportunities for local business community members and parents to share.	
<p>Strategy's Expected Result/Impact: Encourage community partnerships and promote career readiness for students.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	Formative
	Oct
	Feb
	May
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment .

Performance Objective 1: Develop district-wide standards and accountability for students and staff related to emotional and social safety issues (ie bullying, harassment, cyber safety), resulting in a 10% decrease in the number of disciplinary referrals from last school year to this school year by May 2021.

Evaluation Data Sources: Disciplinary referral data

Summative Evaluation: None

Strategy 1: The school environment is driven by a clear plan for school safety and codes of conduct for staff and students which is communicated to parents in the Parent/Student Handbook and newsletters. Staff and students share a common language in regards to these expectations and behaviors (REACH).	
Strategy's Expected Result/Impact: Staff incorporates and follows the parent/student handbook measures for student safety, resulting in fewer discipline referrals and reports of bullying.	Formative
Staff Responsible for Monitoring: Counselor Administrators School Staff	Oct
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers may nominate students for a positive office referral (Principal's Award) to celebrate kind words or actions.	
Strategy's Expected Result/Impact: Positive campus culture.	Formative
Decrease in disciplinary referrals.	Oct
Staff Responsible for Monitoring: Administrators	Feb
Title I Schoolwide Elements: None	May
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	

Strategy 3: Teachers will focus on explicit instruction of social emotional learning strategies in the classroom, including daily morning meetings, with an increased awareness of student SEL needs given the Covid 19 pandemic.

<p>Strategy's Expected Result/Impact: Appropriately address potential trauma from Covid 19 pandemic Decline in office referrals</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Oct
		Feb
		May
		Summative
		June

Strategy 4: Hope Squad will support student social and emotional health through student and staff education & training, as well as peer to peer interventions provided by peer nominated student advisors.

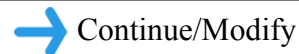
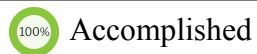
<p>Strategy's Expected Result/Impact: Positive campus culture. Decrease in disciplinary referrals. Improved social and emotional health of students.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Oct
		Feb
		May
		Summative
		June

Strategy 5: One staff meeting each nine weeks will be devoted to targeting Social Emotional Learning strategies or resources for both students and staff.

Strategy's Expected Result/Impact: Appropriately address potential trauma from Covid 19 pandemic Decline in office referrals Positive impact on school culture	Formative
	Oct Feb May
Staff Responsible for Monitoring: Administration Teachers	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	None Summative June

Strategy 6: Light Farms staff will be supported, socially and emotionally, through planned and intentional activities and interactions each nine weeks.

Strategy's Expected Result/Impact: Appropriately address potential trauma from Covid 19 pandemic Positive impact on school culture	Formative
	Oct Feb May
Staff Responsible for Monitoring: Administration Design Coach Counselor	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources:
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	None Summative June



Performance Objective 2: Evaluate current district-wide safety and security protocols and implement a consistent training program for students, staff and parents that address physical safety and emergency procedures in collaboration with the Prosper ISD Police and local authorities. This will be accomplished through the development of a Campus Safety Team which will meet two times per year to review and update emergency plans.

Evaluation Data Sources: Campus Safety Team meeting notes

Summative Evaluation: None

Strategy 1: Administrators and staff will receive safety and emergency operations training that includes processes and procedures during the event of campus and district emergencies.	
Strategy's Expected Result/Impact: Review effectiveness each month of emergency drills and ensure preparedness.	Formative
Staff Responsible for Monitoring: Administrators Staff Prosper ISD Police Director of Security	Oct Feb May
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
Strategy 2: Conduct monthly walk ensuring that locks, gates, fences, and doors of our portable classrooms are secure.	
Strategy's Expected Result/Impact: Ensure safety and security of the campus perimeter	Formative
Staff Responsible for Monitoring: Administrators	Oct Feb May
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	

Strategy 3: Administrators will hold monthly fire drills to ensure student and staff understanding for quick, safe routes when exiting the building. A lock down drill, severe weather drill, and earthquake drill will be conducted a minimum of once in the fall semester and once in the spring semester.

Strategy's Expected Result/Impact: Review effectiveness each month of emergency drills and ensure preparedness.		Formative
Staff Responsible for Monitoring: Administrators Staff Prosper ISD Police Director of Security		Oct
		Feb
		May
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

Addendums