

Prosper Independent School District
Baker Elementary School
2020-2021 Campus Improvement Plan



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

Baker Elementary will proudly serve students from Kindergarten to 5th Grade for the 2020-2021 school year. Baker Elementary ended the 2019-2020 school year with 963 students enrolled. Due to COVID-19, we will be offering both Remote learning and/or In School Learning. Baker Elementary School is comprised of the following Ethnic Distribution:

| | Demographics | |
|------------------|--------------|-----------|
| | Our Students | Our Staff |
| Native American | 0.55% | 0.00% |
| Asian | 8.71% | 0.00% |
| African American | 9.60% | 5.06% |
| Hispanic | 11.25% | 6.75% |
| White | 61.47% | 88.60% |
| Other | 8.38% | 0.00% |

Demographics Strengths

Baker Elementary consists of many different student group. The Baker staff continues to hire with the diverse needs of our students in mind.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff diversity at Baker Elementary is not reflective of student demographics. **Root Cause:** Applicant pool does not have the depth of diversity to meet the district's growing needs.

Student Learning

Student Learning Summary

Baker Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge 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. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle.

May 2019 STAAR Reading, Grade 3

May 2019 STAAR Mathematics, Grade 3

| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Masters |
|------------------------|----------------|-----------|-------------|---------------|------------|--------|---------|----------------|-----------|-------------|---------------|------------|--------|---------|
| Baker Elementary | 115 | 25 | 1478 | 72.49% | 84.35% | 53.91% | 32.17% | 114 | 24 | 1520 | 75.11% | 88.6% | 60.53% | 31.58% |
| Economic Disadvantage | 11 | 25 | 1473 | 72.73% | 81.82% | 45.45% | 36.36% | 11 | 25 | 1529 | 77% | 90.91% | 63.64% | 27.27% |
| Asian | 5 | 29 | 1566 | 86.20% | 100% | 100% | 80% | 5 | 28 | 1599 | 87.60% | 100% | 100% | 60% |
| Black/African American | 13 | 20 | 1381 | 58.23% | 53.85% | 38.46% | 7.69% | 13 | 19 | 1423 | 60.31% | 61.54% | 33.33% | 11.11% |
| Hispanic | 16 | 27 | 1510 | 78.38% | 93.75% | 68.75% | 37.5% | 16 | 25 | 1542 | 77.38% | 95.24% | 66.67% | 28.57% |
| Two or More Races | 7 | 25 | 1490 | 72.57% | 85.71% | 57.14% | 28.57% | 7 | 22 | 1503 | 70.10% | 80% | 50% | 40% |
| White | 74 | 25 | 1481 | 72.78% | 86.49% | 50% | 32.43% | 73 | 24 | 1512 | 74.39% | 87.10% | 61.29% | 32.26% |
| LEP | 4 | 28 | 1518 | 80.75% | 100% | 75% | 50% | 4 | 27 | 1577 | 84.50% | 100% | 75% | 50% |
| Special Ed Indicator | 13 | 19 | 1361 | 55% | 61.54% | 15.38% | 17.69% | 13 | 17 | 1366 | 53% | 53.85% | 15.83% | 0% |

Student Learning Strengths

Baker had many areas of strength and improvement for the 2018-2019 school year. Some of the areas of strength are listed below.

3rd Grade Math:100% Approaching Grade Level Groups

2 or More Races (6 students)

Hispanic (16 students)

LEP (5 students)

Gifted and Talented (17 students)

3rd Grade Reading: 100% Approaching Grade Level Groups

Asian (7 students)

LEP (5 students)

Gifted and Talented (17 students)

4th Grade Math: 100% Approaching Grade Level Groups

Hispanic (9 students)

LEP (5 students)

Gifted and Talented (19 students)

4th Grade Reading:100% Approaching Grade Level Groups

Asian (9 students)

Hispanic (9 students)

LEP (5 students)

Gifted and Talented (19 students)

5th Grade Reading: 100% Approaching Grade Level Groups

2 or More Races (7 students)

LEP (2 students)

Gifted and Talented (19 students)

5th Grade Math: 100% Approaching Grade Level Groups

2 or More Races (7 students)

Asian (12 students)

LEP (2 students)

Gifted and Talented (19 students)

5th Grade Science:

Overall science scores grew from 81% in the approaches category to 91%

2 or More Races (7 students)

LEP (2 students)

Gifted and Talented (19 students)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the mastered grade level category.

Problem Statement 2: Staff diversity at Baker Elementary is not reflective of student demographics. **Root Cause:** Applicant pool does not have the depth of diversity to meet the district's growing needs.

School Processes & Programs

School Processes & Programs Summary

With the guidance of our PISD Curriculum and Instruction Department, our district curriculum designers and coaches, and the implementation of Professional Learning Communities (PLCs) and RtI (Response to Intervention), the instructional focus at Baker Elementary is improving student growth and academic achievement. All grade levels, special education, and support teachers have PLC planning time that is common to their grade level and/or content area. Grade levels have a tier time each day of 30 minutes for targeted intervention time with student interventions based on common formative assessment (CFA) data. Baker promotes critical thinking and problem solving; communication skills; creativity; and collaboration.

Prosper ISD provides teachers with curriculum documents aligned to state standards for all grade levels and content areas, Unit Framework Documents (UFDs). At Baker Elementary, these curriculum documents are used at all PLC meetings and guide planning at all times. Included in all planning is the creation of authentic assessments that allow students to demonstrate their learning through performance, products, and presentations. Campus level data analysis informs instruction at the beginning of each formative assessment period based on student need and curricular expectations. All district and campus level specialists work with teachers for planning to engage students at the highest level.

All staff at Baker Elementary meet federal and state highly qualified requirements which in turn, sets high expectations for learning. All staff is required to obtain a minimum of 18 hours of professional development, the PD is focused on the needs of the campus and the students. Job embedded PD will focus on the areas of need identified by administrators, teachers, and district personnel. All decisions regarding professional development, programs, and practices are based upon the needs of identified in this improvement plan.

Baker's PTO is instrumental in building community and school connections and takes an active role in bringing in volunteer groups to support the campus. Assemblies, dances, library events, student ambassadors, fundraisers, talent show, and many more events will continue at Baker to strengthen the home, school, community connection.

Baker administration attends planning meetings at each grade level and for each content area. In addition, administration provides formal and informal feedback to teachers to impact, improve, and implement strong teaching practices. All feedback is provided with a growth mindset, teachers will continue to grow professionally, instructionally, and personally. All feedback is provided with teacher goals in mind.

School Processes & Programs Strengths

Teachers are very clear on PLC and planning expectations. Teachers and Curriculum Designers follow the Understanding by Design (UbD) model to ensure all activities and lessons are designed with an end goal in mind. This brings focus to each lesson and helps students and teachers to devote their time to learning the standards that are most important for success. Teachers follow the district curriculum by using the Unit Framework Documents (UFD) in all PLC planning meetings. PLC teams develop Common Formative Assessments (CFA) based on Essential Standards identified by each grade level PLC to assess students before and after formal instruction to monitor growth and provide the appropriate level of challenge for each individual student.

Prosper ISD provides a support system for new teachers at the district and campus level. Monthly meetings are held at the district level and each teacher receives an on campus mentor at Baker. There are teacher recognition programs throughout the year that build and maintain positive relationships, including Star Polisher monthly, Teacher of the Year. In addition, campus administrators recognize staff members at staff meetings and other opportunities with all staff present.

Through a campus-wide Positive Behavior and Supports (PBIS) program, Baker Elementary has worked to establish a positive and caring school environment. A team of staff members contributes to PBIS by regularly meeting to review school-wide expectations, to determine innovative ways to increase student recognition, and to review Response to Intervention (RtI) procedures for behavior. The PBIS team also created school wide expectations posters that remind students what it means to be safe, respectful, and responsible

in all areas of school and to remind staff what it means to be present, proactive, and professional in all common areas of school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue to create a sense of family and community within the school for all students and staff. **Root Cause:** Due to our rapid growth, staff has been added from within PISD and outside of the district.

Problem Statement 2: Baker Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus. **Root Cause:** The rapid growth creates a large population of new families to Baker Elementary.

Problem Statement 3: While students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the mastered grade level category.

Perceptions

Perceptions Summary

Baker Elementary's theme for the 2020-2021 school year is "Kindness is Essential". The theme fits perfectly with the true neighborhood and community school that Baker is. The positive and safe environment at Baker Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations.

In conjunction with REACH, Baker Elementary has implemented its own set of expectations with the help of the PBIS team. B.E.S.T. (Be Respectful, Effort, Self-Control, and Trustworthiness) characteristics help encourage students to use positive behaviors throughout the school day and school wide expectations are posted in all common areas of the building, (hallway, restrooms, cafeteria and playground), helping students understand behavior expectations.

Perceptions Strengths

At Baker Elementary, we are proud to offer a variety of opportunities to support our students and help them grow, not only academically, but socially and emotionally as well. These opportunities include but are not limited to:

- * Baker Ambassadors
- * Safety Patrol
- * Honor Choir
- * Baker's Best Assemblies
- * Mileage Club
- * PTO Volunteer Opportunities/ Events/ Fundraisers
- * Book Fair (Fall & Spring)
- * Class Parties
- *Grandparents/ Special Friends Day
- *Volunteer Appreciation Breakfast
- * PEF monthly Star Polisher
- * Teacher/ Staff Member of the Year
- * Red Ribbon Week

- * REACH Awards
- * Anti-bullying program
- * Guidance Lessons
- * K, 2, 4 Music Performances
- * Career Day
- * Talent Show
- * UIL
- * Art Club
- * Science Fair
- * Maker Space
- * Family Reading Night
- *PBIS-student advisory board
- *Student-led conferencing

The positive support between teachers and staff and the families and students of the community is a strength that gives Baker its amazing warm and welcoming environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Baker Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus. **Root Cause:** The rapid growth creates a large population of new families to Baker Elementary.

Problem Statement 2: Continue to create a sense of family and community within the school for all students and staff. **Root Cause:** Due to our rapid growth, staff has been added from within PISD and outside of the district.

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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff 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

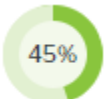
Goals







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 ensure alignment of written, taught, and assessed curriculum by creating and evaluating the results of a common formative assessment (CFA) based on essential standards for the grade level and content area at least once a month and are provided support in various strategies to enhance styles of individual learners in the classroom.

Evaluation Data Sources: CFA results and analysis

Summative Evaluation: Some progress made toward meeting Objective

| <p>Strategy 1: Teachers hold weekly grade level/content meetings, Professional Learning Communities (PLC), to ensure alignment with standards, district curriculum, and lessons that will allow students to learn at their highest levels while ensuring a guaranteed and viable curriculum.</p> <p>Strategy's Expected Result/Impact: Creation of Common Formative Assessments</p> <p>Increased mastery of standards, one student one standard</p> <p>PLC discussion focused on students</p> <p>Student instruction is individualized</p> <p>RtI documentation is updated and SMART goals are reviewed and reestablished</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Team Leaders Design Coaches Curriculum Designers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Feb | May | June |
|  | | | | |






| | | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 2: General education and special education teams will collaborate on upcoming units at least once per nine week grading period to ensure students are exposed to grade level Texas Essential Knowledge and Skills (TEKS) while meeting the needs of each learner.</p> <p>Strategy's Expected Result/Impact: Student Growth in SPED students and general education</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Grade Level Team Leaders General Education Teachers SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
| <p>Strategy 3: Grade level teams will determine which students require Tier 3 intervention and provide remediation on grade level essential standards.</p> <p>Strategy's Expected Result/Impact: Student mastery of essential standards Student Growth</p> <p>Staff Responsible for Monitoring: Administrators Team Leaders Teachers Instructional Coaches Curriculum Designers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Reading Intervention Teacher - Title Funds - \$18,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 2: Teachers will focus on writing instruction and outcomes across all content areas.

Evaluation Data Sources: CFA and student performance data
Student writing in all content areas

Summative Evaluation: None






| | | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: During PLCs, writing will be discussed and included in lesson plans as a choice to broaden student thinking.</p> <p>Strategy's Expected Result/Impact: Students success on CFAs, formative assessments, summative assessments, improved communication skills</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal all Professional Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
|  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: Baker Elementary will create time in the master schedule to include Tier Time to ensure that students are being challenged at all levels. Teachers will use PLC discussions and RtI meetings to ensure students are receiving the appropriate instruction at this time.

Evaluation Data Sources: RtI Meeting Notes
 PLC Meeting Notes
 Tier Time Data

Summative Evaluation: Some progress made toward meeting Objective







| | | | | |
|---|--|---|---|------------------|
| <p>Strategy 1: Individual student needs will be discussed and students will be grouped in Tier Time based on their needs.</p> <p>Strategy's Expected Result/Impact: Student Growth</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor All Staff SEL Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Feb | May | June |
| |  10% | | | |
|  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 2: Baker Elementary will provide opportunities to explore, identify and develop our students strengths and passions through multiple pathways that are appropriate to each individual.

Evaluation Data Sources: Data Survey
Increase Student Engagement

Summative Evaluation: Some progress made toward meeting Objective

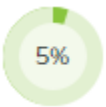




| | | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: Staff will be provided with monthly Social-Emotional Learning professional development.</p> <p>Strategy's Expected Result/Impact: Increased SEL lessons in the classroom</p> <p>Staff Responsible for Monitoring: Counselor Social-Emotional Coach Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
| <p>Strategy 2: Teachers will focus on explicit instruction of Social Emotional Learning</p> <p>Strategy's Expected Result/Impact: Decrease in Office Referrals</p> <p>Staff Responsible for Monitoring: Counselor Social-Emotional Coach Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | 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: Teachers create a process for students, parents, and staff to measure growth based on individual needs using a variety of measurements and meeting with each student once per nine weeks regarding progress and growth and providing feedback to encourage risk-taking and a growth mindset.

Evaluation Data Sources: SMART goal data
CFA data
Student performance data

Summative Evaluation: Some progress made toward meeting Objective







| | | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Staff will use performance based tasks to create a student-centered environment that encourages student curiosity, student initiated success for authentic, meaningful learning.</p> <p>Strategy's Expected Result/Impact: Students seek learning and ask questions that will lead to student growth and success. Quarterly meetings that will encourage collaboration with the school community that supports students success.</p> <p>Staff Responsible for Monitoring: All Professional Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
| <p>Strategy 2: Student led conferences will occur two times a year.</p> <p>Strategy's Expected Result/Impact: Provide growth and progress information to parents and allow students ownership of learning and opportunities for connections.</p> <p>Staff Responsible for Monitoring: Students Teachers Parents</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Feb | May | 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: Campus Library Media Specialists and Instructional Technology Specials design and implement professional learning for instructional staff to facilitate student engagement once a month during job-embedded professional development to support teachers in authentic learning.

Evaluation Data Sources: Professional development sign-in
Professional development calendar
Campus Calendar

Summative Evaluation: Some progress made toward meeting Objective






| <p>Strategy 1: Provide school professional development that gives teachers the tools to incorporate the technology provided at Baker Elementary.</p> <p>Strategy's Expected Result/Impact: Teachers and students use of technology in the classroom. Observation and walk-through data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LMS, ITS and all teaching staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Feb | May | June |
| |  | | | |
| <p>Strategy 2: Provide continuous training for teachers and students on internet safety and digital citizenship.</p> <p>Strategy's Expected Result/Impact: Students conduct themselves ethically online and use technology responsibly Decrease inappropriate usage alerts</p> <p>Staff Responsible for Monitoring: Librarian ITS Teachers</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Feb | May | June |
| |  | | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 2: Teachers provide relevant resources and experiences and institute digital-aged practices that enhance learners' communication, problem solving and innovation.

Evaluation Data Sources: PLC meeting notes
Lesson Planners
Appraisal and Walk-through data
student digital work

Summative Evaluation: None

| <p>Strategy 1: Utilize technological, digital, and web-based tools including interactive boards, Chromebooks, and Google web tools and apps to support engagement of learners and provide instant student feedback.</p> <p>Strategy's Expected Result/Impact: Lesson Plans with technology applications, Observation and walk-through data, Faculty meetings</p> <p>Staff Responsible for Monitoring: Campus Administration LMS ITS All teaching staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Reviews | | | |
|--|--|---|---|-----------|
| | Formative | | | Summative |
| | Oct | Feb | May | June |
|  40% | | | | |
|  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: Baker Elementary school maintains a professional learning system for educator and leadership development focused on maximum growth and engagement by providing mentorship opportunities monthly, using the T-TESS appraisal system, and meeting with new staff at least three times a year.








Evaluation Data Sources: T-TESS documentation

Meeting sign-ins

Campus and PD calendars

formal and informal meetings

Summative Evaluation: None







| | | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: T-TESS appraisal system will be used to assess all teachers, including pre and post conference discussions.</p> <p>Strategy's Expected Result/Impact: Documentation of goal setting for teachers will allow for support to be provided and give teachers clarity in guiding them throughout the year and allow for constructive and positive feedback to promote growth.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
| <p>Strategy 2: Provide a campus mentor/ support for first and second year teachers as well as teachers that are new to Prosper.</p> <p>Strategy's Expected Result/Impact: Support for new teachers either to Baker or teaching creates a growth mindset and positive feedback to improve instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Recruitment and Retention Mentor Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
| <p>Strategy 3: Administrators will commit to three walkthroughs/ observations per week.</p> <p>Strategy's Expected Result/Impact: TTESS documentation and ongoing communication with each professional staff member will improve instruction and promote growth.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | 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 2: Baker Elementary will create and promote a positive culture that will address the social-emotional health needs of the staff.

Evaluation Data Sources: Increased staff attendance
 Attendance to SE professional development
 Staff Surveys

Summative Evaluation: Some progress made toward meeting Objective

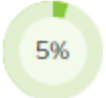





| | | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 1: Promoting an environment of appreciation through verbal and written communication within the staff</p> <p>Strategy's Expected Result/Impact: Positive Culture for the school Increase in positive staff connections</p> <p>Staff Responsible for Monitoring: All staff Administrators Counselor Social-Emotional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  15% | Feb | May | June |
| <p>Strategy 2: Provide strategies for the staff to use to enhance their social-emotional health.</p> <p>Strategy's Expected Result/Impact: Increased social-emotional strategies used by staff and students Increased positive culture within the campus</p> <p>Staff Responsible for Monitoring: Counselor Social-Emotional Coach Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  25% | Feb | May | June |
|  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: Teachers and counselor with businesses, community organizations, local government, and higher education institutions create partnerships to engage stakeholders in meaningful interactions that increase awareness and opportunities for partnerships and promote community involvement with a community-wide event at least one time during the school year.

Evaluation Data Sources: Campus calendar
Community Event Promotions
S'More newsletter

Summative Evaluation: Some progress made toward meeting Objective



| | | | | |
|---|---|--|---|---|
| <p>Strategy 1: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p>Strategy's Expected Result/Impact: Twitter feed PTO Meetings Events Assemblies Principal's email communication</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Social-Emotional Coach Team Leaders PTO Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> | Reviews | | | |
| <p>Strategy 2: Invite local businesses and community members and parents to present their career information to our students.</p> <p>Strategy's Expected Result/Impact: Allow students opportunities to explore and be exposed to other passions, interests, and experiences.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Community members</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> | Reviews | | | |
| | Formative | | Summative | |
| | Oct  | Feb | May | June |
| |  | | | |
| |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

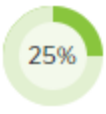
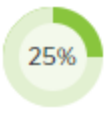




Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 1: Baker Elementary will maintain district-wide standards and accountability for students and staff related to emotional and social health and safety issues (bullying, harassment, cyber safety) through implementation of PBIS (positive behavior intervention and supports) system meeting two times a nine weeks to ensure that overall campus environment reflects community expectations and student needs.

Evaluation Data Sources: PBIS meeting notes
 Student discipline data
 Teacher input

Summative Evaluation: Some progress made toward meeting Objective

| <p>Strategy 1: Baker Elementary will utilize support programs that prevent violence, bullying and character building and student success including Hope Squad for fourth and fifth grade.</p> <p>Strategy's Expected Result/Impact: Fewer online Bully Report Forms Red Ribbon Week Classroom Observations Guidance Lessons Assemblies Participation in Hope Squad from students</p> <p>Staff Responsible for Monitoring: Campus Administrators Social-Emotional Coach Hope Squad Advisor Counselor Teachers PISD police</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Feb | May | June |
|  | | | | |
| <p>Strategy 2: Continue student recognition programs and student service groups.</p> <p>Strategy's Expected Result/Impact: Students take part in monthly campus celebration assemblies</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Social-Emotional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Feb | May | June |
|  | | | | |





| | | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 3: Incorporate Morning Meetings in all classes to address social-emotional needs of the students and create a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals Increase social-emotional awareness</p> <p>Staff Responsible for Monitoring: Counselor Social-Emotional Coach Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
| <p>Strategy 4: Baker Elementary will continue implementing PBIS school-wide positive behavior system and continue CHAMPS as a classroom system to maintain a nurturing environment conducive to learning.</p> <p>Strategy's Expected Result/Impact: Reduced discipline referrals Increased student recognition</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Social-Emotional Coach PBIS Team Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct  | Feb | May | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

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 through PBIS meetings two times a nine weeks.

Evaluation Data Sources: PBIS meeting notes
 Student discipline data
 Teacher input

Summative Evaluation: None

| | | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements. Strategy's Expected Result/Impact: Drill Schedule Drill Logs and complete and accurate Staff Responsible for Monitoring: Director of Transportation & Security Services PISD Chief of Police Campus Administration | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Feb | May | June |
| Strategy 2: Have the Prosper, Texas Fire Department present "Fire Klownz" to the Kindergarten through 3rd grade Baker students on fire and life safety one time during the school year. Strategy's Expected Result/Impact: Students are informed and feel safe and prepared for any crisis. Staff Responsible for Monitoring: Campus Administration Counselor | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Feb | May | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Campus Funding Summary

| Title Funds | | | | | |
|--------------------|-----------|----------|------------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Reading Intervention Teacher | | \$18,000.00 |
| Sub-Total | | | | | \$18,000.00 |
| Grand Total | | | | | \$18,000.00 |

Addendums