Prosper Independent School District

Rucker Elementary School

Campus 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

Rucker Elementary is located at 402 S. Craig Rd. in Prosper, TX, the heart of the town. Rucker serves students in grades K-5th grade including students in the district's Dual Language Program. At the end of the 2019-2020 school year, Rucker served 677 students.

Student Demographics	
Gender	
Females	52.81%
Male	47.19%
Ethnicity/Race	
American Indian-Alaskan Native	0.44%
Asian	2.81%
Black/African American	5.92%
Native Hawaiian Pacific Islander	0.00%
Hispanic/Latino	30.33%
White	54.44%
Two or More Races	6.07%
Special Populations	
English as a Second Language	2.07%
Bilingual	37.28%
Special Education	10.65%
Economically Disadvantage	12.72%
Gifted and Talented	13.02%
LEP	16.72%
Dyslexia	3.40%

Student Demographics	
At- Risk	30.47%
Homeless	0.15%
Immigrant	1.33%

Rucker has a staff of highly qualified administrators, teachers, instructional paraprofessionals, and coaches that strive to provide an educational environment that fosters growth through risk-taking, productive struggle, feedback, observation, collaboration, and communication. Teachers are supported in using various strategies to enhance styles of individual learners in the classroom. Professional development occurs all year long during staff meetings, PLCs, and/or instructional coaching by instructional leaders on campus.

Demographics Strengths

Rucker Elementary consists of multiple student groups, including at risk, English second language learners, and gifted and talented students. Rucker has a committed, caring teaching staff that strives to put students first. We believe in all students and their success and well-being. The Rucker staff continues to hire and retain a diverse group of highly qualified educators. Rucker Elementary strives to provide a safe and nurturing environment for students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our teachers and staff must maintain cultural awareness and continue to be educated in cultural differences to meet students needs. **Root Cause:** Prosper ISD is a fast growing district.

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. 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 identify the performance level of our students and improve student learning. Lessons based on the graduate profile provide opportunities to allow our students to be well-rounded and focus on leading a healthy lifestyle. 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.

2019 STAAR Approaches GL Percentages:

3rd grade... Math- 86%, Reading-85%

4th grade...Math-85%, Reading-82%, Writing- 75%

5th grade...Math-93 %, Reading- 92 %, Science-75%

2019 STAAR Meets GL Percentages:

3rd grade... Math-61%, Reading-57%

4th grade...Math-55%, Reading-53%, Writing- 43%

5th grade...Math-68%, Reading-70 %, Science-53%

2019 STAAR Masters GL Percentages:

3rd grade ...Math-29%, Reading-36%

4th grade...Math-39%, Reading-20%, Writing- 12%

5th grade...Math-52%, Reading-38%, Science-28%

Due to COVID-19, no STAAR data is available for the 2019-2020 school year.

Student Learning Strengths

Rucker's strengths for the 2018-2019 school year include:

3rd grade Reading and Math:

100% of Limited English students - Approaches (Reading)

100% of Bilingual students - Approaches (Math & Reading)

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

4th grade Reading, Writing, and Math:

100% of Gifted and Talented students - Meets (Math); Approaches (Math, Writing, & Reading)

5th grade Reading and Math:

100% of Asian students - Approaches (Math & Reading)

100% of Bilingual students- Approaches (Math & Reading)

100% of Monitored 2nd year Non-LEP- Approaches (Math and Reading)

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

5th grade Science:

100% of Asian - Approaches

100% of Monitored 2nd year Non-LEP - Approaches

100% of Gifted and Talented students - Approaches and Meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading data for 3rd and 4th grade was below the district average. **Root Cause:** Intentional Tier 1 instruction did not meet student growth needs.

School Processes & Programs

School Processes & Programs Summary

At Rucker Elementary teachers plan collaboratively using Prosper ISD Scope and Sequence/Course Maps, curriculum resources, and TEKS based resources. Teachers plan collaboratively in weekly PLC meetings to develop lesson plans that include clear learning targets, higher-level questioning, aligned activities to the TEKS, and differentiation based on the needs of students. Common formative assessments as well as district curriculum-based assessments are used to monitor students' progress towards mastering grade level standards. Our school implements intervention time daily, so that teachers can work with students in small groups and target their individual needs in learning. Based on data collected from our assessments and classroom observations, a plan of intervention is created through the RtI (Response to Intervention) process. The RtI process is a tiered process that takes the student through levels of interventions to ensure better understanding and mastery of concepts.

Rucker Elementary believes that our students should be challenged,and that being intentional about creating opportunities will propel students forward and become life-long learners. Teachers are supported in using various strategies to enhance style of individual learners in the classroom. Technology is used in every classroom to enhance learning and promote student involvement in the learning process. Students participate in our STEAM class along with our other special classes. Students also are available to participate in our yearly Science Fair and district STEAM Expo.

All staff members at Rucker Elementary meet federal and state highly qualified requirements which sets high expectations for learning. The Rucker 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.

Recruitment:

1) Partnership with Texas A&M-Commerce 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 that need to be answered based on their feedback.

4) Rucker 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

PLC and grade level time is used adequately to study the curriculum, plan the lesson, and analyze data to ensure student mastery of essential standards.

Ruker staff provide interventions for students that meet their needs.

The RtI process is implemented for students in need of intervention.

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

Rucker administration and staff continue to work collaboratively to recognize STAR Polishers of the month, Teacher of the Year, Staff Member of the Year, and Staff monthly recognition awards.

Internal & external customer care activities take place throughout the school year with activities such as luncheons, games, showers, and celebrations.

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 family-oriented, professional atmosphere that fosters continued growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While our teachers understand the process of creating and implementing CFAs, there is still a need to understand how CFAs and success criteria drive instruction for student growth. **Root Cause:** Teachers lack the implementation knowledge.

Perceptions

Perceptions Summary

Rucker Elementary's theme for the 2020-2021 school year is "Learning is Virtually Everywhere." Creating a culture and climate that focuses on the collaboration between the students, staff, and families is an important value we follow. Rucker staff will participate in various activities and professional development in order to strengthen collaboration amongst staff therefore impacting student success. Rucker Elementary strives to achieve the goal of creating an atmosphere where everyone feels welcome and apart of the family. Incorporating the R.E.A.C.H. (Respect, Encourage, Appreciate, Communicate, Honor) characteristics along with the Graduate Profile ensure transparency about what Prosper ISD values. Rucker is committed to ensure a positive social emotional health for the whole child is valuable by investing in Social Emotional Learning.

Rucker Elementary will continue the traditions of educational excellence in Prosper ISD through collaboration with all stakeholders. In an effort to create a family-friendly, welcoming, and responsive school environment, Rucker Elementary will foster a rich climate of communication and provide many pathways for parents to partner with us in educating their children. Rucker Elementary is fortunate to have the support of the families it serves and the community at large. There are various events that are hosted throughout the school year that are supported by our parents and the PTO to reinforce traditions and develop a sense of belonging.

Perceptions Strengths

Rucker Elementary is proud to offer a variety of opportunities that support our students while allowing them to grow academically, socially, and emotionally. These opportunities included but are not limited to:

- Safety Patrol
- Hope Squad
- Honor Choir
- Rucker Rocks Assemblies
- REACH Team
- PTO Volunteer Opportunities/Events/Fundraisers
- Book Fair (Fall & Spring)
- Class Parties
- Grandparent/Special Friends Day
- Volunteer Appreciation Breakfast
- PEF Star Polisher
- Teacher/Staff Member of the Year
- Red Ribbon Week
- REACH Awards
- Guidance Lessons
- K,2,4 Music Performances
- Watch DOGS
- Career Day
- Talent Show
- UIL
- Science Fair
- Maker Space

- Culture Fair
- Student Led Conferences
- Community Mentors

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
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

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: Teacher lessons and plans will align written, taught and assessed curriculum through Professional Learning Communities (PLC's)

Evaluation Data Sources: Lesson Plans, PLC notes

Summative Evaluation: None

Strategy 1: Teachers will hold weekly PLC meetings for common inquiry and pacing of standards and assessments around student learning. They will collaborate and backwards planning during PLC utilizing essential standards, district curriculum, and state standards.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Administrator will attend weekly meetings, including team meeting, RtI, and PLC. Staff will discuss lesson plans and student progress. Instruction will be evident through walkthroughs and observations, as well as Tier Time. **Staff Responsible for Monitoring:** Principal Assistant Principal PLC members (teachers) Instructional Coach Interventionist	Oct 30%	Feb	May	June

Strategy 2: General Education and Special Education staff will collaborate, no less than every two weeks, to ensure students are exposed to grade level Texas Essential Knowledge and Skills (TEKS) while meeting their needs.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: PLC meetings and vertical alignment meetings. Lesson plans will include individualized, yet aligned strategies based on student needs. Student growth will be fostered and monitored by all. **Staff Responsible for Monitoring:** Principal Assistant Principal PLC members (teachers)	Oct 30%	Feb	May	June

Strategy 3: Teachers will communicate with curriculum designers throughout the year in order to collaborate to strengthen academic success.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Staff will meet and discuss strengths and weakness that help align instruction with TEKS and district curriculum. Ongoing collaboration horizontally and vertically with grade levels K-5 will take plan on a regular basis. Staff will attend CandI meetings. **Staff Responsible for Monitoring:** PLC members (teachers) Assistant Principal Principal Curriculum Designers	**Oct**	**Feb**	**May**	**June**
	30%			

Strategy 4: PLCs will identify and assess essential standards in each core subject area.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Student tracking data will be updated regularly. Tier time will be fluid, to meet students needs, based on CFA data. Student growth will be evident through formative assessment data. **Staff Responsible for Monitoring:** PLC members (teachers) Principal Assistant Principal	**Oct**	**Feb**	**May**	**June**
	30%			

0% No Progress	100% 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: Every four to six weeks, teachers and administrators will utilize available reading and math data to identify and track individual student academic growth, resulting in an increase of student performance.

Evaluation Data Sources: CFA's, TPRI, Fountas and Pinnell Reading Levels, RtI documentation, Tier Time documentation

Summative Evaluation: None

Strategy 1: Professional Learning Community (PLC) time will be provided for grade level teams to analyze data for instructional planning to ensure success of all students that meets the Tier 1, 2, 3 needs of individual students.	Reviews			
	Formative			**Summative**
	Oct	Feb	May	June
Strategy's Expected Result/Impact: Student scores on formative assessments, summative assessments, STAAR tests, MAP, TPRI, Fountas & Pinnell.	30%			
Monitoring of PLC and conduct walk-throughs				
Grade level teams and administrators will hold 3 data meetings throughout the year.				
Staff Responsible for Monitoring: Principal Assistant Principal All Professional Staff				

Strategy 2: RtI meetings will be held monthly as campus to evaluate Response to Intervention (RtI) procedures and review individual student progress and achievement.	Reviews			
Strategy's Expected Result/Impact: Continued monitoring of PLC and RtI data.	**Formative**			**Summative**
	Oct	Feb	May	June
Review summative data to ensure student growth and mastery of curriculum. Discussion will focus on growth, rather than deficits.	30%			
Staff Responsible for Monitoring: PLC members (teachers) Administrators Special Education facilitators Counselor Reading Specialists				

Strategy 3: CFA's will be created in PLC meetings to measure student growth and ensure students are receiving appropriate intervention during Tier time and/or adjust Tier 1 instruction.	Reviews			
Strategy's Expected Result/Impact: Increase mastery of Texas Essential Knowledge and Skills (TEKS)	**Formative**			**Summative**
	Oct	Feb	May	June
Staff Responsible for Monitoring: PLC members (teachers) Principal Assistant Principal Curriculum Designers Instructional Coach	30%			

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

Performance Objective 3: Rucker will participate in district Instructional Rounds to evaluate a defined Problem of Practice. These rounds and the data collected in these rounds will provide strategies toward improved and enhanced instructional practices.

    Evaluation Data Sources: District data collection from rounds team

    Summative Evaluation: None

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

Performance Objective 4: Rucker will commit to honoring cultural diversity by educating students through lessons, modeling, and interactions, to celebrate cultures.

Evaluation Data Sources: Lesson plans, announcements, office referrals, parent communication

Summative Evaluation: None

	Reviews			
Strategy 1: Rucker staff will provide cultural learning opportunities through morning meetings, lessons, announcements, and assemblies. **Strategy's Expected Result/Impact:** Students will become more aware and appreciative of the differences that make each person unique and special, while ultimately finding a deeper connection to their peers and community through understanding. **Staff Responsible for Monitoring:** None		Formative		Summative
	Oct	**Feb**	**May**	**June**
	25%			
0% No Progress	100% 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: Student outcomes such as performance tasks, or project based learning will show evidence of differentiated instruction.

Evaluation Data Sources: Lesson Plans, PLC notes, student data, formal observations and Walkthroughs, evidence of learning- various methods based on student choice.

Summative Evaluation: None

Strategy 1: Tier 1 instruction will be implemented and designed to meet the needs of students through differentiated instruction, high levels of engagement, checking for understanding, critical thinking/analysis.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Administrators will monitor lesson plan checks to ensure curriculum delivery is differentiated, engaging, and rigorous. PLC meeting monitor student outcomes. **Staff Responsible for Monitoring:** Teachers para professionals Special education team Curriculum Designers Math Interventionist Support Staff- Reading support, Dyslexia, ESL	**Oct** 25%	**Feb**	**May**	**June**

Strategy 2: Frequent measures of student progress, using assessments to adjust instruction, and providing timely corrective, positive feedback to students.	Reviews			
Strategy's Expected Result/Impact: PLC meeting monitor student outcomes.	**Formative**			**Summative**
Intentional Tier 1 instruction resulting in few Tier 2 and 3 intervention groups. **Staff Responsible for Monitoring:** PLC members	**Oct** 30%	**Feb**	**May**	**June**

0% No Progress	100% 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: Rucker Elementary will create a process to track growth based on individual needs using a variety of measurement for each student about their progress once per grading period.

Evaluation Data Sources: data/goal sheets, SMART goal documentation

Summative Evaluation: None

Strategy 1: Create success criteria for essential standards. Analyze data from CFA for flexible grouping for reteaching and extension while providing feedback to students using RtI data sheet. **Strategy's Expected Result/Impact:** During PLC meetings teachers will discuss student data taken from common formative assessments. Teachers will collaborate in PLC to identify success criteria on essential standards. Administrators will ensure implementation through observations and PLC meetings. **Staff Responsible for Monitoring:** Teachers Curriculum Designers Instructional Coach		Reviews		
	Formative			**Summative**
	Oct	**Feb**	**May**	**June**
	35%			

Strategy 2: Student-led conferences will be held in the fall and spring to discuss individual goals. Teachers will work with students to monitor personal progress and track goals. **Strategy's Expected Result/Impact:** Share information regarding student's individual goals to foster student ownership in the learning process. **Staff Responsible for Monitoring:** Teachers Parents Students		Reviews		
	Formative			**Summative**
	Oct	**Feb**	**May**	**June**
	50%			

0% No Progress	100% 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: Rucker Elementary will design and implement professional learning for instructional staff to facilitate student engagement 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 (including the implantation of rigorous instructional strategies/learning activities), intervention, and creating a purposeful learning culture.	Reviews			
	Formative			Summative
	Oct	Feb	May	June
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. **Staff Responsible for Monitoring:** School Administrators Instructional Coach Campus Library Media Specialist District Administrators	30%			

0% No Progress	100% 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 2: Teachers will provide relevant resources and experiences that engage learners by designing an innovative project a semester in any content area.

Evaluation Data Sources: Lesson plans, PLC notes

Summative Evaluation: None

Strategy 1: During PLC, teams will create an innovative learning experience using UFD and Curriculum Designers to foster a culture of risk-taking and productive struggle for students. **Strategy's Expected Result/Impact:** Teacher and student use of technology in the classroom will foster student engagement. Innovative practices utilizing technology will move students from compliance to creation in the learning process in order to ensure positive social emotional health for the whole child. **Staff Responsible for Monitoring:** Teachers Instructional Coaches Administrators	Reviews			
	Formative			**Summative**
	Oct	**Feb**	**May**	**June**
	30%			

	0% No Progress	100% 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 3: Teachers and Library Media Specialist (LMS) will partner up to integrate digital-aged practices and digital citizenship standards across the curriculum for the purpose of learning and maintaining ways to inspire student learning.

Evaluation Data Sources: Professional development 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.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Quality of instruction will be strengthened through PD participation as monitored through participation and application of material learned.	**Oct**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Teachers, Library Media Specialists Administrators ITS	30%			

Strategy 2: Each team will have a minimum of two Google Certified Educator.	**Reviews**			
Strategy's Expected Result/Impact: Increase in authentic, meaningful use of technology in the classroom.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	**Oct**	**Feb**	**May**	**June**
	25%			

0% No Progress	100% 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: Rucker Elementary will develop a professional learning system for educator and leadership development for all staff members focusing on growth a minimum of once a month.

Evaluation Data Sources: Teacher survey- feeback
Agendas

Summative Evaluation: None

Strategy 1: Administrators will use Texas Teacher Evaluation and Support System (T-TESS) as the teacher appraisal system, observing all new P.I.S.D. employees during the fall semester. Each teacher will also have a pre conference, and post conference .		Reviews		
		Formative		**Summative**
		Oct	Feb	May	June
		40%			
Strategy's Expected Result/Impact: T-TESS documentation of teacher goal setting for the 2019-2020 academic school year. Teachers will be shown support through ongoing dialogue and intentional feedback. Teacher retention and end of the year positive feedback. **Staff Responsible for Monitoring:** Administrators					

Strategy 2: New to Prosper teachers will meet with administrators and other leaders a minimum of three times per year.		Reviews		
Strategy's Expected Result/Impact: Administrators will follow-up after each meeting to ensure questions are answered and an ongoing commitment to learning is supported. **Staff Responsible for Monitoring:** Administrators		**Formative**		**Summative**
		Oct	Feb	May	June
		30%			

Strategy 3: Teacher retention will be a priority by assigning a mentor to all new teachers and new to Prosper teachers.		Reviews		
Strategy's Expected Result/Impact: Teacher retention and end of year positive feedback. **Staff Responsible for Monitoring:** Administrators Mentor Teachers		**Formative**		**Summative**
		Oct	Feb	May	June
		30%			

Strategy 4: Administrators will visit classrooms and provide on-going, positive and constructive feedback by completing a combined minimum of 2 walkthroughs for each teacher by the end of year.	Reviews			
Strategy's Expected Result/Impact: Teachers will be shown support through ongoing dialogue and intentional feedback. **Staff Responsible for Monitoring:** Administrators	Formative			Summative
	Oct	Feb	May	June
	40%			

0% No Progress	100% 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: Rucker Elementary will create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future.

Evaluation Data Sources: Career Day

Summative Evaluation: None

Strategy 1: Communicate and make connections between student groups, like REACH team, and the Graduate Profile, so that community organizations understand the partnership between Prosper I.S.D. graduates and life-long goals of professionalism. **Strategy's Expected Result/Impact:** School staff, community members, and parents will work together to provide partnering activities to encourage well-rounded students. Donations of materials and time for school supplies, science fair, and mentors to achieve student success. **Staff Responsible for Monitoring:** Administrators Campus LMS Donations Mentors Watch Dog Dads Counselor REACH team Sponsors PTO All staff		Reviews		
		Formative		**Summative**
	Oct	**Feb**	**May**	**June**

Strategy 2: Host a Career Day to include opportunities for local business community members and parents to share their careers and contributions with our students. **Strategy's Expected Result/Impact:** Encourage community partnerships and promote career readiness for students. **Staff Responsible for Monitoring:** Administrators Counselor		Reviews		
		Formative		**Summative**
	Oct	**Feb**	**May**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: Rucker Elementary will develop district-wide standards and accountability for students and staff related to emotional and social safety issues (i.e. bullying, harassment, cyber safety), resulting in a 10% decrease in the number of disciplinary referrals by May 2021.

    Evaluation Data Sources: Skyward report-disciplinary referral data

    Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Guidance Lesson will be presented once per month, to each student, to provide and promote safe, secure, nurturing, and positive learning environment.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Student awareness of appropriate peer interaction and behavior will result in fewer discipline referrals.	**Oct**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Counselor Principal Assistant Principal All Staff	30%			
Strategy 2: Rucker Elementary will implement social emotional learning and mindfulness strategies every morning. This will foster a positive school culture, build community, and promote sustainable growth socially, emotionally, and academically.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Positive culture in our campus. Foster relationship amongst all stakeholders, resulting in decrease of discipline referrals.	**Oct**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor	30%			
Strategy 3: Classroom teachers will nominate a student to receive a REACH award that showcases specific positive character traits the student demonstrated. Student will be recognized at the Rucker Rocks assembly.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Positive praise will promote student confidence and increased connectedness between staff and students. Stronger sense of community.	**Oct**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers	30%			
Strategy 4: Rucker's Hope Squad will support student social and emotional health through student and staff education and training, as well as, peer to peer interventions provided by student nominated student advisors.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Students will feel supported and can receive guidance if needed, resulting in reduction of hopelessness, self harm, and youth suicide.	**Oct**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Hope Squad	40%			

Strategy 5: Rucker staff will be supported socially and emotionally through planned and intentional activities and interactions every nine weeks.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Activities and interactions will be designed to boost morale, support stress relief, promote connectedness and community as well as an overall check-in with staff members. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor	**Oct**	**Feb**	**May**	**June**
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Rucker Elementary will 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 a Campus Safety Team that will meet twice a year to review and update.

    Evaluation Data Sources: Meeting notes from Campus Safety meetings

    Summative Evaluation: None

Strategy	Reviews			

Strategy 1: Administrators will receive safety and emergency training that includes processes and procedures during the event of campus and district emergencies.
    Strategy's Expected Result/Impact: Administrative training participation with Chief of Police and/or Director of Safety.
 	
Monthly documentation of drills and procedures, and review of effectiveness each month to ensure preparedness.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Staff
Prosper ISD Police Department
Director of Safety
Campus Safety Team
	"Reviews"			

	Formative			**Summative**
	Oct	Feb	May	June
	50%			

Strategy 2: Administrators will conduct emergency drills throughout the year to ensure student and staff know the procedure of each emergency situation.
    Strategy's Expected Result/Impact: Review effectiveness each month of emergency drills and ensure preparedness.
 	
    Staff Responsible for Monitoring: Principal
Assistant Principal
SRO
Campus Safety Team
	Reviews			

	Formative			**Summative**
	Oct	Feb	May	June
	30%			

Strategy 3: 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.
    Staff Responsible for Monitoring: Administrators
	Reviews			

	Formative			**Summative**
	Oct	Feb	May	June
	30%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue