



PROSPER INDEPENDENT SCHOOL DISTRICT

**P. O. Box 100
Prosper, Texas 75078**

August 24, 2020 – 6:30 PM

REGULAR

AGENDA

Call to Order

“I call this meeting of the Prosper Independent School District to order. Let the record show that a quorum of board members is present, that this meeting has been duly called and that Notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.”

1. Public Hearing on proposed budget for the 2020-2021 fiscal year.	3
2. Meeting Overview 8-24-20	4
3. Invocation / Pledge of Allegiance	
4. Open Forum/Communications/Presentations	
5. CONSENT AGENDA	9
A. Approve the minutes of the prior meeting(s): 7-20-20 and 7-31-20	
B. Enrollment Update	10
C. Construction Update	20
D. Consideration and approval of cooperative management fee report.	
E. Consideration and approval of inter local resolution for purchasing cooperative.	
F. Student Outcomes Report - PISD Athletics	
6. EDUCATION	28
A. Consideration and possible action on approval of the Texas Teacher Evaluation and Support System (TTESS) list of appraisers for the 2020-2021 school year.	29
B. Consideration and possible action on approval of the various Campus Improvement Plans (CIPs) and District Improvement Plan (DIP) for the 2020-2021 school year.	31
C. Consideration and possible action on approval of any district-wide class-size waivers for K-4.	
D. Consideration for approval of reading diagnostic waiver.	85
E. Consideration for approval of policy Update 115 as recommended by TASB.	86
F. Consideration for approval to contract student services for the Autism Treatment Center.	
7. BUSINESS	87

A. Consideration and possible action on approval of the Financial/Investment/Tax Report for July, 2020.	88
B. Consideration and possible action on approval of budget amendments to close out the 2019-2020 fiscal year.	97
C. Consideration and possible action on approval of auction items.	99
D. Consideration and possible action on approval of granting authority to certain individuals to sign employee service records.	102
E. Consideration and possible action on approval of the PISD annual budget for 2020-2021.	104
F. Consideration and possible action on approval of designation of CFO and Director of Business Services as investment officers.	109
G. Consideration and possible action on approval the CFO of as an authorized representative for Texpool.	112
H. Consideration and possible approval of Agreement for the Purchase of Attendance Credit (Netting Chapter 48 funding)	114
I. Consideration and possible action regarding potential future school sites, the purchasing of land and site-related infrastructure costs, and the naming of upcoming schools.* (551.072)	117
8. PERSONNEL	
A. Consideration and possible action on approval of any professional /contract personnel to be employed and status of current professional personnel.* (551.074)	
B. Consideration and possible action on approval of resignations received.* (551.074)	
9. Future Business	
A. Important Dates	
September 4, 2020 - Professional Learning Day	
September 7, 2020 - Labor Day No School	
September 21, 2020 - Tax Rate Hearing/ Regular Meeting	

Dr. Holly Ferguson

Dr. Holly Ferguson, Superintendent

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Prosper ISD will hold a public meeting at 6:30 PM, August 24, 2020 in Prosper ISD Administration 605 East 7th Street Prosper Tx. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	\$1.05470/\$100 (proposed rate for maintenance and operations)
School Debt Service Tax	\$0.50000/\$100 (proposed rate to pay bonded indebtedness)
Approved by Local Voters	

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories.

Maintenance and operations	20.75% increase
Debt Service	12.35% increase
Total expenditures	18.73% increase

Total Appraised Value and Total Taxable Value

(as calculated under Section 26.04, Tax Code)

	<u>Preceding Tax Year</u>	<u>Current Tax Year</u>
Total appraised value* of all property	\$11,159,919,815	\$12,572,213,884
Total appraised value* of new property**	\$1,123,308,132	\$1,118,515,946
Total taxable value*** of all property	\$9,827,951,906	\$10,483,848,561
Total taxable value*** of new property**	\$1,052,553,397	\$868,676,201

*Appraised value is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.

**"New property" is defined by Section 26.012(17), Tax Code.

***"Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$923,873,062

*Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance & Operations</u>	<u>Interest & Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
Last Year's Rate	\$1.06835	\$0.50000*	\$1.56835	\$9,326	\$2,391
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$1.02008	\$0.53064*	\$1.55072	\$8,824	\$3,183
Proposed Rate	\$1.05470	\$0.50000*	\$1.55470	\$8,477	\$2,839

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$443,443	\$436,730
Average Taxable Value of Residences	\$418,443	\$411,730
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.56835	\$1.55470
Taxes Due on Average Residence	\$6,562.65	\$6,401.17
Increase (Decrease) in Taxes		-\$161.48

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.59667. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of \$1.59667.

Fund Balances

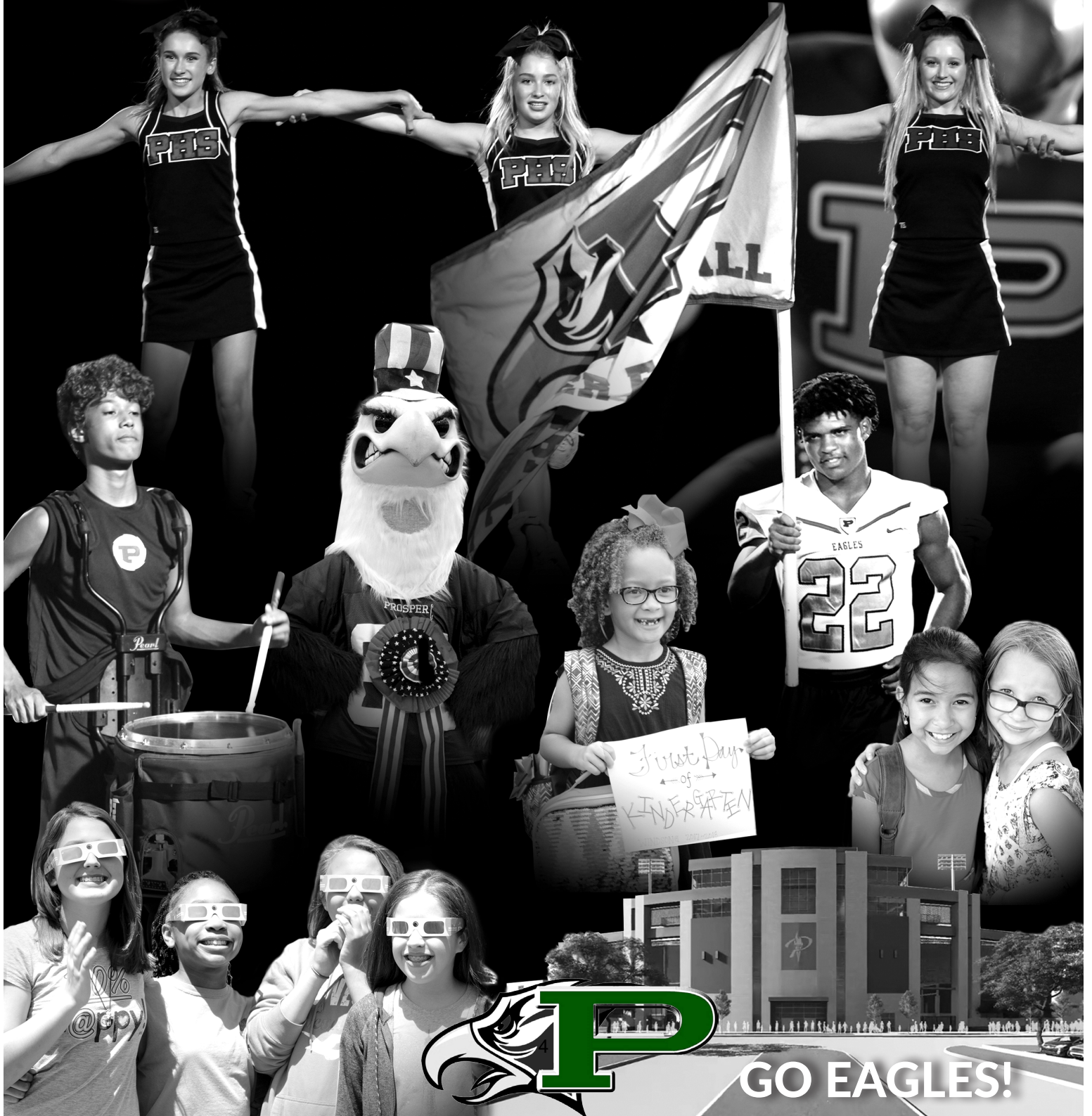
The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment.

Maintenance and Operations Fund Balance(s)	\$67,600,000
Interest & Sinking Fund Balance(s)	\$6,100,000

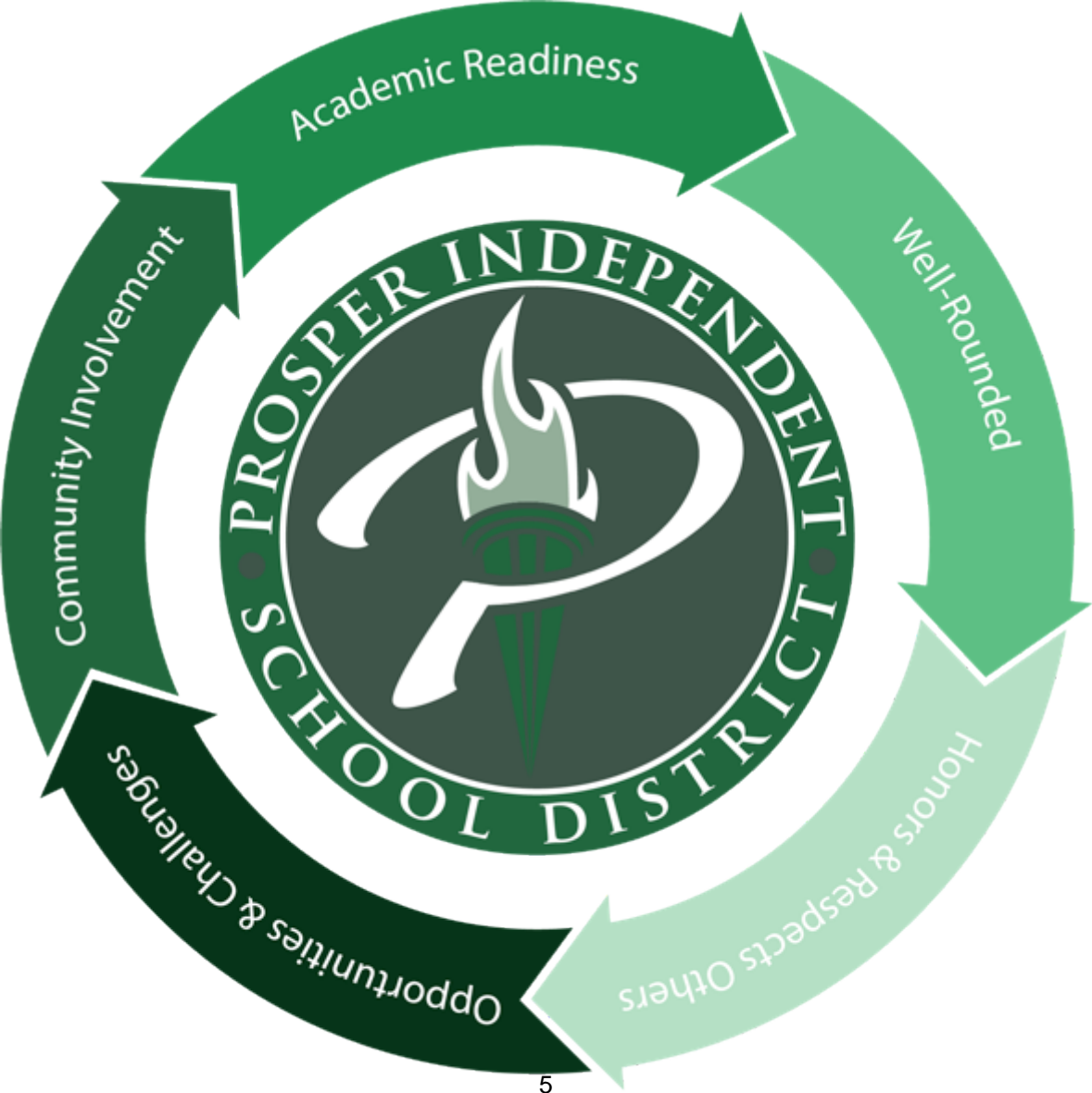
A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.



Our Mission 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.



GO EAGLES!



Graduate Profile

FUNDING & FINANCE Strategy

The security of a district's long-term ability to provide a quality education is rooted in the stability of its funding and finances. By ensuring that our staff and community members have a clear understanding of funding and finance in relation to public education, we will be able to continue to provide a high quality education for all students in PISD while holding on to the traditions and pride that is PISD. By educating the community about school funding and empowering them to vote, we will create a better future by ensuring the hopes and dreams of, not only our current students, but our future students for years to come.

5.1 Strategy: Educate the community about school funding and finances.

Action Plans:

- **5.1** Explain how funding impacts PISD.
- **5.2** Communicate how the bond directly impacts my children, my family and my community.

5.2 Strategy: Empower and engage the community to make an informed voting decision.

Action Plans:

- **5.2.1** Educate the community to explain that the ISD's tax rate will not increase as a result of the bond passage.
- **5.2.2** Identify district-wide ways in which we can make it simple for the community to become educated, find factual information and vote.

6.1 Strategy: Provide a culture-rich environment to retain highly-qualified staff that is reflective of our community.

Action Plan: 6.1 Develop a culture of investment through incentives, training, mentoring and recognition that centers on longevity in the district.

6.2 Strategy: Consistently review budget processes to optimize the operation of district facilities.

Action Plan: 6.2 Create annual maintenance schedule for each school/facility to include a budget plan and staffing guidelines.

COMMUNICATIONS & COMMUNITY PARTNERSHIPS Strategy

Communication is key to creating understanding both inside the school and outside in the community. When stakeholders know what is going on in the district and on the campuses, they can better partner with the district to support students and staff. PISD is committed to a growing, transparent communication that provides opportunities for businesses, parents and community members to become active participants in the school environment.

7.1 Strategy: Engage stakeholders in meaningful interactions that increase awareness and opportunities for partnerships.

Action Plans:

- **7.1.1** Create an "adopt a school" program that will give stakeholders an opportunity to work with specific schools and meet the needs of those schools.
- **7.1.1** Create a plan to work with realtors and home builders to increase their knowledge of PISD programs and schools.

7.2 Strategy: Design a communication plan that transcends state and national mandates and reflects local values and expectations for all stakeholders.

Action Plans:

- **7.2.1** Obtain a unified district application (app) that conveys school, student and parent information through channels that can be subscribed/unsubscribed to by users.
- **7.2.2** Create a digital and print copy of a PISD magazine to convey our identity to external stakeholders.

STRATEGIC PLANNING COMMITTEE

Beliefs, Vision & Plan

Prosper ISD School Board

Strategies & Action Teams

Innovative Learning Members

Dawnda Daniel - Parent/Community
Karen Kidd - Director of Curriculum
Kardel Miller - Principal
Glenda Dophied - Principal
Wendy Kruse - Parent/GT Specialist
Emily Kopeck - GT Specialist
Mike Uber - Parent/Community
Jill Mitchell - Parent/Community
Whitney Brown - Parent/Community
Nate Jacobs - Parent/Teacher
Lauren Hodum - Parent/Teacher

Social & Emotional Health Members

Andrea Graham - Parent/Community
Sarah Feuerbacher Wells - Parent/Community
Merydith Melton - Parent/Community
Kelly Hernandez - Teacher
Prasadika Arangalla - Parent/Community
Sarah Sullivan - Teacher
Debra Hurbough - Counselor
Machelle Scogin - Principal

Human Resources Members

Haley Stelly - Principal
John Burdett - Principal
Jason Jetton - Asst. Principal
Christine Buys - HR Coordinator
Kristen Patterson - Asst. Principal
Karla Rodriguez - PISD Police Officer
Robyn Kovarik - Parent/Teacher
Beth Bish - Parent/Teacher
Jaclyn Byrom - Parent/Community
Shannon Ta - Parent/Community

Facilities Members

Ron Caldwell - Director of District Services
Tiffany Johns - Principal
Valerie Little - Athletic Director
Jeff Smith - Asst. Athletic Director
John Alstrin - Director of Bands
Josh Brown - Parent/Community
Kim Davis - Parent/Community

Funding & Finance Members

Alissa Andrews - Principal
Jennifer Dejong - Teacher
Mya Peterson - Student
Deidra Busbee - Parent/Community
Loren Busbee - Parent/Community
Stacey Heischman - Parent/Community
Alex O'Brien - Teacher
Dustin Toth - Asst. Principal
Rusty Craig - Director of Business Services
Alan Rice - Teacher
Dedrick Buckels - Asst. Principal
Arya George - Student
Brenton Cross - Community
Kelly Cavender - Parent/Community

Communications & Community Partnerships Members

Nick Jones - Asst. Principal
Jessica Mullins - Teacher
Lindsey Leeper - Curriculum Designer
Gina Brock - Receptionist
Keith Kirkland - Professional Learning Admin.
Julio Torres - Community
Michael Hatch - Teacher/Community
Lainie Ereno - Parent
Ji-Yeon Yu - Parent
Mike Labunski - Parent
Nico Ray - Student

Prim Bava - Parent/Community
Vincent Dawes - Community
Lacey Kuehn - Teacher
Seth Rutledge - Advanced Academics Coordinator
Leilani Bonds - Teacher
Sharon Sovereign - Teacher
Meredith Bell - Curriculum Designer
Ashley Pontarelli - Design Coach
Trent Turner - Curriculum Designer
Kenyetta Pettaway - Community

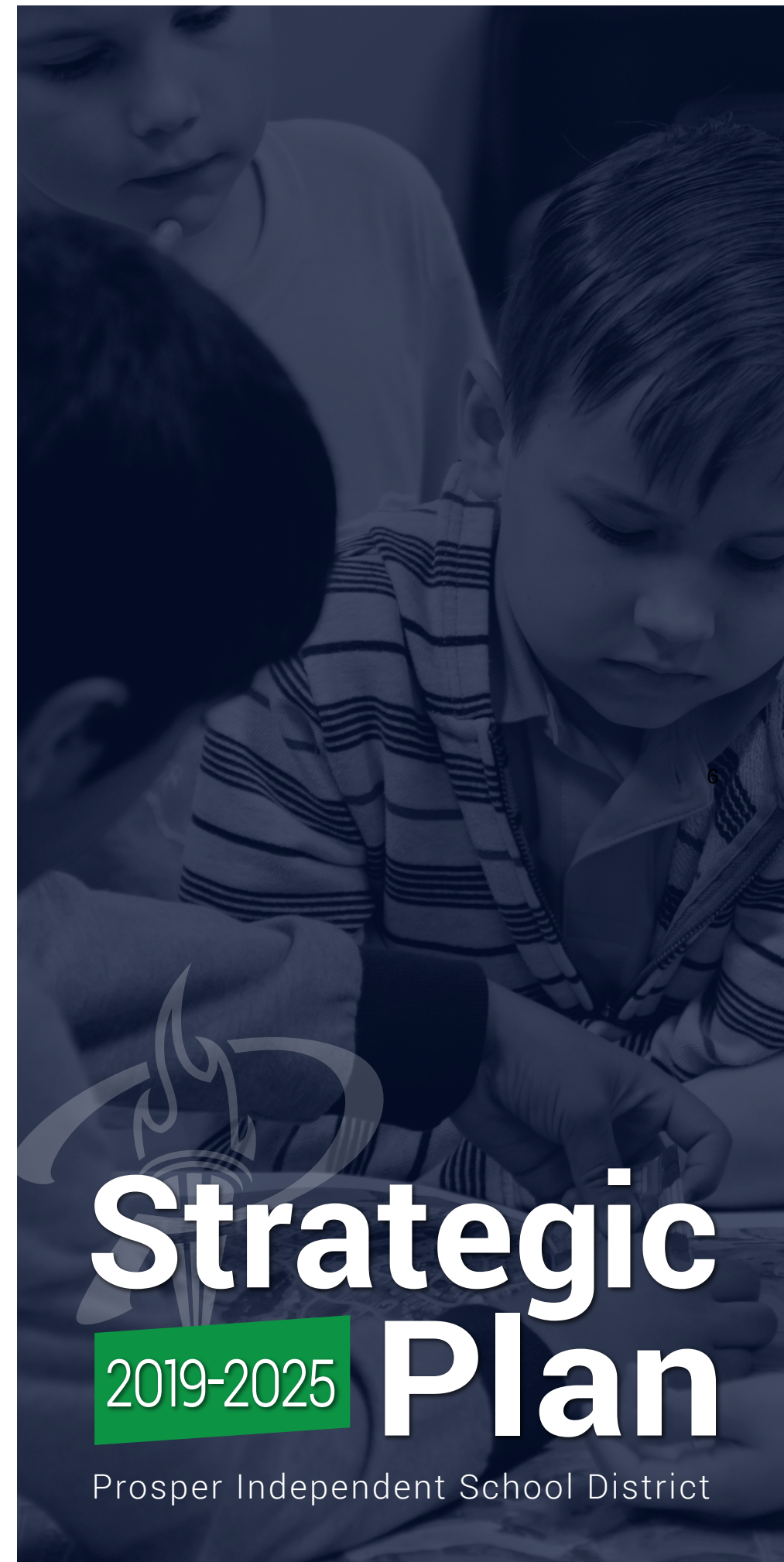
Alexis Webb - Director of Program Eval & Curriculum Support
Jen Sanchez - Parent/Community
Jill Beitel - Community
Jen Lutes - Community
Mickey Gunn - Community
Tracy McCurry - Administrative Assistant
Cindy Parker - Secretary
Josh Long - Community

Nicholas Miller - Parent/Community
Jane Davis - Parent/Community
Bernadette Gerace - Human Resources Director
Stephanie Romero - Teacher
Cyndi Lee - Teacher
Lexi King - Teacher
Michelle Askew - Teacher
Willard Hart - Community
Aimee Stanton - Curriculum Designer

Kris Wilson - Parent/Community
Patrick O'Neil - Director of Instructional Media
Todd Shirley - Principal
Greg Bradley - Assistant Superintendent
Blair Hickey - Executive Director of Special Education
Marisol Balderas - Asst. Principal

Melissa Weiss - Asst. Principal
Jacqueline Wrightsil - Parent/Community
Cole Kindiger - Student
Shelly Spears - Principal
Kimberly Newman - Asst. Principal
Christy Smith - Teacher
Nicole Nunn - Teacher
Jill Sentlingar - Parent/Community
Gwen Ray - Parent/Community
Karen Walker - Community
Kari Roan - Curriculum Designer
Drew Watkins - Superintendent
Amy Limas - Community
Drew Wilborn - Community

Kristy Smith - Teacher
Stephanie Cockrell - Principal
Janet Anders - Director of Advanced Academics
Susan McNulty - Parent/Community
Scott Bray - Community
Christal Hankey - Communications Specialist
Holly Ferguson - Associate Superintendent
David Bill - Asst. Principal
Adrienne De La O - Community
Donna Abrokwa - Community



Strategic Plan

2019-2025

Prosper Independent School District

AT PROSPER ISD...

We BELIEVE

- **Students are first** in all decisions
- In **valuing all students** and their success and well-being
- In **innovation** in curriculum and technology
- In being intentional in **creating opportunities** that will **propel students forward**
- In recruiting, hiring and retaining employees with the **Prosper heart**
- In the **importance** of a supportive and demanding **community**
- In our commitment to our **Graduate Profile**
- In protecting our **small-town feel**
- In providing a **safe and nurturing environment** for students and staff
- Our success is grounded in tradition

Our VISION

Grounded by **Tradition**, Soaring to **New Beginnings**.

Our MISSION

The mission of PISD 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.

Strategic Planning PROCESS

Strategic planning is thoughtful, purposeful planning developed by district stakeholders. An effective Strategic Plan encompasses all facets of an organization and determines the organization's long-term goals and the actions to take to accomplish these goals. Strategic Planning will truly influence the future by establishing a measurable plan and developing the accountability to ensure that the plan is followed. The PISD Strategic Planning Committee met on May 8-9, 2018 for the Strategic Planning Retreat where members worked on the District Mission, Vision and Belief statements. Members then decided upon the Strategic Objectives and were broken into committees to work on their respective strategies. Each Strategic Objective Committee met a minimum of two times in person in addition to online collaboration to develop the final Strategic Objective Statements as well as the Corresponding Action Plans.

STRATEGIC PLAN

INNOVATIVE LEARNING Strategy

Growth happens most when we are uncomfortable and find struggle in our endeavors. PISD is committed to providing an educational environment that fosters growth in teachers and students alike through risk-taking, productive struggle, feedback, observation, collaboration and communication. Establishing a growth-mindset culture in PISD allows for the development of realistic expectations of what it takes to succeed in the world at large ultimately resulting in increased, authentic, transferable student and teacher learning. Ultimately, these action plans will increase student achievement and boost teacher morale.

1.1 Strategy: Foster a culture of risk-taking and productive struggle for both students and educators.

Action Plans:

- **1.1.1** Identify ways to promote feedback that encourages risk-taking and values the learning process that fosters a growth mindset.
- **1.1.2** Design communication to all stakeholders about the strategic initiative focus of valuing the learning process.
- **1.1.3** Continue to promote and value traditions through a safe environment that recognizes struggles and encourages individual growth.

1.2 Strategy: Provide opportunities for observation, collaboration, and communication among educators.

Action Plans:

- **1.2.1** Establish a comprehensive district support system to encourage collaboration and retention of employees while keeping grounded in our tradition.
- **1.2.2** Implement processes and support structures to ensure efficiency and effectiveness of collaborative planning.
- **1.2.3** Support teachers in using various strategies to enhance styles of individual learners in the classroom.

SOCIAL & EMOTIONAL HEALTH Strategy

Human connection is a key component to positive emotional health and personal growth. PISD is committed to the belief that a sense of belonging to a greater community improves an individual's motivation, health, and happiness. PISD is committed to ensuring a positive social emotional health for the whole child believing that Social Emotional Learning is a valuable investment in PISD students' futures but that it will also add to the overall well-being of PISD staff members. Ultimately, these action plans will help to meet the goal that all PISD students graduate ready to be contributing members of society in whatever capacity they choose.

2.1 Strategy: Create formal and informal social and emotional systems for establishing personal connections and understanding of the Prosper culture and traditions across the campus and district levels.

Action Plan:

- **2.1** Implement an intentional, standardized district plan that focuses on Social and Emotional Health while allowing autonomy to meet campus needs.

2.2 Strategy: Cultivate opportunities to unite staff, students and families to reinforce traditions and develop a sense of belonging.

Action Plan:

- **2.2** Impact the sense of connection within all PISD students, families and staff.

HUMAN RESOURCES Strategy

The quality of instruction provided in a classroom or on a campus is directly correlated to the quality of educational professionals providing the collaborative service. To this end, PISD is committed to recruiting and hiring the best educators available. Studies have found that students in same race teacher classrooms have reported higher levels of personal effort, postsecondary motivation, academic engagement and higher achievement. As Prosper grows and diversity increases, our students deserve the opportunity to have a multicultural education provided through a diverse demographic of staff members. HR and campus administration must, then, focus on developing a marketing solution that will target the hiring and retention of a diverse group of highly qualified educators that more closely mirror the cultural diversity of the student population while embedding ongoing cultural training into required professional development.

3.1 Strategy: Create a plan to increase cultural responsiveness through ongoing professional learning with all staff.

Action Plan:

- **3.1** Embed ongoing cultural training into district required professional development.

3.2 Strategy: Develop an intentional recruiting plan that reaches a diverse group of highly qualified employees.

Action Plan:

- **3.2** Create a marketing solution that will target the hiring and retention of a diverse group of highly qualified employees.

FACILITIES Strategy

7

During times of rapid growth, one of the first areas to be impacted is the organizational facilities. Whether considering schools over capacity or not enough program facilities to meet the growing needs of student involvement, facilities are a focal point that must be assessed. PISD is committed to providing high quality learning facilities for our students and staff while also developing a solid plan for creating equity and efficiency in regards to programs and facility use in a time of such rapid growth.

4.1 Strategy: Develop a plan that ensures that facilities reflect community expectations and student needs.

Action Plan:

- **4.1** Create vehicles for input from all stakeholders in new construction, renovations and improvements.

4.2 Strategy: Develop a plan for capital improvements for all facilities.

Action Plan:

- **4.2** Create a Facilities and Maintenance Improvement Review Committee to make recommendations for future renovations and improvements.



LEADERSHIP PROFILE

The Prosper ISD Leadership Profile designates the attributes necessary to ensure leaders have the greatest impact on the school community. The profile provides clarity and direction to both current and aspiring leaders at all levels of the organization.

We believe that a Prosper ISD leader...

- 1 SHARED VISION**
Establishes a shared vision of high standards and is committed to the success of ALL students and staff.
- 2 CULTIVATES LEADERSHIP**
Purposefully cultivates leadership in others throughout the school community including students, staff, and parents and intentionally develops a network with colleagues.
- 3 CONFIDENT & RELATABLE**
Possesses a confident and relatable presence that fosters a sense of community and belonging.
- 4 EXEMPLIFIES SELF-AWARENESS**
Exemplifies self-awareness, sensitivity, integrity, and responsiveness to a diverse and ever-changing community.
- 5 PROFESSIONAL COMMUNICATION**
Demonstrates inclusive professional communication through positive and encouraging language and behavior.
- 6 RECEPTIVE TO CONSTRUCTIVE FEEDBACK**
Reflects upon and is receptive to constructive feedback.
- 7 BUILDS RELATIONSHIPS**
Fosters a strong commitment to building relationships with staff, students, parents, and community members.
- 8 LIFELONG LEARNING**
Pursues an ongoing dedication to lifelong learning.





CONSENT AGENDA

**Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019**

Prosper High School												
	JJAEP											
	CY	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
12th Grade	644	0	792	674	635	502	408	387	341	268	259	201
11th Grade	647	0	975	787	678	641	519	434	386	346	287	256
10th Grade	727	0	1086	968	753	646	587	498	416	375	350	284
9th Grade	760	0	1232	1026	904	722	591	549	459	395	363	322
Total Enrollment	2778	0	4085	3455	2970	2511	2105	1868	1602	1384	1259	1063

Note: The student numbers shown at JJAEP are included in the campus totals

RHHS (Opened 2020-21)												
	JJAEP											
	CY	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
12th Grade	368	0										
11th Grade	499	0										
10th Grade	559	0										
9th Grade	587	0										
Total Enrollment	2013	0	0	0	0	0	0	0	0	0	0	0

Note: The student numbers shown at JJAEP are included in the campus totals

Lorene Rogers Middle School												
	CY											
		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
8th Grade	427	349	520	449	399							
7th Grade	434	389	535	506	408							
6th Grade	405	410	563	499	452	704	614	474	432	397	357	271
5th Grade						690	601	558	434	351	360	300
Total Enrollment	1266	1148	1618	1454	1259	1394	1215	1032	866	748	717	571

Reynolds Middle School

Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019

	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
8th Grade	274	485	549	490	393	619	516	471	411	330	341	263
7th Grade	313	533	538	477	404	691	553	473	421	369	314	300
6th Grade	318	558	580	488	374							
Total Enrollment	905	1576	1667	1455	1171	1310	1069	944	832	699	655	563

Hays Middle School (opened 2019-20)												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
8th Grade	424	371										
7th Grade	471	406										
6th Grade	467	471										
Total Enrollment	1362	1248	0	0	0	0	0	0	0	0	0	0

Rushing Middle School (Opened 2020-21)												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
8th Grade	308											
7th Grade	295											
6th Grade	324											
Total Enrollment	927	0	0	0	0	0	0	0	0	0	0	0

Steve Folsom Elementary												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	134	152	161	144	137							
4th Grade	134	133	145	157	146	126	140	122	95	140	105	133
3rd Grade	129	135	132	147	153	135	113	126	108	146	131	102
2nd Grade	130	124	123	133	142	157	126	98	96	133	139	129
1st Grade	119	124	108	121	125	137	145	107	86	146	124	125
Kinder	84	119	111	103	105	105	116	126	84	125	131	124

**Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019**

Pre-K							78	47	35	65	68	66
EE	1	8	5	8	9	7	26	7	3	0	1	2
	731	795	785	813	817	667	744	633	507	755	699	681

Judy Rucker Elementary												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	120	123	118	128	122							
4th Grade	99	114	124	155	108	145	154	127	114	113	102	95
3rd Grade	101	101	116	136	122	137	187	120	115	141	103	90
2nd Grade	121	103	112	143	123	153	160	133	97	128	121	73
1st Grade	109	126	106	137	128	152	167	122	105	120	112	89
Kinder	104	108	125	144	124	154	173	134	102	119	115	89
Pre-K	29							44	47	47	116	48
EE	2	3	2	3	4	10	12	14	18	7	9	10
Total Enrollment	685	678	703	846	731	751	853	694	598	675	678	494

John Baker Elementary												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	132	134	145	107	97							
4th Grade	153	134	126	149	105	139	144	125	121	119	118	83
3rd Grade	137	142	129	127	132	138	129	135	123	145	101	108
2nd Grade	176	137	135	129	124	152	133	129	120	132	133	97
1st Grade	176	173	134	133	115	152	143	127	122	138	133	119
Kinder	145	176	150	123	116	141	145	141	123	134	130	112
Pre-K							48	50	42	49	43	
EE	11	9	8	15	11	8	14	13	7	1	4	1

**Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019**

Total Enrollment	930	905	827	783	700	730	708	718	666	711	668	563
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Cynthia Cockrell Elementary (opened 2012-13)												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	109	153	137	176	137							
4th Grade	135	155	139	167	150	134	167	149	149			
3rd Grade	105	173	129	177	146	141	173	156	133			
2nd Grade	113	145	141	166	150	121	170	160	148			
1st Grade	113	154	115	158	138	123	145	170	142			
Kinder	90	140	125	149	135	124	139	140	138			
Pre-K	18							52	55			
EE	10	7	4	8	7	5	2	9	7			
Total Enrollment	693	927	790	1001	863	648	796	836	772	0	0	0

Light Farms Elementary (opened 2015-16)												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	119	119	116	156	128							
4th Grade	150	118	106	174	130	158						
3rd Grade	135	148	94	171	146	133						
2nd Grade	131	127	125	148	134	151						
1st Grade	149	133	104	194	136	141						
Kinder	127	146	124	166	169	162						
Pre-K	21		103		29	66						
EE	4	11	54	12	11	46						
Total Enrollment	836	802	826	1021	883	857						

**Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019**

Prosper ISD Student Enrollment by Grade Level												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
12th Grade	1012	792	674	635	502	408	387	341	268	259	201	166
11th Grade	1146	975	787	678	641	519	434	386	346	287	256	197
10th Grade	1286	1086	968	752	646	587	498	416	375	350	284	241
9th Grade	1347	1232	1026	904	722	591	549	459	395	363	322	263
8th Grade	1433	1205	1069	939	792	619	516	471	411	330	341	263
7th Grade	1513	1328	1073	983	812	691	553	473	421	369	314	300
6th Grade	1514	1439	1143	987	826	704	614	474	432	397	357	271
5th Grade	1479	1359	1244	1001	812	690	601	558	434	351	360	300
4th Grade	1576	1375	1150	1096	832	702	605	523	479	372	325	311
3rd Grade	1576	1462	1197	1029	918	684	602	537	479	432	335	300
2nd Grade	1569	1435	1242	1063	860	734	589	520	461	393	393	299
1st Grade	1648	1482	1221	1106	891	705	600	526	455	404	369	333
Kinder	1456	1540	1255	1056	893	686	573	541	447	378	376	325
Pre-K	159	136	103	81	70	66	78	191	187	154	233	157
EE	121	190	91	137	108	76	54	43	35	8	14	13
Total Enrollment	18835	17036	14243	12447	10325	8462	7253	6459	5625	4847	4480	3739

Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019

Prosper ISD Campus Summary by Year Enrollment												
	CY	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
PHS	2778	4085	3455	2970	2511	2105	1868	1602	1384	1259	1063	867
RHHS	2013											
Rogers	1266	1148	1618	1454	1259	1394	1215	1032	866	748	717	571
Reynolds	905	1576	1667	1455	1171	1310	1069	944	832	699	655	563
Hays	1362	1248										
Rushing	927											
Folsom	731	795	785	813	817	667	744	633	507	755	699	681
Rucker	685	678	703	846	731	751	853	694	598	675	678	494
Baker	930	905	827	783	700	730	708	718	666	711	668	563
Cockrell	693	927	790	1001	863	648	796	836	772			
Light Farms	836	802	826	1021	883	857						
Windsong	931	848	1076	1088	630							
Hughes	745	796	851	1017	760							
Boyer	767	939	824									
Spradley	807	697	821									
Furr	813	770										
Stuber	983	822										
Johnson	663											
Total Enrollment	18835	17036	14243	12448	10325	8462	7253	6459	5625	4847	4480	3739
Total Enrollment	280	190	194	218	178	142	132	234	222	162	247	170
less PK/EE	18555	16846	14049	12230	10147	8320	7121	6225	5403	4685	4233	3569

Prosper ISD - Attendance by In-Person, Synchronous and Asynchronous
Daily Enrollment & Attendance Analysis for the Day ending 08/19/2019

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



RUCKER ELEMENTARY SCHOOL

AS OF AUGUST 2020

WORK COMPLETED AND ONGOING:

Site and Building

- Excavate, pour haunch, and set trench drain
- Set up, inspect, and pour concrete foundation
- Pour concrete sidewalk
- Mobilize and start CMU masonry
- Complete plumbing fixture installation
- Complete new lighting
- Patch and repair VCT and base
- Clean, strip, and wax existing stone floors
- Pull floor protection and start rough clean

TWO WEEK LOOK-AHEAD:

Building

- New access-controlled openings
- Install new doors and hardware
- Install new head in for access controls
- Install new restroom partitions and accessories
- Complete masonry walls
- Demo existing hollow metal window and door
- Install new hollow metal doors and window
- Install new canopy
- Install new gas heaters
- Peel back roof and install new flashings and composite shingles
- Final clean
- Punchlist

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



RUCKER ELEMENTARY SCHOOL (CONTINUED)

AS OF AUGUST 2020

Corridor Exterior and Canopy Fascia Installation



Corridor Egress Exit



BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



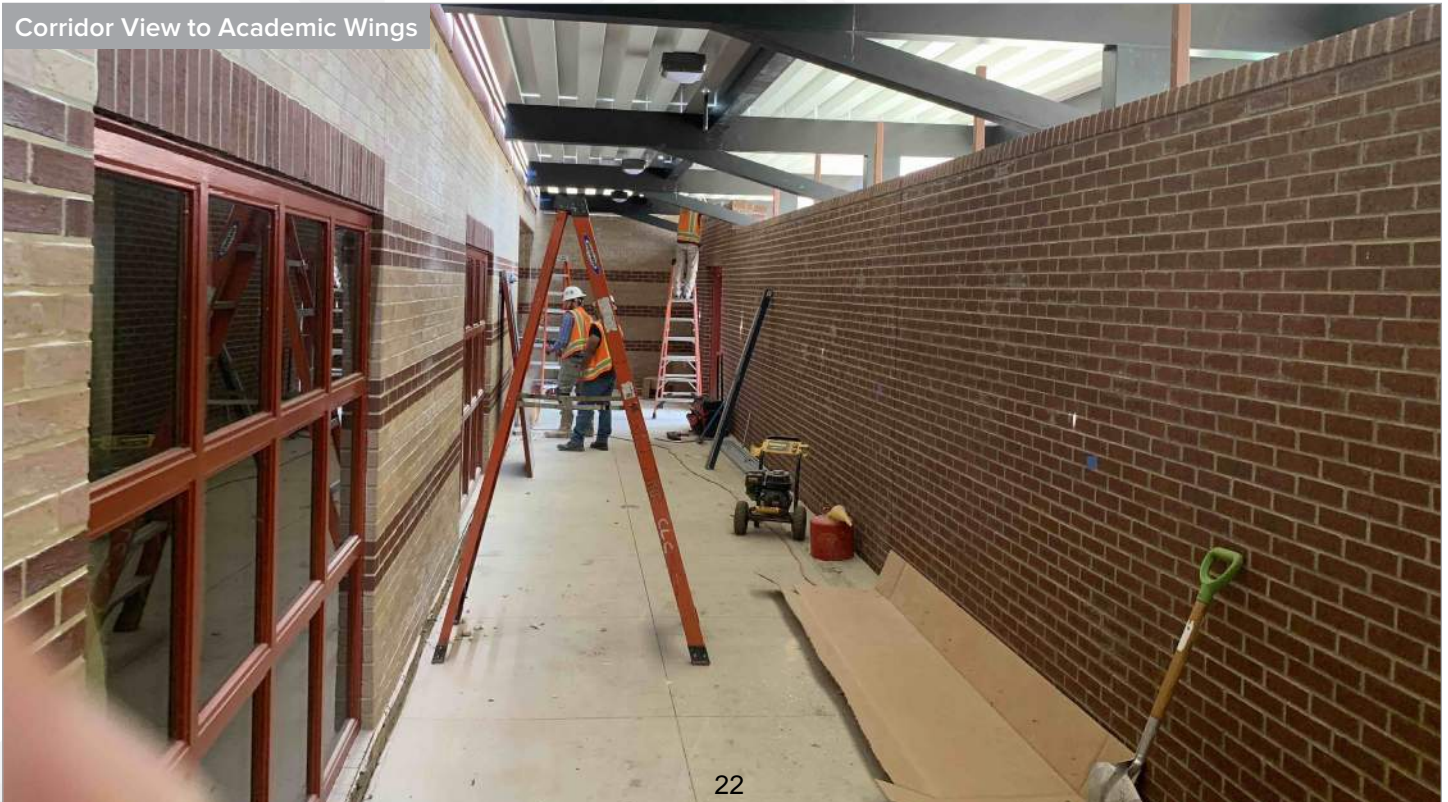
RUCKER ELEMENTARY SCHOOL (CONTINUED)

AS OF AUGUST 2020

Corridor View to Cafetorium



Corridor View to Academic Wings



BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



RUCKER ELEMENTARY SCHOOL (CONTINUED)

AS OF AUGUST 2020

Controlled Entry



Multi-User Restroom



BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



NEW ELEMENTARY SCHOOL #14

AS OF AUGUST 2020

WORK COMPLETED AND ONGOING:

Site

- Utility subcontractor completed sanitary sewer
- Began installation of water line at south west main tie in
- 99% of RCP storm pipe is onsite
- Concrete subcontractor beginning to haul off spoils
- Plumbing subcontractor has mobilized

Building

- Concrete subcontractor continuing to drill piers in Area 4, roughly 186 piers complete
- Began digging grade beams the week of July 13
- Rebar delivered for Area 3 the week of July 20

Aerial - Looking Northeast



Aerial - Looking Northwest



TWO WEEK LOOK-AHEAD:

Site + Building

- Continuing with underground utilities (electrical and plumbing), pier drilling, and grade beam installation
- Lime for fire lane paving

Aerial - Looking Southwest



Aerial - Looking Southeast



BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



NEW ELEMENTARY SCHOOL #14 (CONTINUED)

AS OF AUGUST 2020

Pier Drilling Operations



Underground Site Utilities



25

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT



NEW ELEMENTARY SCHOOL #14 (CONTINUED)

AS OF AUGUST 2020

Underground Building Utilities



Grade Beam Formwork and Reinforcing



BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

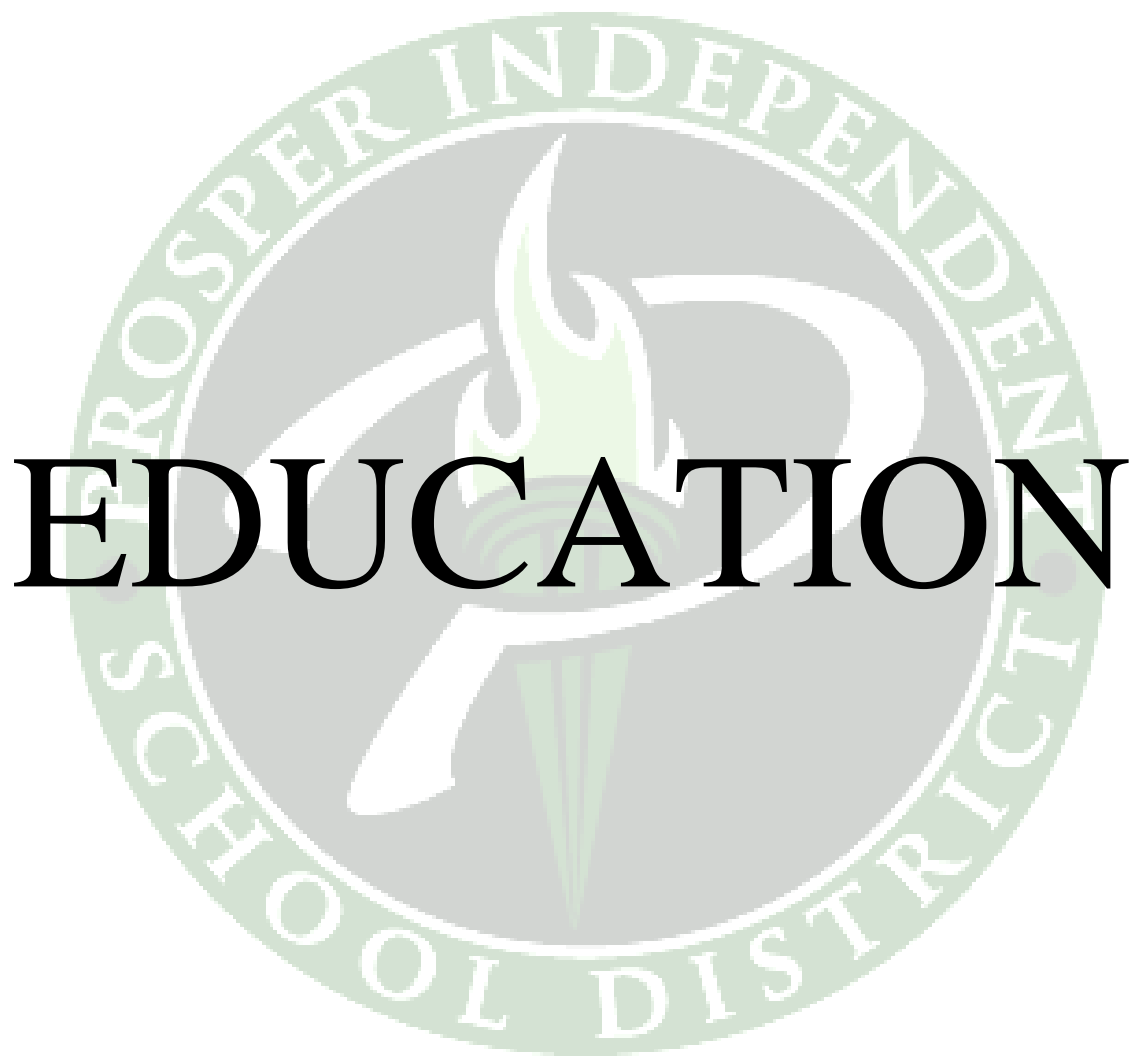


NEW ELEMENTARY SCHOOL #14 (CONTINUED)

AS OF AUGUST 2020

Grade Beams Installed





Prosper ISD

T-TESS List of Appraisers

2019-2020

Dr. Drew Watkins
Holly Ferguson
Dr. Greg Bradley
Adam Jinkens
Alissa Andrews
Amy Rizzo
Ashley Gannon
Bernadette Gerace
Bo Kiser
Bret Wurzbach
Brett Hankey
Brett Hankey
Cindy Zukowski
Cyndi Lee
Danielle Wallace
David Bill
Dedrick Buckels
Dr. Jennifer Hinson
Dr. John Burdett
Dr. Karen Kidd
Dustin Toth
Gerald Parr
Glenda Dophied
Haley Stelly
Jamey Briscoe
Jamiann Clifford
Jason Jetton
Jennifer Larriviere
Jennifer
Marthiljohni
Jessica Mullins
John Boehringer
Julia Roberds
Julie Brantley
Justin Goldsmith

Kardel Miller
Kari Roan
Kathryn Chretien
Katie McLain
Keith Kirkland
Kim Newman
Kristen Patterson
Kristy Carr
Machelle Scogin
Marisol Balderas
Marty Farrell
Megan Martin
Megan Tillman
Melissa Gassman
Melissa Weiss
Nick Jones
Penny Washington
Rachell Grant
Shelia Winter
Shelly Spears
Stephanie Cockrell
Stephanie Romero
Theresa Biggs
Todd Shirley
Zachariah De Vito



Executive Summary

Date: August 6, 2020

School: Baker Elementary

Subject: Campus Improvement Plan 2020-2021

Important Information:

- Updates on mastery of goals are completed in October 2020, February 2021, and May 2021.
- Professional Learning Communities (PLCs), Understand by Design (UBD), Response to Intervention (RtI), and Texas Teacher Evaluation and Support System (T-TESS) receive prominent placement in many of the goals and strategies.
- We will continue to evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) to grow and support all teachers. Administrators will conduct a minimum of three walkthroughs per week to provide formative feedback to teachers.

Notable Changes:

- In the Comprehensive Needs Assessment, you will find a narrative that addresses the following areas: Demographics, Student Learning, School Processes and Programs, and Perceptions.
- All teachers are trained and will continue to participate in Professional Learning Communities (PLCs) weekly. This will ensure the delivery of an aligned, viable curriculum and provide opportunity for maximum student growth.
- We will continue to focus on professional development and growth with job-embedded professional learning opportunities, PLC meetings, and district-wide initiatives and training.
- Administrators, Curriculum Designers, Design Coaches, Student Services personnel and the Social Emotional Coach, will play a pivotal role in the PLC process to ensure students' needs are impacted through the Response to Intervention (RtI) process.
- Baker Elementary will create and promote a positive culture that will address the social-emotional health needs of the staff.
- Baker Elementary's Cultural Responsiveness committee will meet to address the needs of our campus and provide professional development to increase awareness.
- Through the implementation of PBIS (Positive Behavior Intervention System), teachers and staff will help encourage students to use positive behaviors throughout the school day and school wide expectations will be posted in all common areas of the building, (hallway, restrooms, cafeteria and playground), helping students understand behavior expectations.
- Administrators will conduct monthly safety walks ensuring that locks, gates, fences, and doors of our portable classrooms and outside doors are secure. In addition, school-wide drills scheduled throughout the school year will provide important data on the security and safety needs of the campus.

31

Recommendations:

- Baker Elementary will continue to implement and sustain a monitoring and intervention system that will target maximum growth for all student groups.
- Baker Elementary will continue to implement a Positive Behavior Intervention System (PBIS) to maintain a nurturing environment conducive to learning with an emphasis on students developing the social and emotional competencies needed to meet these behavioral expectations.
- Baker Elementary will provide students opportunities to explore individual interests, passions, and strengths and extend daily learning to maximize growth and create an ownership and love of learning.
- Social Emotional learning strategies will be shared with staff through staff development and implemented in classrooms.
- We will implement Hope Squad for our 4th and 5th grade students to help improve the mental health of our students and increase peer connections.



Executive Summary

Date: August 10, 2020

School: Boyer Elementary

Subject: Campus Improvement Plan 2020-21

Important Information:

- Updates and progress on goals will be completed in October 2020, February 2021 and May 2021.
- We will continue to evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) to grow and support all teachers. Administrators will conduct a minimum of 4 walkthroughs per week to provide formative feedback to teachers.
- Professional Learning Communities (PLC's, Understand by Design (UBD), Response to Intervention (RtI), Texas Evaluation and Support System (T-TESS) and Social Emotional Learning receive prominent placement in many of the goals and strategies.
- Our Namesake, Ralph and Mary Lynn Boyer , will continue to be honored in the Spring at our annual Boyer Jubilee. The Boyer's daughter participates in the festivities and writes notes of encouragement to the staff at the beginning of the school year.

32

Notable Changes:

- Grade level teams will identify essential standards to ensure students are receiving interventions in standards that have endurance, leverage, and readiness.
- Teachers and administration will collaborate with the Special Education Coordinator to ensure the best learning environment for our students in Special Education.
- Boyer Elementary's Culturally Responsiveness Committee will address the needs of our diverse school community.
- Administration will meet with new to Prosper teachers a minimum of once per grading period for mentorship and feedback.
- A 3rd annual Cultural Fair will be held to showcase the diversity within the school and community.
- Parents will be invited to Pastries for Parents once per nine weeks to educate and build relationships between the school, PTO and families.
- Each team will have a minimum of three Certified Level 1 Google Educators.

Recommendations:

- Teachers will continue to be trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program in the past school year. Each team will have a minimum of two teachers trained.
- Administration will continue to work to recruit staff members that reflect the demographics of the students..
- At Boyer Elementary we will continue to implement and sustain a monitoring system that will target student groups, particularly Special Education.
- At Boyer Elementary we will implement and train staff on guided reading and ESL strategies to increase our Met Standard and Advanced Level score on the state assessment.
- Social Emotional learning strategies will be shared with staff through staff development and implemented in classrooms.



Executive Summary

Date: August 10, 2020

School: Cynthia A. Cockrell Elementary

Subject: Campus Improvement Plan 2020-2021

Important Information:

- STAAR percentages in each grade/content area will be updated when the state report is complete.
- Updates and progress on goals will be completed in October 2020, February 2021, and May 2021 through a formative review.
- The Campus Improvement Plan reflects the district's commitment to effective Professional Learning Communities (PLC), targeted Response to Intervention (RtI), continuous, meaningful assessment of learning and, a focused curriculum developed with the end in mind through Understanding by Design (UbD)
- Essential Standards and Common Formative Assessments (CFAs) are included throughout the document to stress the importance of student mastery of essential standards in all content areas in each grade level.
- A focus on social and emotional health, primarily cultivating opportunities for students and staff to develop connections and a sense of belonging, is present in the Campus Improvement Plan.

33

Notable Changes:

- In alignment with the district partnership with Hope Squad, an elementary focus on student well-being will be implemented at Cockrell, through peer mentoring and guidance.
- In efforts to align with Prosper ISD's Strategic plan, Cockrell is implementing a House system to support student and staff social and emotional health through a deeper school connection.
- Cockrell Elementary will make efforts to recognize, celebrate, and educate students about cultural diversity.

Recommendations:

- Cockrell Elementary will support Hope Squad through staff training and student programming.
- Cockrell Elementary will guide students' character choices through the PISD REACH agreement, in conjunction with, the character traits listed in the Essentials of a Champion reinforced through the campus House system.
- Cockrell Elementary will utilize our School Resource Officer and Counselor to help keep focus on safety, including bullying and cyber safety, as well as social/emotional health through guidance lessons.



Executive Summary

Date: August 6th, 2020

School: Folsom Elementary School

Subject: Campus Improvement Plan 2020-2021

Important Information:

- Folsom Elementary will hold an election for the Campus Site-based Committee before October 2020.
- Folsom will provide ongoing professional development opportunities, both on and off campus that will align to the Campus Improvement Plan, T-TESS, and Prosper ISD Instructional Focus.
- The academic and social emotional needs of students and staff will be thoughtfully considered by making Social Emotional Learning and Culturally Responsive Teaching integral parts of daily instruction and staff professional development.
- Reading and Writing instruction will be a focus on campus to continue to improve student literacy throughout the campus.
- Professional Learning Communities are established and focusing on increasing rigor, effective lesson structure and collaboration among staff.
- Our Special Education populations will remain at the forefront of data discussions and will collaborate with General Education to ensure alignment of curriculum and instruction.
- Family and community involvement will be an important aspect of school activities and volunteers.

34

Notable:

- Goals and strategies within the CIP are strategic, measurable and attainable. These goals will drive all campus culture, curriculum and instruction.
- The Comprehensive Needs Assessment you will find a narrative that addresses the following areas: Demographics, Student Academic Achievement Summary, School Processes and Programs, and a Perceptions Summary.
- The role of Professional Learning Communities (PLC) has moved from implementation phase to developing phase as we ensure monitoring of student progress, teacher progress, and improved instruction. The dissection of data will drive instruction, and the Response to Intervention (RtI) process will help implement early interventions for student mastery of the content. Administrators, Design Coach, and Pertinent Ancillary staff will meet in weekly PLC meetings.
- Folsom will participate in Instructional Rounds in the district cohort to observe and reflect teaching practices that are tied to student learning to improve our instructional practices.
- Administration, team leaders, design coach and curriculum designers will continue to provide and support an engaging, innovative curriculum.

Recommendations:

- Folsom will maintain a commitment to improving advanced percentages on state assessments as well as passing rates for students who are in Special Education and At-Risk.
- Administration and Curriculum will support teams in the PLC process to ensure passing rates on state assessments are at or above the district average.
- There will be a commitment to Folsom student and staff social emotional health as evidenced in staff meetings/professional development and instructional practices such as Morning Meeting.
- We will continue to recruit and retain highly motivated staff while also strengthening partnerships within the community.
- Folsom will continue to utilize and build upon community relationships and mentors to serve as positive role models for our students.



Executive Summary

Date: August 9, 2020

School: Jack & June Furr Elementary

Subject: Campus Improvement Plan 2020-2021

Important Information:

- Furr Elementary will embrace the instructional focus and clarity set forth by Prosper ISD, which include Understanding by Design (UbD), Response to Intervention (RTI), Professional Learning Communities (PLC), and Writing Across the curriculum.
- T-TESS, our evaluation system, will be used to help grow and support our staff. Walkthroughs will be completed on a weekly basis to help give feedback and support to our teachers.
- Furr Elementary consists of a very diverse community and we will continue to partner with and capitalize on the strengths of the surrounding community.
- Our namesake, Jack & June Furr, will be honored through a yearly celebration with students and staff, on a special day, to foster our schools' theme, family. 35
- The progress of our goals and updates will be completed October 2020, February 2021, and May 2021.
- Furr Elementary, through its diverse makeup of students will receive Title 1 monies to help close the achievement gap of both math and reading, through the help of a math and reading interventionist.
- Positive Behavior Interventions Systems (PBIS) will be put in place for the 2020-2021 school year, to assist students in being a more positive influencer of their peers.

Recommendations:

- At Furr Elementary, we will continue to support and monitor all student groups intentionally while targeting our specialty student groups, Special Education, Economically Disadvantaged, and English Language Learners.
- We will implement and train staff on ESL strategies to help better support these students.
- We will continue to train our existing staff on supporting programs such as LLI (Leveled Literacy Intervention), Guided Reading, technology and best practices. This will help support our students and close the learning gaps for the upcoming year 2020-2021.
- At Furr Elementary, we will implement and train our staff on effective writing strategies to help support all student groups and increase the overall scores for the state assessments.
- Furr Elementary continues to strengthen Best Practices by monthly professional developments from our Instructional Coaches and Designers. This year we will dive more thoroughly into our data and make the best educational decisions for our students.



Executive Summary

Date: August 10, 2020

School: Bill Hays Middle School

Subject: Campus Improvement Plan 2020-21

Important Information:

- Hays Middle School continues to serve a diverse and growing population of students, ensuring we meet their individualized needs in order to grow educationally and emotionally.
- Professional Learning Communities (PLCs) is an expectation in order to collaborate and achieve growth for staff and students.
- We will continue to evaluate our teachers through the Texas Teachers Evaluation and Support System

Notable Changes:

- Hays will have a continued focus on PLC Meetings (weekly with grade level team during a PLC period), and RtI Meetings (bi-weekly with schedule teaming teachers).
- Hays will be focusing on social emotional support for all students through a variety of methods including guidance, advisory check ins, Hope Squad events and teacher training.
- Hays will also focus on professional growth through our Teachers Watching Teacher program and using our staff meeting time to highlight staff members and allow them to present.
- We have worked to create a documentation process for our Tier 3 At Risk students in order to document supports and growth for students.

36

Recommendations:

- The staff at Hays Middle School will continue to engage each student by careful work to align our learning with state standards and student needs through PLCs and RtI.
- We will guide students to continue to develop strengths and passions through building relationships and creating opportunities for student empowerment and positive interaction with others in the school community.
- Hays Middle School will work to ensure growth for each student through extensive work on the diversity and rigor of our assessments.
- We will continue to provide engaging technology integration for students and work to ensure that they meaningful in purpose for learning.
- The Administrative Team will focus on building a sustainable, positive culture by providing team building, mentors to new members of the team and time during the work day to do the important work like PLCs and RtI.
- We will continue to recognize staff and students on a monthly basis, as well as during any accomplishments gained through clubs and organizations.



Executive Summary

Date: July 13, 2020

School: Hughes Elementary

Subject: Campus Improvement Plan 2020-2021 **Important**

Information:

- Updates and progress on goals will be completed in October 2020, February 2021 and May 2021.
- We will continue to evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) to grow and support all teachers. Administrators will conduct a minimum of 4 walkthroughs per week to provide formative feedback to teachers.
- Professional Learning Communities (PLC's, Understand by Design (UBD), Response to Intervention (RtI), Texas Evaluation and Support System (T-TESS) and Social Emotional Learning receive prominent placement in many of the goals and strategies.
- Our Namesake, Jim and Betty Hughes, will continue to be honored in the Spring at our annual Hughes Helping Hands Service Project.

Notable Changes:

37

- Consistency of Instruction for Virtual Learning and In person Instruction will be a focus during planning to ensure a guaranteed and viable curriculum for all students.
- Grade level teams will identify essential standards to ensure students are receiving interventions in standards that have endurance, leverage, and readiness.
- Teachers and administration will collaborate with the Special Education Coordinator to ensure the best learning environment for our students in Special Education.
- Hughes Elementary will continue to utilize the English Language Learner (ELL) Teacher position to address the needs of students acquiring the English Language. This teacher's role will be to provide support to both students and teachers using research based strategies.
- Administration will meet with new to Prosper teachers a minimum of once per grading period for mentorship and feedback.
- Staff will attend Cultural Responsiveness training to start the year and focus on inclusivity with teams throughout the year.
- Parents will be invited to Pastries for Parents once per nine weeks to educate and build relationships between the school, PTO and families (as COVID restrictions allow).

Recommendations:

- Teachers will continue to be trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program in the past school year. Each team will have a minimum of two teachers trained.
- Administration will continue to work to recruit staff members that reflect the demographics of the students.
- At Hughes Elementary, we will continue to implement and sustain a monitoring system that will target student groups, particularly Special Education.
- At Hughes Elementary we will implement and train staff on guided reading and ESL strategies.
- Social Emotional learning strategies will be shared with staff through staff development and implemented in classrooms.



Executive Summary

Date: July 24, 2020

School: Johnson Elementary

Subject: Campus Improvement Plan 2020 - 2021

Important Information:

- Johnson Elementary will begin the year with a population of 650-700 students with continued growth throughout the year.
- Professional Learning Communities (PLC's) is an expectation to support the growth, collaboration, and learning of our professional staff.
- We will continue to evaluate our professional certified staff members through the Texas Teacher Evaluation and Support System (TTESS).

Notable Changes:

38

- The role of Professional Learning Communities (PLC) will be implemented to ensure monitoring of student progress.
- We will have an intense focus on Professional Development through the use of our PISD Curriculum Designers, Design Coaches, and PLC Meetings (weekly with teams and monthly as a campus).
- Johnson Elementary will dedicate 30 minutes per day to WIN (What I Need) Time. During this time, students will receive interventions or enrichments based on their individual needs according to data gathered through common assessments across the grade level.
- Social Emotional Learning will be a top priority to ensure positive social emotional health for our students and staff members.

Recommendations:

- We will implement and sustain monitoring systems that will target all student groups to ensure success for all learners.
- We will implement and train staff on the correlation of multiple sources data so we are using reliable resources to monitor progress.
- We will continue to have primary teachers trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program since the 2015-2016 school year.
- We will guide students' character choices through the PISD REACH (Respect, Encourage, Appreciate, Communicate, and Honor) agreement.
- We will continue to honor our students at our monthly awards assemblies. These awards represent academic, behavior, and civic duty accomplishments with our students.



Executive Summary

Date: August 2020

School: Light Farms Elementary

Subject: Campus Improvement Plan 2020-2021

Important Information:

- T-TESS will measure professional goal setting and growth by providing frequent, timely feedback as well as highlighting areas of reinforcement and refinement. Teachers will use the UbD (Understanding by Design) framework which is strategically aligned to maximize acquired knowledge.
- The Campus Improvement Plan (CIP) will guide instruction and progress throughout the 2020-2021 school year. Progress and updates will be noted in October 2020 and February and May of 2021.
- Campus administrators and professional staff will meet weekly for PLC (Professional Learning Communities) planning and targeted RtI (Response to Intervention) areas with specific instruction and data analysis will serve as guiding points for decision making. SMART goals for students will be based upon Essential Standards.

Notable:

39

- Light Farms has served for two years on the District Instructional Rounds team, and we will continue to focus on rounds as a campus to ensure equity among student learning and build a culture of collegiality and continuous improvement.
- Job-embedded professional development will be the focus of monthly staff meetings, with an intentional focus on cultural responsiveness as well as pedagogy.
- Digital literacy and meaningful technology integration will continue to be promoted among students and staff, and each team will have a minimum of two Google Certified Educators.
- Teachers will focus on explicit instruction of social emotional learning strategies in the classroom, including daily morning meetings. We will also use a minimum of one faculty meeting per nine weeks to address resources for the social and emotional needs of students and staff. This will be of particular importance as we prepare to welcome students and staff back to campus during the Covid 19 pandemic.
- Hope Squad will support student social and emotional health and help foster a campus culture of kindness, tolerance, and inclusivity.

Recommendations:

- Light Farms will maintain a commitment to growth on state assessments with an emphasis on advanced areas of performance. Students will set individual goals from data and areas of mastery. A student led conference will be held in the fall and in the spring.
- Light Farms will recruit and retain highly motivated staff through support and affirmation of a job well done. New to Prosper staff will meet with administration a minimum of three times per year, and the agenda will be based upon a needs assessment.
- Light Farms will work collaboratively with the curriculum design team to implement daily writing across the curriculum in all grade levels along with daily guided reading in all grade levels.
- The Graduate Profile will guide lessons of character, program planning and partnerships with community members. Monthly recognitions will be awarded for students exhibiting REACH principles, along with daily positive office referrals for Principals' Awards.



Executive Summary

Date: August 6, 2020

School: Prosper High School

Subject: 2020-2021 Campus Improvement Plan

Important Information:

- Formative reviews of Performance Objectives within each Campus Goal will be completed throughout the year with a site-based decision making (SBDM) team comprised of school community stakeholders which will include Department Heads.
- Campus goals are aligned with district goals and the Strategic Plan.
- PHS continues to prioritize collaborative planning times for parallel courses through the PLC model.

Notable Changes:

- PHS is offering most classes via in-person and synchronous online streaming instruction wherein an in-person or virtual teacher will be teaching both in-person and virtual students. 40
- PHS will leverage the foundation laid the past several years with PLCs as the guide for instruction, our emphasis on questioning techniques, and the capacity of our Future Ready Designers to reimagine traditional practices so that students learn at high levels regardless of whether they're learning in-person or virtually.
- PHS will support students, teachers, and staff through the challenges of in-person and synchronous online streaming instruction amidst COVID-related restrictions and continually increasing enrollment by prioritizing connectedness amongst students through class-embedded and Eagle Time teambuilding.
- In an effort to continually build the self-efficacy of our students and staff, PHS will continue its work with Hope Squad, the Social-Emotional Team (SET), the implementation of restorative practices, and the introduction of a Race to End Racism committee comprised of students representative of our diverse student body.

Recommendations:

- In addition to the SBDM committee meetings, the PHS Administrative team and Department Heads will meet quarterly to assess the progress towards completion of Campus Improvement Plan Performance Objectives.
- The 20+ Job-embedded Teams (JETs) will use feedback from Department Heads about how to improve the JET experience and efficacy, and each JET will conduct at least three instructional walks this year focusing on an identified instructional skill.



Executive Summary

Date: August, 11 2020

School: Reynolds Middle School

Subject: Campus Improvement Plan Summary 2020-2021

Important Information:

- Reynolds is a 1:1 campus by incorporating Chromebooks, and will continue to encourage Digital Citizenship with our students and staff.
- There is a point of emphasis on Professional Learning Communities (PLC), Response to Intervention (RtI), T-TESS, Understanding by Design (UbD), Writing Across the Disciplines, and Cross-Curricular Instruction.
- Reynolds Middle School will begin the year with a population of 1500+ students and will continue to grow as the year progresses.
- Reynolds will utilize feedback gained through Campus-based Instructional Rounds to push students forward academically using new and innovative techniques.
- Reynolds Middle School is home to the Behavior Transition Class, Social Emotional Transition Class, and Active Learning special population.
- Reynolds Middle School will utilize information gained through the Principal Student Advisory Council to better serve all students.
- Reynolds will be in year two of the SEL awareness program, HOPE Squad.
- Reynolds has incorporated a teacher-led organization called DIRT (Developing Intentional Relationships with Teachers) to better serve the campus morale and build capacity within our teachers as leaders.

Notable Changes:

- Reynolds has created a SEL calming room for students and staff to utilize to reduce stress and anxiety.
- Reynolds will increase the amount of communication between administration, teachers, students, and parents to enhance the students' school experience via several social media outlets (Reynolds Twitter, Reynolds Facebook, TALON TALK, Reynolds Run Down).

Recommendations:

- PLCs will move from three weekly meetings to two weekly meetings to maximize progress while respecting the pressure of change during this unprecedented time.
- The campus Building Leadership Team, along with the Site-based Decision Making Committee will meet quarterly to discuss the progress of our campus improvement objectives.
- We will continue to implement and sustain monitoring systems that target all student groups and their progress on our campus with a focus on the RtI process via PLC.
- Form community partnerships with local businesses (ie: Lowe's, Toyota).
- Reynolds Administration Team will conduct monthly collaborative learning walks to ensure alignment of written and taught curriculum.



Executive Summary

Date: August 6, 2020

School: Rock Hill High School

Subject: 2020-2021 Campus Improvement Plan

Important Information:

- Formative reviews of Performance Objectives within each Campus Goal will be completed throughout the year with a site-based decision making (SBDM) team comprised of school community stakeholders which will include our Leadership Team (Department Heads).
- Campus goals are aligned with district goals and the Strategic Plan.
- RHHS continues to prioritize collaborative planning times for parallel courses through the PLC model.

Notable Changes:

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- RHHS is offering most classes via in-person and synchronous online streaming instruction wherein an in-person or virtual teacher will be teaching both in-person and virtual students.
- RHHS will build the foundation of PLCs as the guide for instruction and collaboration, with an emphasis on digital modes of delivery, and the capacity of our Future Ready Designers to reimagine traditional practices so that all student groups learn at high levels and receive an equitable educational experience regardless of whether they're learning in-person or virtually.
- RHHS will support students, teachers, and staff through the challenges of in-person and synchronous online streaming instruction amidst COVID-related restrictions and continually increasing enrollment by prioritizing connectedness amongst students through class-embedded and SOAR Time teambuilding.
- In an effort to continually build the self-efficacy of our students and staff, RHHS will continue its work with Hope Squad, the Social-Emotional Team (SET), the implementation of restorative practices, and the introduction of a Race to End Racism committee comprised of students representative of our diverse student body.

Recommendations:

- In addition to the SBDM committee meetings, the RHHS Administrative team and Leadership Team will meet quarterly to assess the progress towards completion of Campus Improvement Plan Performance Objectives.
- The Job-embedded Teams (JETs) will use feedback from the Leadership Team about how to improve the JET experience and efficacy, and each JET will conduct at least three instructional walks this year focusing on an identified instructional skill.



Executive Summary

Date: August 10, 2020

School: Lorene Rogers Middle School

Subject: Campus Improvement Plan 2020-21

Important Information:

- The campus goals are in alignment with the seven district initiatives for 2020-21.

Notable Changes:

- Rogers Middle School will ensure the alignment of all planned, taught and assessed curriculum to state standards and district instructional goals by utilizing district curriculum documents in all PLC planning meetings.
- Rogers Middle School will ensure consistent implementation of the RtI (Response to Intervention) process for all grade levels and content areas and use various student data to support specific interventions that meet the needs of each student.
- Rogers Middle School will provide all students a customized and differentiated learning experience that results in the academic growth of each student and decreases the performance gaps between student groups. 43
- Rogers Middle School will increase the number of opportunities and student involvement in advanced placement, co-curricular classes, extracurricular, clubs and student organizations.
- Rogers Middle School will utilize the Instructional Round process and other valid sources of data to create common campus and department goals that will transform teaching practices and learning experiences for students and staff.
- Rogers Middle School will implement a consistent professional learning model that increases the technology integration of the 4-C's of learning (Collaboration, Critical thinking, Communication and Creativity) into all content areas.
- Rogers Middle School will utilize a common accountability system that supports the Prosper ISD Acceptable Use Policy to ensure that students and staff follow safe digital-aged practices and digital citizenship standards to promote ethical and responsible conduct during the use of all electronic resources.
- Rogers Middle School will embed a heutagogical model (self-determined learning) that will increase autonomy and the collective commitment between all professional staff and support the continuous cycle of growth and achievement of campus goals.
- Rogers Middle School will increase partnerships from the previous year with area businesses, community organizations, local government, and higher education institutions to support the growth and needs of our students and surrounding community.
- Rogers Middle School will implement a consistent cycle of educational awareness, recognition, and prevention sessions for students, parents and staff on social-emotional & safety topics throughout the school year.
- Rogers Middle School will implement a systematic process to provide awareness and active training to all staff and students for all required emergency procedure protocols, and consistently collaborate with the Prosper ISD Police and other local authorities.



Executive Summary

School: Rucker Elementary

Date: August 5, 2020

Subject: Campus Improvement Plan 2020-2021

Important Information:

- Rucker will continue to evaluate teachers through the Texas Teacher Evaluation System (T-TESS) to grow and support all teachers. Administrators will conduct weekly walk-throughs to provide formative feedback to teachers.
- Due to campus personnel changes, the Rucker site-based committee will re-elect positions.
- Updates and progress on goals through the *Plan4Learning* website will be completed in October 2020, February 2021, and May 2021.
- Professional Learning Communities (PLCs) will receive prominent placement in many of the goals and strategies.

Notable Changes:

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- Rucker will participate in district Instructional Rounds (year 2) to continue evaluating a defined *Problem of Practice*. These rounds and the data collected in these rounds will provide strategies toward improved and enhanced instructional practices.
- The Hope Squad program will be incorporated to support student social and emotional health through student and staff education and training.
- Rucker will honor cultural diversity by educating students through lessons, modeling, and interactions.
- The role of Professional Learning Communities (PLCs) has been reevaluated and revised to better utilize strategies to ensure monitoring of student progress, teacher progress, and improved instruction toward student growth. The dissection of data will drive instruction, and the Response to Intervention (RtI) process will help implement early interventions for student mastery of the content. Administrators, design coach, and pertinent ancillary staff will meet in weekly PLC meetings to support this.
- Staff social emotional health will be supported through planned and intentional activities and interactions.
- Rucker will share a district design coach position to help teachers increase instructional strategies and practices.
- Staff will collaborate to provide intentional innovative learning experiences to foster a culture of risk-taking and productive struggle for students.

Recommendations:

- Rucker will continue to implement and sustain monitoring systems that will target all student groups to ensure success for all learners.
- Rucker will promote social-emotional learning and mindfulness strategies, daily, as outlined in the district Strategic Plan.



Executive Summary

Date: August 10, 2020

School: Rushing Middle School

Subject: Campus Improvement Plan 2020-2021 Important

Information:

- Rushing Middle School is a new campus opening for the 2020-2021 school year. We will begin the year with approximately 900 students.
- Updates on mastery of goals are completed in November 2020, January 2021, and March 2021.
- Professional Learning Communities (PLCs), Understand by Design (UBD), Response to Intervention (RtI), and Texas Teacher Evaluation and Support System (T-TESS) receive prominent placement in many of the goals and strategies.
- We will evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) to grow and support all teachers.

Notable Changes:

- In the Comprehensive Needs Assessment, you will find a narrative that addresses the following areas: Demographics, Student Academic Achievement, School Processes and Programs, and Perceptions.
- All teachers are trained and will continue to participate in Professional Learning Communities (PLCs) weekly. This will ensure the delivery of an aligned, viable curriculum and provide opportunity for maximum student growth.
- We will continue to focus on professional development and growth with job-embedded professional learning opportunities, PLC meetings, and district-wide initiatives and trainings.
- Administrators, Curriculum Designers, Design Coaches, and Student Services personnel will play a pivotal role in the PLC process to ensure students' needs are impacted through the Response to Intervention (RtI) process.
- Rushing Middle School will dedicate 30 minutes two times a week to flex/tier time (Raptor Roundup). During this time, students may receive interventions or enrichments based on common formative assessments across the grade level, content area and based on individual student need.
- Social emotional learning will be a focus to provide a safe and nurturing environment for students and staff.
- Administrators will conduct monthly safety walks ensuring that locks, gates, fences, and outside doors are secure. In addition, school-wide drills scheduled throughout the school year will provide important data on the security and safety needs of the campus.

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Recommendations:

- Rushing Middle School will implement and sustain a monitoring and intervention system that will target maximum growth for all student groups.
- Rushing Middle School will implement and offer training to staff on creating formal and informal systems for establishing personal connections and understanding the Prosper culture and traditions across the campus and the district.
- Rushing Middle School will support Hope Squad by providing opportunities for students to gather and support each other through mental health awareness, personal empowerment, and self-care.
- Rushing Middle school will provide students opportunities to explore individual interests, passions, and strengths and extend daily learning to maximize growth and create an ownership and love of learning.



Executive Summary

Date: August 3, 2020

School: Jim Spradley Elementary

Subject: Campus Improvement Plan 2020-2021

Important Information:

- Updates and progress on goals will be completed in October 2020, February 2021 and May 2021.
- We will continue to evaluate teachers through the Texas Teacher Evaluation Support System (T-TESS) to grow and support all teachers. Administrators will conduct walkthroughs to provide formative feedback to teachers.
- Professional Learning Communities (PLC's, Understand by Design (UBD), Response to Intervention (RtI), Texas Evaluation and Support System (T-TESS) and Social Emotional Learning receive prominent placement in many of the goals and strategies.
- Instructional Rounds Year 2 will target recommendations and feedback from Year 1 Instructional Rounds.

Notable Changes:

- Consistency of Instruction for Virtual Learning and In person Instruction will be a focus during planning to ensure a guaranteed and viable curriculum for all students.
- Grade level teams will identify essential standards to ensure students are receiving interventions in standards that have endurance, leverage, and readiness.
- Teachers and administration will collaborate with the Special Education Coordinator to ensure the best learning environment for our students in Special Education. A continued focus on inclusivity with the addition Communication and Functional Academic centralized programs.
- Spradley Elementary will continue to utilize the English Language Learner (ELL) Teacher position to address the needs of students acquiring the English Language. This teacher's role will be to provide support to both students and teachers using research based strategies.
- Administration will meet with new to Prosper teachers a minimum of once per grading period for mentorship and feedback.
- Staff will attend Cultural Responsiveness training to start the year and focus on inclusivity with teams throughout the year. Case Studies for Creating Cultural Responsiveness by Kimberely McLeod, Ed.D. will be used for discussion at staff meetings.
- Parents will be given opportunities to engage and partner with Spradley Scholars and Staff at least 4 times during the school year (as COVID restrictions allow).

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Recommendations:

- Teachers will continue to be trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program in the past school year. Each team will have a minimum of two teachers trained.
- Administration will continue to work to recruit staff members that reflect the demographics of the students..
- At Spradley Elementary we will continue to implement and sustain a monitoring system that will target student groups, particularly Special Education.
- At Spradley Elementary we will implement and train staff on guided reading and ESL strategies.
- Social Emotional learning strategies based on the CASEL Competencies will be shared with staff through staff development and implemented in classrooms. The Zones of Regulation Framework will be utilized campus wide to foster self-regulation and emotional control.



Executive Summary

Date: August 6, 2020

School: Chuck and Cindy Stuber Elementary

Subject: Campus Improvement Plan 2020 - 2021

Important Information:

- Stuber Elementary will begin the year with a population of 850-900 students with continued growth throughout the year.
- Professional Learning Communities (PLCs) is an expectation to support the growth, collaboration, and learning of our professional staff.
- We will continue to evaluate our teachers through the Texas Teacher Evaluation and Support System (TTESS).

Notable Changes:

- The role of Professional Learning Communities (PLC) has been added to many of the strategies to ensure monitoring of student progress.
- We will have a continued focus on Professional Development through the use of our PISD Curriculum Designers, Design Coaches, Vertical Team Meetings, and PLC Meetings (weekly with teams and monthly as a campus).
- Stuber Elementary will create opportunities for staff to incorporate cultural awareness lessons in their instruction.
- Stuber Elementary will continue to foster a House System where every staff member and student is a part of a House. This has brought a sense of community and belonging to our new school.
- Stuber Elementary will utilize a Social Emotional Coach to assist teachers with implementing SEL strategies in the classroom.
- Social/Emotional learning will be a focus in every classroom with lessons being taught at a minimum of 2 times per week.
- Campus Administration will commit to providing social emotional support for all teachers and staff throughout the year.

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Recommendations:

- We will implement and sustain monitoring systems that will target all student groups to ensure success for all learners.
- The Administrative Team will focus on building a sustainable, positive culture at Stuber Elementary by providing professional learning and team building opportunities in order to encourage and retain staff.
- We will guide students' character choices through the PISD REACH (Respect, Encourage, Appreciate, Communicate, and Honor) agreement.
- We will continue to honor our students at our monthly awards assemblies and House meetings. These awards represent academic, behavior, and civic duty accomplishments exhibited by our students.
- We will utilize our SRO, Social Emotional Coach, and Counselor within all classrooms to bring important lessons on bullying, cyber safety, social emotional well-being, and other relevant topics that students need throughout the year.



Executive Summary

Date: August 10, 2020

School: Windsong Ranch Elementary

Subject: 2020-2021 Campus Improvement Plan

Important Information:

- Windsong Ranch Elementary will begin the year with a population of approximately 925 students with continued growth throughout the year. Approximately 650 students will start in person learning and 275 virtual learners during this time of the Covid 19 Pandemic.
- Windsong Ranch Elementary will continue the Suzuki Strings program for the fifth year, led by Mrs. Holt. Students from across the district applied and were chosen from a lottery to participate in this program.
- Pre-K and ECSE (Early Childhood Special Education) programs will remain at Windsong Ranch Elementary to serve our three and four year old students that qualify for these programs.
- Professional Learning Communities (PLC's) are an expectation to support the growth, collaboration, and learning of our professional staff.
- Windsong Ranch Elementary will dedicate 30 minutes per day to "WIN (What I Need) Time". During this time, students may receive interventions or enrichments based on common assessments across the grade level.
- Windsong Ranch Elementary administrators will continue to evaluate our teachers through the Texas Teacher Evaluation and Support System (TTESS).

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Notable Changes:

- Windsong Ranch Elementary will have a Hope Squad and Social Emotional Learning Coach with the goal of proactively identifying students and staff who have unique social-emotional needs.
- Windsong Ranch Elementary will form a Cultural Responsiveness Committee composed of administration, parents, teachers and students who represent the diverse backgrounds and offer unique perspectives to strengthen our understanding of each other.
- The role of Professional Learning Communities (PLC's) have been added to many of the strategies to ensure monitoring of student progress.
- We will have a more intense focus on Professional Development through the use of our PISD Curriculum Designers, Design Coaches, Vertical Team Meetings, and PLC Meetings (weekly with teams, and monthly as a school).
- The goals in the CIP are written as SMART Goals. Each goal will be Specific, Measurable, Attainable, Relevant and Timely throughout the year.
- Windsong Ranch Elementary will share a PISD Design Coach position that will assist teachers with implementing strong instructional strategies to improve student performance.
- Windsong Ranch Elementary will use the Instructional Rounds method to identify a school wide Problem of Practice. Campus and district teams will analyze and review this problem throughout the year.

Recommendations:

- We will continue to implement and sustain monitoring systems that will target all student groups to ensure success for all learners (virtual and in person).
- We will implement and train staff on the correlation of MAP (Measurement of Academic Progress), STAAR testing data, and CFA's (Common Formative Assessments) so we are using reliable resources to monitor progress.
- We will continue to have primary teachers trained in our Leveled Literacy Intervention (LLI) program to help close reading gaps as we have seen success with this program since the 2015-2016 school year.
- We will continue to guide students' character choices through the PISD REACH (Respect, Encourage, Appreciate, Communicate, and Honor) agreement and our Windsong Ranch Hand awards for kindness, compassion, respect, and academic achievement.
- We will continue to honor our students through the Windsong Ranch Elementary campus awards. These awards represent academic, behavior, and civic duty accomplishments with our students.
- Our teachers will continue to collaborate so "in person" and "virtual" learners are experiencing the same positive outcomes to both types of lessons.

Prosper Independent School District

District 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

Prosper was considered a small rural town on Preston Road in North Texas about 6 miles north of Frisco, but in recent years – true to its name – it has prospered. Prosper has maintained a spacious country feel while developing into an upscale suburb with rolling terrain, many trees and large single-family-home lots. Prosper is growing rapidly in terms of new home building (single family houses in the \$360,000 to \$3,000,000 + range). Prosper ISD encompasses 57.75 square miles.

Prosper ISD is made up of the City of McKinney, the City of Frisco, the City of Celina, Collin County, and Denton County. At build-out, Prosper ISD will have approximately 45,000 to 50,000 students and will be served by 20-25 elementary schools, 11-14 middle schools, and 6-8 high schools.

Prosper ISD serves nearly 16,000 students annually in its one high school, three 6-8 middle schools, eleven elementary schools, and one alternative school. Over the past year, the student population has grown by 2,099 students, making it one of the fastest growing school districts in the State of Texas. Campus boundaries were redrawn to facilitate the opening of Chuck and Cindy Stuber Elementary, Jack and June Furr Elementary, and Hays Middle School.

The district student ethnic base during the fall 2018-2019 data collection or snap shot date is 10% African American, 13% Hispanic, 65% White, 7% Asian, 6% two or more races. Eight percent of the district's students are considered Economically Disadvantaged; 4% English Language Learners, and 22% are considered at risk of academic failure.

The annual dropout rate for students in grades 9-12 is 0.1% and more than 83% of the district's graduating seniors take the SAT and ACT college entrance exams scoring well above state averages according to the 2017-2018 Texas Academic Performance Report (TAPR). The 2018-2019 TAPR will be released later in the fall of 2019.

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Demographics Strengths

Prosper ISD is a rapidly growing community that continues to become more diverse. Diversity provides a greater awareness and understanding of national and global perspectives.

Student Learning

Student Learning Summary

The 2018-2019 school year represented the eighth year of STAAR assessments. The District is happy to report that based on the 2017-2018 Texas Academic Performance Report every campus received a rating of "Met Standard" under the performance index framework. Prosper ISD will receive state reporting information for 2018-2019 school year in early fall of 2019.

Using preliminary STAAR report data, students at the "Approaches Grade Level" indicator (satisfactory) for all subjects/all students is 91%. "All student" content area breakdown for grades 3-8 are Reading: 91%, Writing: 86%, Math: 94%, Science 93%, Social Studies 90%. Students identified as economically disadvantaged scored an average of 10 percentage points below "all students," and special education students scored 29 percentage points below "all students."

Student Learning Strengths

Prosper ISD students continue to demonstrate strong academic performance, with increases in a majority of the State of Texas Assessment of Academic Readiness (STAAR) tested subjects based on score reports from the Texas Education Agency.

Based on the 2018 Texas Academic Performance Report, Prosper ISD students performed best in math with an overall passing rate of 94%, followed by Science 92%, Social studies 90%, and Reading 91%. End of Course STAAR percentages for the spring were English I with 90%, English II at 86%, Biology 97%, US History 98%, Algebra I 97%.

The content areas showing progress over scores from the 2017 school year include math and English Language Arts and Reading, while science scores remained the same from the previous year.

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Prosper Independent School District's graduation rate is 99% which far exceeds the region and state percentages.

District Processes & Programs

District Processes & Programs Summary

Prosper ISD stakeholders began the strategic planning process in May of 2018. Through the work of the Strategic Planning Committee, strategies were determined by all stakeholders that will guide Prosper Independent School District's work for the next six years. The six overarching strategic objectives are Innovative Learning, Social & Emotional Health, Human Resources, Facilities, Funding & Finance, and Communications & Community Partnerships. The strategic objectives are further broken down into strategies and action plans that encompass the District's long-term goals.

Prosper ISD provides all teachers with an aligned curriculum to guarantee that all educators in the District have a cohesive plan to ensure all students have access to the required state standards and teachers can build assured learning experiences. The strategic planning initiatives tied to innovative learning seek to build a culture of risk-taking and productive struggle for both students and educators.

The curriculum and instruction team supports teachers in professional development through job embedded professional learning opportunities specific to the content area or instructional strategy. Prosper ISD will continue utilizing Professional Learning Communities for the 2019-2020 school year to support student learning and build teacher capacity. Staff members participate in professional learning communities (PLC) in order to focus on continuous improvement and job-embedded learning, providing teachers intensive reflection on strengthening instructional practices and desired student outcomes. Through the PLC process opportunities for collaboration and communication are realized among educators, which is a tenet of the 2019-2025 Strategic Plan.

Prosper ISD strives to recruit, select, support, and retain the most highly qualified and student-focused individuals who are committed to maximizing the potential of all students. The District has grown by over 250 employees for the 2019-2020 school year in order to accommodate the rapidly increasing student population. The District partners with area and state universities to provide future teachers with student observation and student teaching opportunities. Prosper High School also offers the Ready, Set, Teach program, pairing students with district teachers for observations and hands-on experiences and offering future teachers a chance to return to the district. Furthermore, district administrators participate in regional job fairs and visit state and regional universities known for their educator preparation programs to attract future student teachers and potential teachers. 54

Prosper ISD engages all stakeholders by maintaining a district website as well as campus websites for all campuses. Parents can access their child(ren)'s grades and attendance records through Skyward Family Access. PISD campuses utilize the Connect Ed messaging service which affords the District the ability to reach parents and community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification—keeping our community more informed and involved.

The District Site-Based Team (SBDM), composed of district-wide, elected professional staff, parents, community members, and business representatives, advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs.

Prosper ISD has been named a Google for Education Reference District. According to Google, "Google for Education Reference Districts are districts that demonstrate thoughtful leadership through the innovative use of technology, including G Suite for Education and Chromebooks, to drive impactful and

positive learning outcomes." Currently there are fewer than 100 districts in the United States that have been recognized with this honor.

District Processes & Programs Strengths

The district curriculum is written with a high level of rigor designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. Teachers in Prosper ISD are encouraged to collaborate and communicate with other professionals to ensure students are learning at high levels and the social and emotional needs of every child is being met.

Professional learning communities allow teachers and staff to collaborate on expert instructional delivery in order to maximize and strengthen instructional time. Teachers and staff apply research-based instructional strategies that are both vertically and horizontally aligned. Site-based decision making committees provide campuses with the resources to envision, develop, articulate, and implement programs that support the curriculum and instruction.

Prosper ISD is providing ongoing professional development in the use of Google Suite. Currently Prosper ISD has 358 teachers and administrators certified as Google Educators.

Prosper ISD offers a competitive salary and benefits program for all employees. Benefits include a generous health insurance and comprehensive health program, 403(b) retirement savings, on site professional development, stipends for advanced degrees and high needs areas, and life insurance. The District has also developed an outstanding New Teacher Induction Program, a highly supportive program geared to educate, support, and develop first year teachers, pairing them with trained and experienced mentors within their team or department. The Prosper Education Foundation awards teachers each month with a Star Polisher Award to recognize exceptional efforts performed by highly skilled teachers.

Perceptions

Perceptions Summary

The Prosper Independent School District is committed to creating a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The District's Strategic Plan reinforces this commitment with specific action plans created to ensure students' social and emotional health and positive connectedness to the school and district is fostered. Prosper ISD will continue to find innovative ways to promote feedback while fostering a growth mindset through a safe environment that recognizes struggles and encourages individual growth.

The 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 has served as a positive connection for our students in the area of safety and security. All campuses offer a variety of before and after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment.

Prosper ISD fosters family and community involvement by promoting service events such as Senior Citizen Luncheon, Junior Diabetes Research Foundation, Science Technology Engineering Arts and Math (STEAM) Expo, Prosper Homecoming Parade, Cory Ausenbaugh Memorial Scholarship, Prosper Education Foundation Golf Tournament, Stuff the Bus, and Convocation.

Perceptions Strengths

Prosper Independent School District is committed to recruiting and hiring the best educators available because instruction provided in the classroom is directly correlated to the quality of educational professionals. Prosper ISD intentionally provides a high level of support to staff members by providing childcare services on staff development days, incentive programs, and direct contact with the Superintendent of Schools.

Prosper Independent School District cultivates opportunities to unite staff, students, and families to reinforce traditions and develop a sense of belonging.⁵⁶ Service events such as Senior Citizen Luncheon, Junior Diabetes Research Foundation, Relay for Life, Science Technology Engineering Arts and Math (STEAM) Expo, Cory Ausenbaugh Memorial Scholarship, Stuff the Bus, Prosper Homecoming Parade, Prosper Education Foundation Golf Tournament, and Convocation are some examples for collaboration and means for connectedness between all stakeholders. These events promote generosity and contributions to the community and are in line with the district's REACH (Respect, Encourage, Appreciate, Communicate, and Honor) initiative. Prosper ISD is fortunate to have the support of the families it serves and the community at large as these events are hosted throughout the school year and are supported by our parents and the PTO.

Prosper ISD is committed to providing a safe and secure environment for students, staff and visitors. In an effort to accomplish this goal the district's security department provides a comprehensive security program after conducting safety and security audits throughout the district.

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- TTESS data
- T-PESS data
- Equity 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: Increase academic achievement through an aligned written and taught and assessed curriculum as evidenced through a 4% increase in students attaining approaches performance level on STAAR, a 5% increase in students attaining meets performance level on STAAR and an 8% increase in students attaining masters performance level on STAAR in 2020.

Strategy 1: Increase the importance of literacy in regards to achievement with a specific focus on the importance of reading, writing, and discussing to promote risk taking in all instructional settings.

Strategy's Expected Result/Impact: Curriculum Course Maps, Increase of students reading at or above grade level	Formative
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Curriculum Designers, Campus Administrators	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 2: Provide and maintain a guaranteed and viable curriculum for all subject areas and grade levels to provide the foundation for risk taking.

Strategy's Expected Result/Impact: Completed Course Maps and Unit Framework Document	Formative
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Curriculum Designers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 3: To implement processes and support structures to ensure the efficiency and effectiveness of collaborative planning increased collaboration between library media specialists, instructional technology specialists, and curriculum design team on the curriculum documents to refine and adjust alignment of content and assessments including performance tasks.

Strategy's Expected Result/Impact: Creation of Vertical Alignment Documents	Formative Oct Feb May Summative June
Staff Responsible for Monitoring: Curriculum Designers, Campus Administrators, Library Media Specialists, Library Coordinator, Instructional Technology Specialists, Classroom Teachers	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Evaluate and align accelerated instructional practices such as Response to Intervention (RtI), English as a Second Language (ESL), Special Education (SPED), Gifted and Talented (GT), Dual Language, and State of Texas Assessments of Academic Readiness (STAAR)/End of Course (EOC) to the PISD curriculum documents to allow opportunities for productive struggle.

Strategy's Expected Result/Impact: Achievement Gap Data, Program Evaluation, Progress Reports, Texas Academic Performance Report Data	Formative Oct Feb May Summative June
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Director of Dual Language, LOTE & ESL, Director of Advanced Academics, Advanced Academics Coordinator, Campus Administrators	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Provide campuses with achievement reports twice a nine weeks to increase access to available reports used to identify and track student academic growth .

Strategy 1: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI) and Professional Learning Community (PLC) processes.	
Strategy's Expected Result/Impact: Completed Intervention Plans, Student Data from Aware, MAP, etc.	Formative
Staff Responsible for Monitoring: Campus Administrators, Educators, Executive Director or Special Education, Director of ESL, LOTE, Dual, Director of Program Evaluation, Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 2: All English Learner students (EL) will become proficient in English and reach high academic standards achieving the 'meets' or 'masters' level of performance on the state assessments in Reading / Language Arts and Math.	
Strategy's Expected Result/Impact: PEIMS, STAAR, and PBMAS Reports	Formative
Staff Responsible for Monitoring: Director of Dual Language/LOTE/ESL, ESL Teacher Specialists, Campus Administrators, Educator	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 3: Continue to train PISD staff members and campus administration on Professional Learning Communities to implement processes and support structures to ensure efficiency and effectiveness of proper planning.

<p>Strategy's Expected Result/Impact: Graduation Completion Reports, RtI documentation, STAAR failure reports, DNQ data for Special Education testing</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Campus Administrators</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June

Strategy 4: Prosper ISD and each campus will increase advanced academic performance on state assessment and achieve met standard on the state accountability system. Each campus will increase their Master's grade level scores by 5% in all tested areas.

<p>Strategy's Expected Result/Impact: Accountability Data, Curriculum Documents, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Director of Advanced Academics, Advanced Academics Coordinator, Executive Director of Special Education, Director of ESL, LOTE, Dual Language, Campus Administrators</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June


Strategy 5: Continue to implement the Leveled Literacy Intervention System (LLI) at all campuses to support and intervene with identified struggling readers by campus. 62


<p>Strategy's Expected Result/Impact: Sign in sheets from LLI training, observations, feedback from trained teachers, reading assessment growth at the local and state level</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Executive Director of Special Education, Director of Program Evaluation, Director of Curriculum and Instruction, Campus Administrators, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June

Strategy 6: The Prosper ISD Curriculum Department will continue to refine the course maps and unit framework documents and build upon resources that are provided to teachers through the Prosper ISD curriculum documents that will offer a guaranteed and viable curriculum to encourage risk taking by students.

<p>Strategy's Expected Result/Impact: Sign in sheets from LLI training, observations, feedback from trained teachers, reading assessment growth at the local and state level</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Curriculum Designers, Administrators, and Teachers</p> <p>Title I Schoolwide Elements: 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 2: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Performance Objective 1: Increase innovative learning opportunities for underrepresented student populations by reviewing data each semester and prioritizing strategies to holistically reach all student populations.

Strategy 1: Provide students the opportunity to explore a variety of elective opportunities to build interest and explore strengths.	
Strategy's Expected Result/Impact: Course Enrollment, Course Selection Options, College and readiness and Xello.	Formative
Staff Responsible for Monitoring: Campus Administrators, Special Education Team Leaders, Team Leaders	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 2: Provide information and counseling regarding graduation options and endorsement offerings to students, parents and educators.	
Strategy's Expected Result/Impact: Master Schedules, Course Requests, High School Expo, 8th grade Parent/Student meetings	Formative
Staff Responsible for Monitoring: Middle School and High School Campus Administrators	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 3: Expand opportunities to identify gifted and talented students through an advanced differentiated curriculum.		
Strategy's Expected Result/Impact: Identification Data, Enrollment Reports, Course Selection		Formative
Staff Responsible for Monitoring: Director of Advanced Academics, Advanced Academics Coordinator, CTE Counselor		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Feb
	Funding Sources: None	May
		Summative
		June
Strategy 4: Serve identified gifted and talented students in grades K-5 in a pull out program, in grades 6-8 in protected sections of ELAR and Math, and in grades 9-12 in protected sections including Humanities or cluster groups in PreAP and AP ELAR and Math PreAP.		
Strategy's Expected Result/Impact: Identification Data, Enrollment Reports, Course Selection		Formative
Staff Responsible for Monitoring: Director of Advanced Academics, Advanced Academic Coordinator, Campus Administration		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Feb
	Funding Sources: None	May
		Summative
		June
Strategy 5: Increase the number of underrepresented student groups enrolled in Dual Credit, Concurrent Enrollment, and Advanced Placement Courses.		
		65
Strategy's Expected Result/Impact: Identification Data, Enrollment Reports, Course Selection		Formative
Staff Responsible for Monitoring: Director of Advanced Academics, Advanced Academic Coordinator, High School Campus Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Feb
	Funding Sources: None	May
		Summative
		June

Strategy 6: Provide differentiated classroom instruction designed to meet the various needs of all students through Texas Teacher Evaluation and Support System (T-TESS) training and Professional Learning Communities implementation.

Strategy's Expected Result/Impact: Classroom Instructional Strategies, Walkthrough Data	Formative
Staff Responsible for Monitoring: Campus Administrators	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 7: Expand opportunities for students to participate in dual credit and advanced placement.

Strategy's Expected Result/Impact: Dual Credit & Advanced Placement Enrollment	Formative
Staff Responsible for Monitoring: Director of Advanced Academics, Advanced Academic Coordinator, Campus Administrators	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 8: Increase opportunities for students to receive technical college credit with opportunities for certification and the likelihood of state licensing or industry-recognized certification upon completion of the program.

Strategy's Expected Result/Impact: Course requests	Formative
Staff Responsible for Monitoring: Director of Career & Technical Education	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	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: Increase PLC effectiveness and ability to analyze data, create lesson plans and lesson cycles in an effort to increase student growth by 5% and decrease achievement gaps in student populations by 5%.

Strategy 1: Continue to implement Professional Learning Communities for appropriate staff to understand the use of testing methodologies that support teachers in using various strategies to enhance styles of individual learners in the classroom in order to promote risk taking, identify learning needs and utilize rubrics for assessment.	
Strategy's Expected Result/Impact: Common Formative Assessment Data, Fountas and Pinnell, PSAT, AP, and EOC STAAR data	Formative
Staff Responsible for Monitoring: Associate Superintendent Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Executive Director of Special Education, Director of ESL/LOTE/Dual Language, Director of Advanced Academics, Advanced Academic Coordinator, Curriculum Designers, Campus Administration, Teachers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 2: Provide professional development to K-12 teachers on the use of formative and summative assessments to identify ways to promote feedback that encourages risk-taking and values, the learning process fostering a growth mindset.	
Strategy's Expected Result/Impact: Walkthrough Data, Curriculum Documents, Student Achievement Results	Formative
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Campus Administrators, Curriculum Designers	Oct
Title I Schoolwide Elements: None	Feb⁶⁷
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 3: Establish a systematic procedure to identify students in need in order to increase connections to these students and establish personal connections.





Strategy's Expected Result/Impact: Program Reports, teacher referral to counselors and Hope Squad referrals.	Formative
Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 4: Provide all campuses the ability to participate in a Professional Learning Community opportunity involving coaching and mentoring of leaders providing the ability to initiate the next steps in the Professional learning Community process that will impact teacher knowledge and student achievement.

Strategy's Expected Result/Impact: Collaborative work with Districts	Formative
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Curriculum Designers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Through the collaboration of district stakeholders, create a local accountability system that reports to the community student achievement in innovative ways.

Strategy 1: Collaborate with Mission School Transformation (TASA) Districts to help identify student achievement in innovative ways.	
Strategy's Expected Result/Impact: Collaborative work with other districts	Formative
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Executive Director of Special Education, Campus Principals	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	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: Increase evidence of technology and other digital resources used to engage learners in Unit Framework Documents by ensuring each unit contains a minimum of two digital resources.

Strategy 1: Provide training to central and campus administration on identifying, evaluating and modeling best practices for technology and integration as a learning tool to implement process and support structures to ensure efficiency and effectiveness of planning.	
Strategy's Expected Result/Impact: Training Sessions, Meetings, Agendas	Formative
Staff Responsible for Monitoring: Director of Instructional Media	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 2: Spotlight learner achievement through a district-wide STEAM Expo to communicate with stakeholders to highlight learner achievement by designing an event that focuses on valuing the learning process.	
Strategy's Expected Result/Impact: Participation, Exemplars of District Showcase, parent and community attendance records	Formative
Staff Responsible for Monitoring: Instructional Media Coordinator, Librarian Coordinator, Librarians & Instructional Technology Staff, Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction	Oct
Title I Schoolwide Elements: None	Feb 70
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 3: Continue to expand Technology Applications and Career and Technical course offerings to meet the needs of a high tech job market.


<p>Strategy's Expected Result/Impact: Participation, Exemplars of District Showcase, parent and community attendance records</p> <hr/> <p>Staff Responsible for Monitoring: Instructional Media Coordinator, Librarians & Instructional Technology Staff, Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Oct
	Feb
	May
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 4: Create global learning communities to provide training in various digital-aged learning technologies to encourage risk taking and foster a growth mindset.

<p>Strategy's Expected Result/Impact: Participation Records, Lesson Plans, Student Products</p> <hr/> <p>Staff Responsible for Monitoring: Director of Instructional Media, Librarians & Instructional Technology Specialists, Library Coordinator</p> <hr/> <p>Title I Schoolwide Elements: 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

Performance Objective 2: Integrate digital-aged practices and digital citizenship standards across the curriculum with targeted lessons no less than three times a year.

Strategy 1: Provide orientation to ethical uses of technology including: Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.	
Strategy's Expected Result/Impact: Training session feedback, sign in sheets	Formative
Staff Responsible for Monitoring: Director of Instructional Media, Librarians, Library Coordinator, and Instructional Technology Specialists	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
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: Develop a professional learning system for educator and leadership development focused on maximum growth and engagement to decrease attrition of staff from 13% to 10%.

Strategy 1: Conduct a comprehensive professional development needs assessment annually.	
Strategy's Expected Result/Impact: Comprehensive Needs Assessment Data	Formative
Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Instruction, Director of Curriculum and Instruction, Curriculum Designers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 2: Promote the development of leadership capacity for selected teachers to specifically prepare them for leadership responsibilities in Prosper ISD.	
Strategy's Expected Result/Impact: Advancement of members in district positions, Aspiring Leaders Cohort, Teacher Mentoring Program feedback	Formative
Staff Responsible for Monitoring: Superintendent, Associate Superintendent, Assistant Superintendent, Director of Human Resources	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 3: Create a matrix for all new to Prosper ISD employees that will outline all instructional programs that will require training for effective implementation by August 2020.

<p>Strategy's Expected Result/Impact: Professional development training records, evaluation of data sources through RtI, reading assessments, MAP, Curriculum Based Assessments</p> <p>Staff Responsible for Monitoring: Associate Superintendent for Curriculum and Instruction, Curriculum Design Team, Director of Human Resources</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Oct
	Feb
	May
	Summative
	June

Strategy 4: Continue to refine and implement the teacher appraisal system, T-TESS (Teacher Evaluation and Support System), to provide ongoing training to leaders in an effort to continue to create a more cohesive approach to inter-rater reliability.

<p>Strategy's Expected Result/Impact: T-TESS evaluation reports by campus and district, the number of teachers retained, feedback provided by campus administrators</p> <p>Staff Responsible for Monitoring: Director of Human Resources, Associate Superintendent of Curriculum and Instruction, Campus Administrators</p> <p>Title I Schoolwide Elements: 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 6: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Increase partnerships with businesses, community organization, local government, and higher education institutions by 10% to prepare students for the future.

Strategy 1: Continue open communications between the Town of Prosper and local businesses to spotlight support of Prosper ISD teachers and foster continued support for New Employee Orientation, Convocation and Teacher Appreciation.

Strategy's Expected Result/Impact: Partnerships	Formative Oct Feb May Summative June
Staff Responsible for Monitoring: Communications Department, Prosper Education Foundation	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: Provide a photo gallery on the front page of each campus website of the events and activities taking place throughout the year.

Strategy's Expected Result/Impact: Feedback from parents and community	Formative Oct Feb⁷⁵ May Summative June
Staff Responsible for Monitoring: Communications Department	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: Prosper ISD will increase social media connections by 20% through Twitter, Facebook.

Strategy's Expected Result/Impact: Likes, followers, posts, etc.

Staff Responsible for Monitoring: Communications Department

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Oct


Feb


May

Summative

June





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Expand district educational and business partnership with the local community.

Strategy 1: Expand partnership efforts with the Mission: School Transformation and continue building a community based accountability system (TASA).		
Strategy's Expected Result/Impact: Professional Development Opportunities, Cross- District Collaborative Documents		Formative
Staff Responsible for Monitoring: Superintendent, Associate Superintendent, Assistant Superintendent, Campus Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Feb
	Funding Sources: None	May
		Summative
		June
Strategy 2: Create and expand reciprocal relationships with existing businesses and community members to engage stakeholders in meaningful interactions that increase awareness and opportunities for partnerships.		
Strategy's Expected Result/Impact: Business Partnership Exemplars		Formative
Staff Responsible for Monitoring: Superintendent, Associate Superintendent, Assistant Superintendent		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Feb
	Funding Sources: None	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 (i.e. bullying, harassment, cyber safety) in an effort to decrease drug and bullying incidents by 5%.

Strategy 1: Decrease the number of district drug related incidents by 5% through the promotion of age appropriate educational awareness programs with a focus on safe and drug free environments.	
Strategy's Expected Result/Impact: District Safety Audits, PEIMS 425 Report, DAEP Placement Report, Prosper ISD Police Officer Reports, SHAC Meeting Minutes	Formative Oct Feb May Summative June
Staff Responsible for Monitoring: Campus Administrators, Director of Transportation & Security Services	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Decrease the number of bullying and harassment incidents by 5% through increased student participation in programs such as Hope Squad, guidance lessons, leadership classes, and REACH.	
Strategy's Expected Result/Impact: Participation Records, PEIMS 425 Report, SHAC Meeting Minutes	Formative Oct Feb ⁷⁸ May Summative June
Staff Responsible for Monitoring: Campus Administrators, Counselors	
Title I Schoolwide Elements: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: Conduct an on-going digital citizenship / digital footprint campaign at all grade levels.	
Strategy's Expected Result/Impact: Lessons Taught	Formative
Staff Responsible for Monitoring: Director of Instructional Media, Librarians, Instructional Technology Specialists	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 4: Promote programs that discourage under-age drinking, texting while driving, and other dangerous behaviors.	
Strategy's Expected Result/Impact: Campus incident reports, Prosper ISD Police Officer reports, DAEP placement reports, SHAC Meeting Minutes	Formative
Staff Responsible for Monitoring: Campus Administrators, Counselors, Prosper ISD Police Officers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 5: Educate and communicate the importance of the steps to be taken to prevent suicides.	
Strategy's Expected Result/Impact: Attendance and completion of NOVA training, development of detailed crisis plan and suicide protocol, Hope Squad implementation	Formative
Staff Responsible for Monitoring: Campus Counselors, Campus Administrators, Prosper ISD teachers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June

Strategy 6: Increase staff awareness of trauma-informed care by providing training to professional staff.

<p>Strategy's Expected Result/Impact: Sign in sheets for training and increased overall safety and wellness.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Associate Superintendent, Director of Program Evaluation and Curriculum Support, Director of Curriculum and Instruction, Campus Administrators</p>	<p>Oct</p>
<p>Title I Schoolwide Elements: None</p>	<p>Feb</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>May</p> <p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Monthly evaluation of current district-wide safety and security protocols and implementation of a consistent training programs for students, staff and parents that address physical safety and emergency procedures in collaboration with the Prosper ISD Police and local authorities.

*Prosper ISD employs its own police department and therefore, there are no law enforcement requirements for security personnel.

Strategy 1: Complete 100% participation relative to safety training; training evaluated by Prosper ISD Police Department with schools receiving an "acceptable" or higher rating.	
Strategy's Expected Result/Impact: District Safety Audit	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Business and Operations, Director of Transportation, Director of Security, Prosper ISD Police Chief	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
Funding Sources: None	Summative
	June
Strategy 2: Implementation and on-going evaluation and improvement on the District Comprehensive Safety Plan.	
Strategy's Expected Result/Impact: District Safety Audit / Plan Notes	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Business and Operation, Director of Transportation, Director of Security, Prosper ISD Police Chief	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	81
Funding Sources: None	May
	Summative
	June

Strategy 3: The District uses the Play it Safe Program anti-victimization program to educate students, staff and the community and abides by Board Policy [BQ] as required by Education Code 38.0041(a)

<p>Strategy's Expected Result/Impact: Awareness of anti-victimization and training on all campuses.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Associate Superintendent, Director of Program Evaluation and Curriculum Support, Director of Curriculum and Instruction, Campus Administrators</p>	<p>Oct</p>
<p>Title I Schoolwide Elements: None</p>	<p>Feb</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>May</p> <p>Summative</p> <p>June</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

District Funding Summary

Addendums



Prosper ISD Board Action Item

Date: August 1, 2020

Division: Curriculum and Instruction

Subject: Waiver of Required Early Notice of Students at Risk of Failure

TEC, §28.006(c-1) requires each school district to administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency. The commissioner has adopted the following:

- Istation's Indicators of Progress, Advanced Reading (ISIP-AR)
- Reading Analysis and Prescription System (RAPS 360)
- Texas Middle School Fluency Assessment (TMFSA)
- Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)

LEAs are required to use one of these reading diagnostic instruments. However, because of disruptions to the 2019-2020 school year and possible disruptions to the 2020-2021 school year resulting from COVID-19, districts may request a waiver in order to use another instrument approved by a local district board of trustees in order to best meet student needs in the 2020-2021 school year only. A waiver of the requirement to use an adopted instrument will only be approved for one year and will not be waived in the 2021-2022 school year and beyond.

In order to meet the requirements, set forth by TEA to screen 7th grade students who have not passed the 6th Grade STAAR, the curriculum and instruction department is requesting that a waiver be submitted to use MAP (measure of academic progress) Testing as the alternate assessment instrument for the following reasons:

- **the district already has access to MAP Testing for students in grades 6-8**
- **MAP provides objective data regarding student reading levels and administration will offset the data deficit the district incurred after a year that ended without an ability to obtain end of year data**
- **is easily administered to students whose families have chosen remote learning**
- **Fall MAP tests may be administered at no cost to the district**

Because teachers will not have access to current reading data due to the circumstances of the end of the 2019-2020 school year, a secondary consideration is to test all students in grades 6-8. This would fill the data gaps that teachers will struggle with when developing targeted instruction to meet the needs of their students. At this time, this is a request for this academic year only.



Action Item

Date: August 17, 2020

Division: School Policy

Subject: Seeking Approval for Update 115 as Recommended by TASB

Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions. Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. In addition to these changes, update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

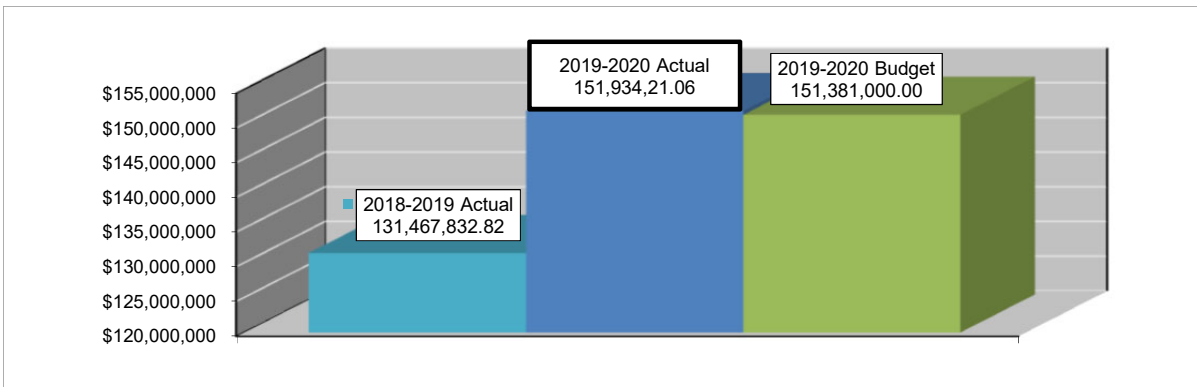
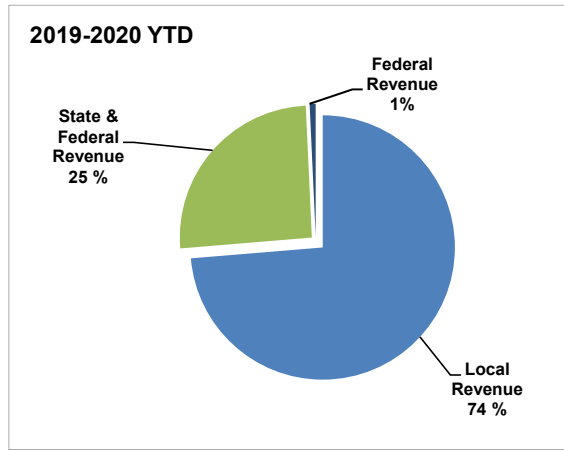
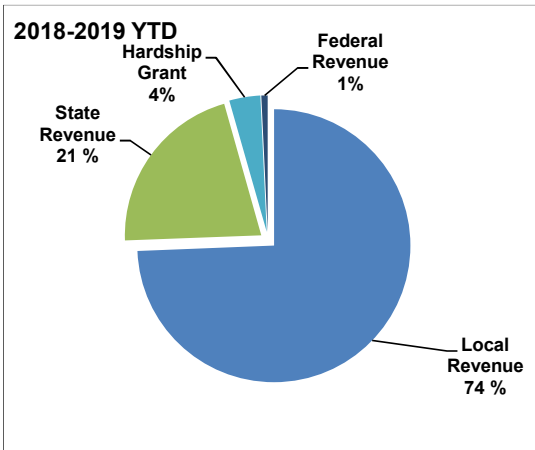


BUSINESS

Item 7A: Consideration and possible action on approval of the Financial Investment/Tax Reports.

**Comparison of YTD Revenues
2018-2019 and 2019-2020 School Year
Board Report dated July 31, 2020**

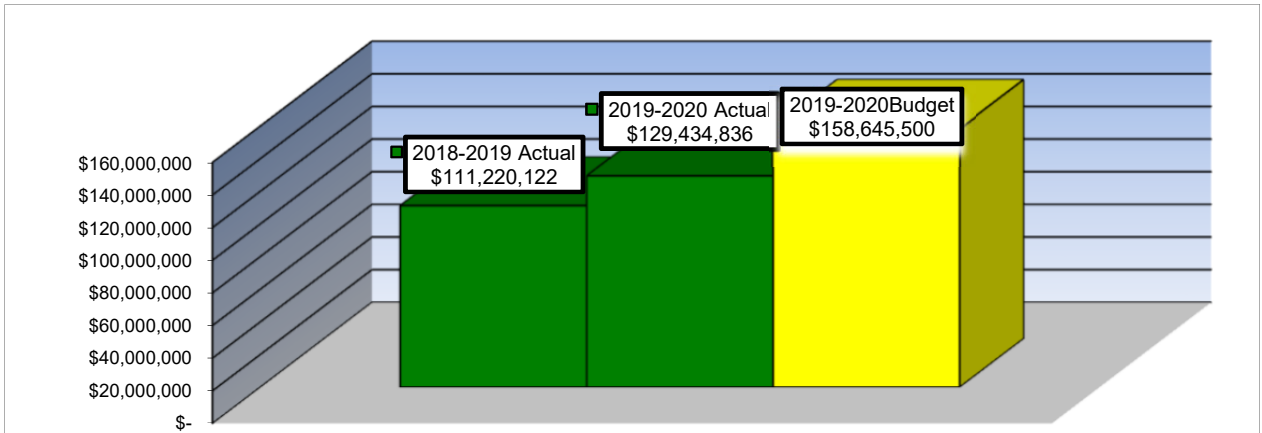
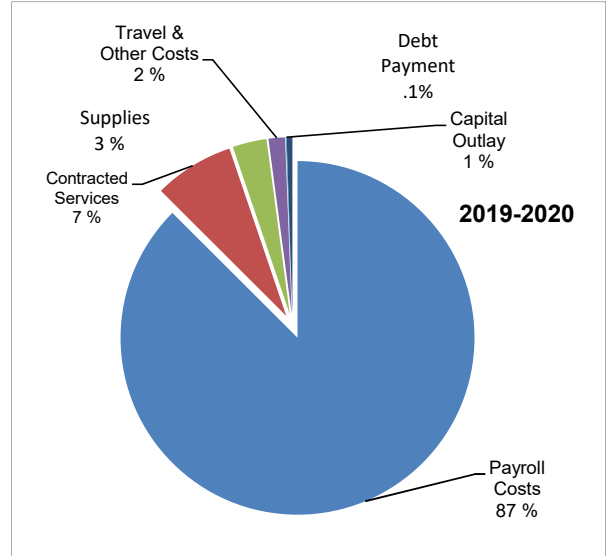
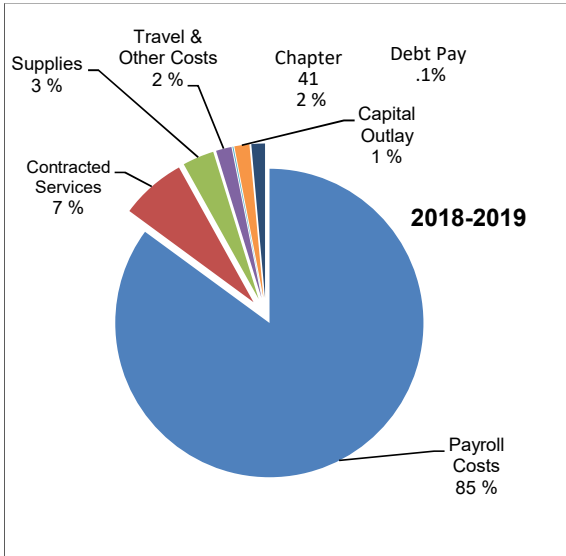
General Fund 199	2018-2019 YTD	% To Budget	2019-2020 YTD	2019-2020 Budget Amount	% To Budget
Revenue					
Local Revenue	\$ 101,528,276.66	102.55%	\$ 111,965,200.87	\$ 109,692,000.00	102.07%
State Revenue	\$ 28,913,455.17	72.90%	\$ 38,854,524.81	\$ 41,289,000.00	94.10%
Add: Hardship Grant	\$ 5,000,000.00	0.00%	\$ -	\$ -	0.00%
Federal Revenue	\$ 1,026,100.99	205.22%	\$ 1,114,495.38	\$ 400,000.00	278.62%
Total Revenue	\$ 136,467,832.82	100.69%	\$ 151,934,221.06	\$ 151,381,000.00	
Without Grant	\$ 131,467,832.82	96.73%	\$ 151,934,221.06	\$ 151,381,000.00	100.37%



**Comparison of YTD Expenditures
2018-2019 and 2019-2020 School Year
Board Report dated July 31, 2020**

General Fund 199	2018-2019 YTD	% To Budget	2019-2020 YTD	2019-2020 Budget Amount	% To Budget	% Inc/Dec vs Prior Yr
Expenditures						
Payroll Costs	\$ 94,613,166.46	87.18%	\$ 113,235,611.99	\$ 133,769,640.00	84.65%	-2.53%
Contracted Services	\$ 7,637,299.49	79.68%	\$ 9,447,317.13	\$ 13,259,354.10	71.25%	-8.43%
Supplies	\$ 3,683,884.16	78.19%	\$ 4,018,789.57	\$ 6,760,517.52	59.44%	-18.74%
Travel & Other Costs	\$ 1,830,728.68	66.64%	\$ 1,960,041.75	\$ 2,747,166.38	71.35%	4.71%
Debt Payment	\$ 100,662.50	11.98%	\$ 94,662.50	\$ 800,000.00	11.83%	-0.15%
Chapter 41	\$ 1,763,430.00	85.40%	\$ -	\$ -		
Capital Outlay	\$ 1,590,950.49	54.36%	\$ 678,412.58	\$ 1,308,822.00	51.83%	-2.52%
Net Expenditures	\$ 111,220,121.78	84.64%	\$ 129,434,835.52	\$ 158,645,500.00	81.59%	-3.05%

% of Yr Completed 91.67%



Prosper Independent School District
Consolidated Funds - General Fund, Food Service, Interest & Sinking and Athletic Activity Fund
(Includes TRS On-Behalf)
July 31, 2020

ADOPTED BUDGETED FUNDS

FUNDS 199	ORIGINAL ESTIMATED REVENUE	AMENDED REVENUE	ACTUAL REVENUE MONTH	ACTUAL REVENUE TO DATE	REVENUE BALANCE	PERCENT REALIZED	LAST Year %
Local revenue (5700)	\$ 109,692,000	\$ 109,692,000	\$ 591,766	\$ 111,965,201	\$ (2,273,201)	102.1%	102.6%
State Revenue (5800)	\$ 41,289,000	\$ 41,289,000	\$ 4,397,415	\$ 38,854,525	\$ 2,434,475	94.1%	72.9%
Federal Revenue (5900)	\$ 400,000	\$ 400,000	\$ 422	\$ 1,114,495	\$ (714,495)	278.6%	205.2%
TOTAL REVENUE	\$ 151,381,000	\$ 151,381,000	\$ 4,989,602	\$ 151,934,221	\$ (553,221)	100.4%	96.7%

FUNDS 199	ORIGINAL BUDGET	AMENDED BUDGET	ENCUMBRANCE YTD	EXPENDITURES MONTH	EXPENDITURES YEAR-TO-DATE	BALANCE	PERCENT EXPENDED	LAST Year
EXPENDITURES BY FUNCTION								
11-Classroom Instruction	\$ 102,300,000	\$ 102,300,000	\$ 1,485,128	\$ 1,415,863	\$ 83,468,376	\$ 18,831,624	81.6%	84.8%
12-Libraries	\$ 2,200,000	\$ 2,200,000	\$ 49,664	\$ 14,520	\$ 1,786,712	\$ 413,288	81.2%	80.1%
13-Curriculum & Inst Staff	\$ 4,900,000	\$ 4,900,000	\$ 289,819	\$ 222,799	\$ 4,077,067	\$ 822,933	83.2%	84.2%
21-Instructional Leadership	\$ 1,800,000	\$ 1,800,000	\$ 6,058	\$ 79,801	\$ 1,025,724	\$ 774,276	57.0%	82.5%
23-Campus Administration	\$ 7,750,000	\$ 7,750,000	\$ 33,034	\$ 536,012	\$ 6,797,671	\$ 952,329	87.7%	90.8%
31-Guidance & Counseling	\$ 3,206,000	\$ 3,206,000	\$ 9,598	\$ 120,633	\$ 2,283,639	\$ 922,361	71.2%	73.2%
33-Health Services	\$ 1,500,000	\$ 1,500,000	\$ 1,397	\$ 21,042	\$ 1,068,220	\$ 431,780	71.2%	77.3%
34-Student Transportation	\$ 6,875,000	\$ 6,875,000	\$ 196,184	\$ 226,516	\$ 5,676,460	\$ 1,198,540	82.6%	86.3%
36-Co/Extra Curricular	\$ 3,150,000	\$ 3,150,000	\$ 270,911	\$ 229,226	\$ 3,195,442	\$ (45,442)	101.4%	96.3%
41-General Administration	\$ 3,450,000	\$ 3,450,000	\$ 12,841	\$ 307,456	\$ 3,466,296	\$ (16,296)	100.5%	90.3%
51-Maintenance	\$ 12,150,000	\$ 12,150,000	\$ 627,313	\$ 720,531	\$ 9,988,115	\$ 2,161,885	82.2%	88.8%
52-Security Services	\$ 3,006,000	\$ 3,006,000	\$ 139,511	\$ 139,383	\$ 1,782,038	\$ 1,223,962	59.3%	80.0%
53-Data Processing	\$ 3,875,000	\$ 3,875,000	\$ 135,988	\$ 451,547	\$ 3,723,914	\$ 151,086	96.1%	78.6%
61-Community Services	\$ 18,500	\$ 18,500	\$ 3,507	\$ 399	\$ 399	\$ 18,101	2.2%	2.2%
71-Debt Payment	\$ 800,000	\$ 800,000	\$ -	\$ -	\$ 94,663	\$ 705,338	11.8%	12.0%
81-Construction Projects	\$ -	\$ -	\$ -	\$ -	\$ 104	\$ (104)	0.0%	54.2%
91-Cont. Svc Between Schools	\$ 625,000	\$ 625,000	\$ -	\$ -	\$ -	\$ 625,000	0.0%	84.7%
99-Payment to Appraisal	\$ 1,040,000	\$ 1,040,000	\$ -	\$ -	\$ 999,996	\$ 40,004	96.2%	122.2%
Net Total 199 Fund	\$ 158,645,500	\$ 158,645,500	\$ 3,260,954	\$ 4,485,728	\$ 129,434,836	\$ 29,210,664	81.6%	84.6%

FUNDS 240	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES YEAR-TO-DATE	BALANCE	PERCENT
FOOD SERVICES FUND						
TOTAL REVENUE	\$5,672,410	\$5,672,410	\$4,301	\$4,146,642	\$1,525,768	73.1%

TOTAL EXPENDITURES	\$5,562,100	\$5,562,100		\$101,585	\$4,781,929	\$780,171	86.0%
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FUND 599	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES YEAR-TO-DATE	BALANCE	PERCENT
DEBT SERVICES FUND						
TOTAL REVENUE	\$49,232,000	\$51,080,740	\$194,575	\$51,821,296	-\$740,556	101.4%

TOTAL EXPENDITURES	\$49,232,000	\$51,232,915		\$0	\$29,717,174	\$21,515,741	58.0%
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FUND 164 - ATHLETIC ACTIVITY	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES YEAR-TO-DATE	BALANCE	PERCENT
LOCAL FUNDING						
TOTAL REVENUE	\$250,000	\$250,000	\$800	\$437,335	-\$187,335	174.9%

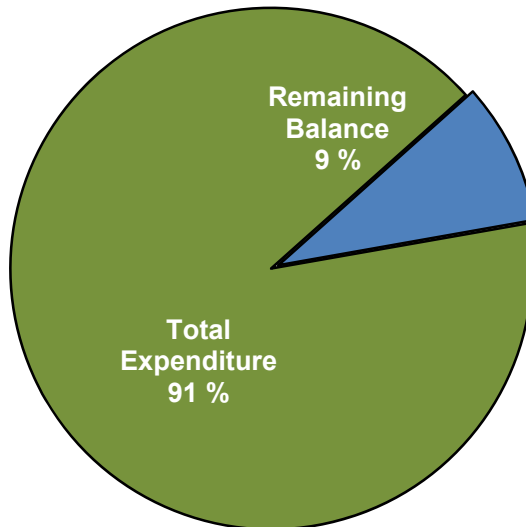
TOTAL EXPENDITURES	\$200,000	\$200,000		\$375	\$162,365	\$37,635	81.2%
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COMBINED FUNDS	BUDGET	BUDGET	REALIZED	EXPENDITURES YEAR-TO-DATE	BALANCE	REC/EXP	
TOTAL REVENUE	206,535,410	208,384,150	5,189,278	208,339,494	44,656	100.0%	
TOTAL EXPENDITURES	213,639,600	215,640,515		4,587,689	164,096,304	51,544,211	76.1%

Prosper ISD - High School #2
Prosper ISD - Rockhill High School
Contract Price
\$199,671,350.00

Description	Prior Year Expenditures	Expenditures 2019-2020	Actual Cumulative	Remaining Balance
Contract Services				
HS#2	\$ 2,432,871.64	\$ 1,160,899.61	\$ 3,593,771.25	\$ -
Architect Fees				
HS#2	\$ 8,350,475.80	\$ 839,394.21	\$ 9,189,870.01	\$ -
Building Contractor				Pogue Only
See Graph	\$ 101,671,064.11	\$ 80,381,957.66	\$ 182,053,021.77	\$ 17,618,328.23
Subtotal	\$ 112,454,411.55	\$ 82,382,251.48	\$ 194,836,663.03	\$ 17,618,328.23
Other Costs:				
Technology	\$ -	\$ 2,485,131.36		
Furniture & Other	\$ -	\$ 5,256,315.23		
Sub Total	\$ 112,454,411.55	\$ 90,123,698.07	\$ 194,836,663.03	\$ 17,618,328.23
Grand Total	\$ 112,454,411.55	\$ 90,123,698.07	\$ 202,578,109.62	\$ 17,618,328.23

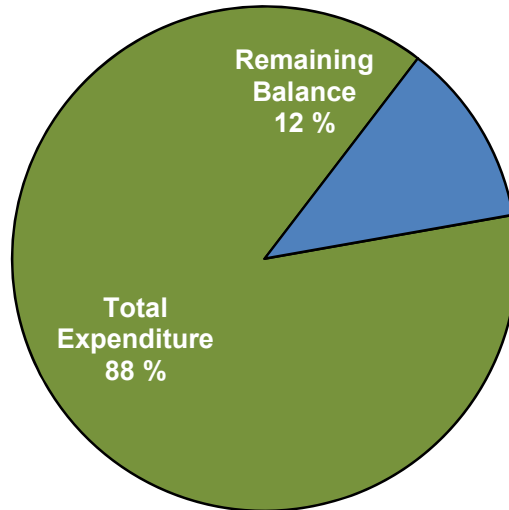
Rockhill High School
Bond Funds Project
\$199,671,350



Prosper ISD - Middle School
Prosper ISD - Rushing Middle School
Contract Price
\$60,483,026.00

Description	Expenditures Prior Years	Expenditures 2019-2020	Actual Cumulative	Remaining Balance
Contract Services				
MS #4	\$ 161,768.64	\$ 517,232.70	\$ 679,001.34	\$ -
Architect Fees				
MS #4	\$ 2,534,090.35	\$ 495,697.79	\$ 3,029,788.14	\$ -
Building Contractor				Pogue Only
MS #4 - See Graph Below	\$ 18,414,635.87	\$ 34,918,523.06	\$ 53,333,158.93	\$ 7,149,867.07
Subtotal	\$ 21,110,494.86	\$ 35,931,453.55	\$ 57,041,948.41	\$ 7,149,867.07
Other Costs:				
Technology Supplies	\$ -	\$ 1,306,320.68	\$ 1,306,320.68	
Furniture & Other	\$ -	\$ 2,242,026.31	\$ 2,242,026.31	
	\$ -	\$ -	\$ -	
Sub Total	\$ 21,110,494.86	\$ 39,479,800.54	\$ 60,590,295.40	\$ 7,149,867.07
Grand Total	\$ 21,110,494.86	\$ 39,479,800.54	\$ 60,590,295.40	\$ 7,149,867.07

Rushing Middle School
Bond Funds Project
\$60,483,026



Prosper ISD - Elementary School #12

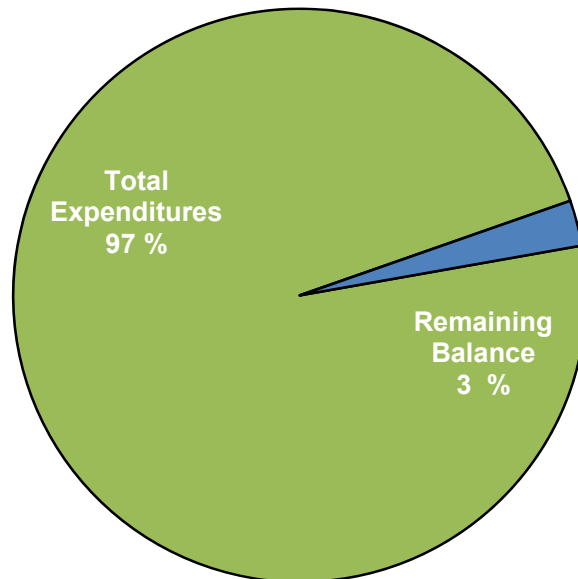
Prosper ISD - Sam Johnson Elementary

Contract Price

\$ 19,816,872.00

Description	Prior Year Expenditures	Expenditures 2019-2020	Actual Cumulative	Remaining Balance
Contract Services				
Elementary #12	\$ 128,652.00	\$ 255,786.52	\$ 384,438.52	\$ -
Architect Fees				
Elementary #12	\$ 833,349.49	\$ 254,922.27	\$ 1,088,271.76	\$ -
Building Contractor				Pogue Only
Elementary #12	\$ 1,010,070.29	\$ 18,297,198.97	\$ 19,307,269.26	\$ 509,602.74
Sub-Total	\$ 1,972,071.78	\$ 18,807,907.76	\$ 20,779,979.54	\$ -
Other Costs:				
Technology Supplies	\$ -	\$ 538,985.68	\$ 538,985.68	
Furniture and Other	\$ -	\$ 641,787.77	\$ 641,787.77	
	\$ -	\$ -	\$ -	
Sub Total	\$ 1,972,071.78	\$ 19,988,681.21	\$ 21,960,752.99	\$ 509,602.74
Grand Total	\$ 1,972,071.78	\$ 19,988,681.21	\$ 21,960,752.99	\$ 509,602.74

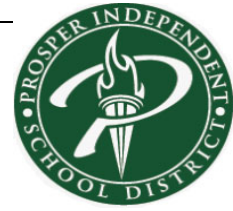
Elementary #12 - Sam Johnson Elementary
 Bond Funds Project
 \$19,816,872



PROSPER INDEPENDENT SCHOOL DISTRICT

Board Report | Investment Summary

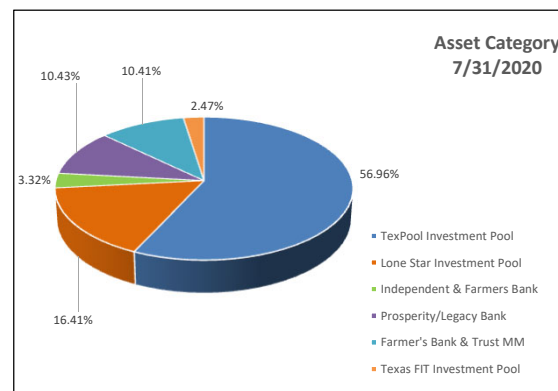
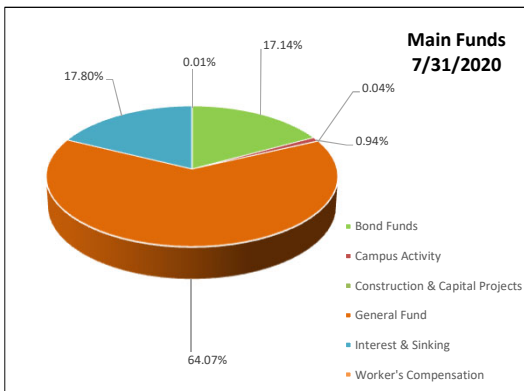
July 31, 2020



Benchmark Performance	6/30/2020	7/31/2020
Weighted Average Yield	0.26%	0.24%
30 Day Treasury	0.13%	0.11%
1 Year Treasury	0.18%	0.15%

Main Funds	% of Portfolio	YTM @Cost	Days to Maturity	Interest Earned	Current Balance	Last Year
Bond Funds	17.14%	0.157	1	5,866.05	34,684,098.31	142,390,187.44
Campus Activity	0.94%	0.310	1	524.74	1,903,346.32	1,522,482.34
Construction & Capital Projects	0.04%	0.310	1	18.95	72,195.38	1,813,822.14
General Fund	64.07%	0.271	1	29,773.29	129,630,224.61	112,221,349.93
Interest & Sinking	17.80%	0.208	1	6,354.48	36,018,913.72	32,347,045.95
Worker's Compensation	0.01%	0.310	1	10.51	22,734.21	27,220.02
	100.00%	0.241%	1	42,548.02	202,331,512.55	290,322,107.82

Asset Category	% of Portfolio	YTM @Cost	Days to Maturity	Interest Earned	Current Balance	Last Year
TexPool Investment Pool	56.96%	0.208	1	20,592.59	115,249,551.63	92,327,449.90
Lone Star Investment Pool	16.41%	0.150	1	4,720.50	33,195,255.06	135,788,142.49
Independent & Farmers Bank	3.32%	0.310	1	3,197.28	6,720,397.92	20,624,014.66
Prosperity/Legacy Bank	10.43%	0.410	1	7,309.24	21,104,937.79	20,818,581.32
Farmer's Bank & Trust MM	10.41%	0.310	1	5,566.23	21,058,361.51	20,763,919.45
Texas FIT Investment Pool	2.47%	0.500	1	1,162.18	5,003,008.64	-
	100.00%	0.241%	1	42,548.02	202,331,512.55	290,322,107.82



As an investment officer of Prosper ISD, I hereby certify the Investment Report represents the investment portion of the District in compliance with the Board Investment Policy, Public Funds Investment Act (Texas Govt. Code 2256), and the Generally Accepted Accounting Principles.

Annette Folmar
Chief Financial Officer

Michelle Seese
Director of Business Services

Prosper Independent School District
Board Report | Investment Summary - Main Fund
Begin Date: 6/30/2020, End Date: 7/31/2020

Description	CUSIP/Ticker	Portfolio Name	Ending YTM @ Cost	Interest/Dividends	Ending MV
Bond Funds					
Farmers Bond Fund MM	4FARM0809-BD	Bond Fund	0.310	1,145.55	1,488,843.25
Lone Star 2020 Bond Funds LGIP	LONESTAR2020	Bond Fund 2020 Sale	0.150	4,720.50	33,195,255.06
Sub Total/Average Bond Funds			0.157	5,866.05	34,684,098.31
Campus Activity					
Farmers Campus Activity MM	6FARM0759-AC	Campus Activity Fund	0.310	421.79	1,657,411.96
Farmers Campus Activity MM	6FARM6563-RF	Campus Activity Fund	0.310	1.80	5,494.66
Independent Bank Campus Activity MM	6INDEP2431	Campus Activity Fund	0.310	101.15	240,439.70
Sub Total/Average Campus Activity			0.310	524.74	1,903,346.32
Capital Projects Construction					
Farmers Capital Projects MM	5FARM0791-CN	Capital Projects Fund Construction	0.310	18.91	72,094.96
Independent Bank Construction MM	5INDEP2456	Capital Projects Fund Construction	0.310	0.04	100.42
Sub Total/Average Capital Projects Construction			0.310	18.95	72,195.38
General Fund					
Farmers General Fund MM	1FARM4628-IC	General Fund Liquid Assets	0.310	5,566.23	21,058,361.51
Farmers General Fund MM	1FARM7608-OP	General Fund Liquid Assets	0.310	1,483.72	3,181,325.10
Independent Bank General Fund MM	1INDEP2415	General Fund Liquid Assets	0.310	0.44	1,009.51
Prosperity/Legacy Bank General Fund MM	1LEGACY6089	General Fund Liquid Assets	0.410	7,309.24	21,104,937.79
Texas FIT LGIP	1TEXASFIT0001	General Fund Liquid Assets	0.500	1,162.18	5,003,008.64
TexPool General Fund LGIP	1TEXPOOL0001	General Fund Liquid Assets	0.208	14,251.48	79,281,582.06
Sub Total/Average General Fund			0.271	29,773.29	129,630,224.61
Interest & Sinking					
Farmers Interest & Sinking MM	2FARM0767-IS	Interest & Sinking Fund	0.310	13.37	50,944.15
TexPool Interest & Sinking LGIP	2TEXPOOL0003	Interest & Sinking Fund	0.208	6,341.11	35,967,969.57
Sub Total/Average Interest & Sinking			0.208	6,354.48	36,018,913.72
Workers Compensation					
Farmers Workers Corp MM	3FARM0775-WC	Workers Compensation Fund	0.310	7.69	16,298.55
Independent Bank Workers Comp MM	3INDEP2464	Workers Compensation Fund	0.310	2.82	6,435.66
Sub Total/Average Workers Compensation			0.310	10.51	22,734.21
Total / Average			0.241	42,548.02	202,331,512.55

Prosper Independent School District
Board Report | Investment Summary - Bank Accounts
Begin Date: 6/30/2020, End Date: 7/31/2020

Description	CUSIP/Ticker	Portfolio Name	Ending YTM @ Cost	Interest/Dividends	Ending MV
1 TexPool Investment Pool					
TexPool General Fund LGIP	1TEXPOOL0001	General Fund Liquid Assets	0.208	14,251.48	79,281,582.06
TexPool Interest & Sinking LGIP	2TEXPOOL0003	Interest & Sinking Fund	0.208	6,341.11	35,967,969.57
Sub Total/Average 1 TexPool Investment Pool			0.208	20,592.59	115,249,551.63
2 Lone Star Investment Pool					
Lone Star 2020 Bond Funds LGIP	LONESTAR2020	Bond Fund 2020 Sale	0.150	4,720.50	33,195,255.06
Sub Total/Average 2 Lone Star Investment Pool			0.150	4,720.50	33,195,255.06
3 Independent& Farmers Bank & Trust					
Farmers Bond Fund MM	4FARM0809-BD	Bond Fund	0.310	1,145.55	1,488,843.25
Farmers Campus Activity MM	6FARM0759-AC	Campus Activity Fund	0.310	421.79	1,657,411.96
Farmers Campus Activity MM	6FARM6563-RF	Campus Activity Fund	0.310	1.80	5,494.66
Farmers Capital Projects MM	5FARM0791-CN	Capital Projects Fund Construction	0.310	18.91	72,094.96
Farmers General Fund MM	1FARM7608-OP	General Fund Liquid Assets	0.310	1,483.72	3,181,325.10
Farmers Interest & Sinking MM	2FARM0767-IS	Interest & Sinking Fund	0.310	13.37	50,944.15
Farmers Workers Corp MM	3FARM0775-WC	Workers Compensation Fund	0.310	7.69	16,298.55
Independent Bank Campus Activity MM	6INDEP2431	Campus Activity Fund	0.310	101.15	240,439.70
Independent Bank Construction MM	5INDEP2456	Capital Projects Fund Construction	0.310	0.04	100.42
Independent Bank General Fund MM	1INDEP2415	General Fund Liquid Assets	0.310	0.44	1,009.51
Independent Bank Workers Comp MM	3INDEP2464	Workers Compensation Fund	0.310	2.82	6,435.66
Sub Total/Average 3 Independent& Farmers Bank & Tr			0.310	3,197.28	6,720,397.92
4 Legacy Texas					
Prosperity/Legacy Bank General Fund MM	1LEGACY6089	General Fund Liquid Assets	0.410	7,309.24	21,104,937.79
Sub Total/Average 4 Legacy Texas			0.410	7,309.24	21,104,937.79
5 Farmers Bank & Trust - MMKT					
Farmers General Fund MM	1FARM4628-IC	General Fund Liquid Assets	0.310	5,566.23	21,058,361.51
Sub Total/Average 5 Farmers Bank & Trust - MMKT			0.310	5,566.23	21,058,361.51
6 Texas FIT Investment Pool					
Texas FIT LGIP	1TEXASFIT0001	General Fund Liquid Assets	0.500	1,162.18	5,003,008.64
Sub Total/Average 6 Texas FIT Investment Pool			0.500	1,162.18	5,003,008.64
Total / Average			0.241	42,548.02	202,331,512.55

Item 7B: Consideration and possible action on approval of any budget amendments.



Prosper ISD Board Action Item

Date: August 24, 2020

Division: Business Office

Subject: Budget amendments to close out the 2019-2020 fiscal year

Reallocation of adopted budget between functions is necessary to recognize additional revenue and expenditures and allow for the reclassification of expenditures.

	Revenue	Appropriation
Fund/Function	Incr (Decr)	Incr (Decr)
Fund 199-General Operating		
00- Local Revenue	2,000,000	
00- State Revenue	2,469,500	
00- Federal Revenue	700,000	
00- TRS On Behalf	1,158,000	
11-Instruction		-2,175,000
12-Library		117,000
13-Prof Dev		200,000
21-Instruct Admin		-350,000
23-Campus Admin		235,000
31-Counselors		-275,000
33-Health Svcs		-100,000
34-Transportation		-22,000
36-Co-Curricular		704,000
41-Gen Admin		714,000
51-Maintenance		90,000
52-Security		-542,000
53-Data Svcs		817,000
91-Contract Instr Svcs		-300,000
TOTAL	6,327,500	(887,000)
Fund 599-Debt Service		
00-Revenue	1,848,740	
71-Debt Svc		2,000,915

Item 7C: Consideration and possible action on approval of auction items.



Prosper ISD Board Action Item

Date: August 14, 2020

Division: Maintenance and Operations

Subject: Items for Auction

These items have reached the end of their usable life for Prosper ISD or are no longer needed.

LOT NUMBER	DESCRIPTION
1	ALL CONTENTS INSIDE CONTAINER- 10) EXECUTIVE DESKS (STUDENT); (25) HS COMBO DESKS; (20) STUDENT CHAIRS; (10) COMPUTER TABLES; MISC. ITEMS
2	ALL CONTENTS INSIDE CONTAINER- (30) EXECUTIVE DESKS (STUDENT); (10) COMPUTER TABLES; MISC. ITEMS
3	ALL CONTENTS INSIDE CONTAINER- WOODEN LIBRARY FURNITURE (12 TABLES & 57 CHAIRS); (57) POLY, CREAM COLORED CHAIRS; (50) COMBO DESKS; (140) 18" CHAIRS W/CASTERS
4	ALL CONTENTS INSIDE CONTAINER - LIBRARY SHELVING (40) 48" HIGH FREESTANDING DOUBLE SIDED
5	ALL CONTENTS INSIDE CONTAINER - (30) COMPUTER TABLES; (6) NARROW COMPUTER TABLES; (20) DESKS; (25) SMALL GREEN CHAIRS; (2) FILING CABINETS
6	1ea OFFICE DESK
7	TENNANT S8 FLOOR SWEEPER 1 EA
8	TENNANT S8 FLOOR SWEEPER 1 EA

- 9 **LEG LIFT WEIGHT MACHINE**

- 10 **GOLF CART**

- 11 **CONFERENCE TABLE AND CHAIRS**

Item 7D: Consideration and possible action on approval of granting authority to designated individuals to sign employee service records.



Prosper ISD Board Action Item

Date: August 1, 2020

Division: Human Resources

Subject: Consideration for Approval for Service Records

The PISD Human Resources Department is requesting that Mr. Jeff Crownover be given authority to sign service records.

Item 7E: Consideration and possible action on approval of the PISD Annual Budget for 2020-2021.



Prosper ISD Board Action Item

Date: August 24, 2020

Division: Business Office

Subject: Annual Budget Adoption for 2020-2021

Consideration and possible approval of the 2020-2021 General Fund, Debt Service Fund, and Food Service Fund budgets.

The General Fund budget for adoption includes the Athletics Activity Fund, General Operating, and TRS On Our Behalf.



PROSPER ISD BUDGET

FY 2020-2021

Board of Trustees – August 24, 2020

Prosper Independent School District
Budget Summary
Fiscal Year 2020-2021

8/17/2020

	General Funds*	Child Nutrition Fund	Debt Service Fund	Totals
Local & Intermediate Revenue Sources				
5710: Property Tax Revenues	103,500,000	0	52,150,000	155,650,000
5750: Co-Curricular & Enterprising Activities	450,000	0	0	450,000
5700: Other Revenue	4,350,000	6,443,000	0	10,793,000
State Revenue Sources				
5800: State Funding Revenues	61,505,000	0	230,000	61,735,000
5830: TRS On-Behalf of State	8,200,000	0	0	8,200,000
Federal Revenue Sources				
5900: Other Federal Revenues	700,000	0	0	700,000
5920: School Lunch/ Breakfast Programs	0	685,000	0	685,000
Total Revenues and Other Sources	\$ 178,705,000	\$ 7,128,000	\$ 52,380,000	\$ 238,213,000

Distribution of Budgeted Funds by Function

0011: Instruction	123,271,000	0	0	123,271,000
0012: Instructional Resources & Media Services	2,638,000	0	0	2,638,000
0013: Curriculum/Instructional Staff Development	5,696,000	0	0	5,696,000
0021: Instructional Leadership	1,707,000	0	0	1,707,000
0023: School Leadership	9,335,000	0	0	9,335,000
0031: Guidance & Counseling	2,983,000	0	0	2,983,000
0033: Health Services	1,503,000	0	0	1,503,000
0034: Student Transportation	8,111,000	0	0	8,111,000
0035: Food Services	0	6,228,000	0	6,228,000
0036: Co-Curricular/ Extra Curricular Activities	6,847,000	0	0	6,847,000
0041: General Administration	4,810,000	0	0	4,810,000
0051: Plant Maintenance & Operations	16,038,000	0	0	16,038,000
0052: Security & Monitoring Services	2,291,000	0	0	2,291,000
0053: Data Processing Services	5,343,000	0	0	5,343,000
0061: Community Services	34,000	0	0	34,000
0071: Debt Services	800,000	0	56,706,000	57,506,000
0081: Construction	0	0	0	0
0091: Contract Instruct Services	109,000	0	0	109,000
0099: Inter-governmental Charges	1,100,000	0	0	1,100,000
8000: Operating Transfers Out	0	0	0	0
	0	0	0	0
	\$ 192,616,000	\$ 6,228,000	\$ 56,706,000	\$ 255,550,000
3400: Budgeted Use of Fund Balance	(13,911,000)	900,000	(4,326,000)	(17,337,000)
Total Expenditures and Other Uses	\$ 178,705,000	\$ 7,128,000	\$ 52,380,000	\$ 238,213,000

*General Funds includes Athletic Activities, General Operating, & TRS OnBehalf

Required Disclosures Per Tex. Loc Gov't Code §140.0045:	2020-21	2019-20
Publication of Legally Required Newspaper Notices	\$ 10,000	\$ 5,949
Advocacy Expenditures	\$ 1,639	\$ 1,639

Prosper Independent School District
Budget Summary
Fiscal Year 2020-2021

8/17/2020

2020-2021 Approval Totals with "TRS On Our Behalf"

Total Budget Summary Approvals:	Revenue	Expenditures
General Fund Budget (M&O)	\$ 170,055,000	\$ 184,216,000
Add: TRS on our Behalf	8,200,000	8,200,000
Add: Athletic Activity Fund	450,000	200,000
Total General Fund Budget	178,705,000	192,616,000
Interest & Sinking Fund (I&S)	52,380,000	56,706,000
Food Service Fund	7,128,000	6,228,000
Total	\$ 238,213,000	\$ 255,550,000

Item 7F: Consideration and possible action approval of the designation of the CFO and Director of Business Services as investment officers.



Prosper ISD Board Action Item

Date: August 24, 2020

Division: Business Office

Subject: Designation of Investment Officers

Background

In accordance with Texas Government Code 2256.005(f) and board policy CDA (Local), the District shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. Authority granted to a person to invest the District's funds is effective until rescinded by the District or until termination of the person's employment by the District.

Recommendation

The attached resolution designates the Chief Financial Officer and Director of Business Services as investment officers.

RESOLUTION DESIGNATING INVESTMENT OFFICERS
PROSPER INDEPENDENT SCHOOL DISTRICT

WHEREAS, Prosper Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public and wishes to designate investment officers for the District as referenced in board policy CDA(Local); Now, Therefore,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE PROSPER INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The primary investment officer is hereby designated as the Chief Financial Officer (Annette Folmar) with full authority to invest funds on behalf of the District.

Section 2: Additional investment officer(s) are hereby designated as the Director of Business Services (Michele Seese).

Section 3: The provisions of the Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

PASSED AND APPROVED this 24th day of August 2020.

Jim Bridges, President
Prosper ISD Board of Trustees

ATTEST:

Michelle McBride, Secretary
Prosper ISD Board of Trustees

Item 7G: Consideration and possible action on approval the Prosper ISD CFO as an authorized representative for Texpool.



Prosper ISD Board Action Item

Date: August 24, 2020

Division: Business Office

Subject: Consider action on approval of authorized signers for Prosper ISD

Texpool -- Amending authorized representatives as follows:

Authorized Representatives

Dr. Holly Ferguson, Superintendent

Annette Folmar, Chief Financial Officer

Michele Seese, Director of Business Services

Matt Cooper, Budget Manager

Item 7H: Consideration and possible action on approval of the Agreement for the Purchase of Attendance Credits (per Chapter 48 funding).



Prosper ISD Board Action Item

Date: 8/24/2020

Division: Business Office

Subject: Consideration and possible approval of Agreement for the Purchase of Attendance Credit (Netting Chapter 48 funding)

Board Minute Language - Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

For the 2020-2021 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, §49.006. This included approval of the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2020-2021 (the "school year").

The agreement is for Prosper Independent School District School District ("the district"), with a county-district number of 043-912, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner's estimate of the cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Subchapter F, Chapter 48, Education Code for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

When near-final data are available following the close of the school year to which this agreement applies, the district's entitlement under Chapter 48 will be recalculated. If the district's state aid under Subchapter F, Chapter 48, Education Code is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

_____	Date: _____
Signature of President, Board of Trustees	
_____	Date: _____
Signature of Secretary, Board of Trustees	
_____	Date: _____
Signature of Superintendent	
Dr. Holly Ferguson	Date: _____
Typed Name of Superintendent	
_____	Date: _____
Signature of Commissioner of Education or Designee	

EXECUTIVE SESSION

The School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

- 551.071 Private consultation with the Board's attorney.**
- 551.072 Discussing purchase, exchange, lease, or value of real property.**
- 551.073 Discussing negotiated contracts for prospective gifts or donations.**
- 551.074 Discussing personnel or to hear complaints against personnel.**
- 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.**
- 551.082 Considering discipline of a public school child, or complaint or charge against personnel.**
- 551.083 Considering the standards, guidelines, terms or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.**
- 551.084 Excluding witnesses from a hearing.**

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either the open meeting covered by the Notice upon the reconvening of the public meeting or at a subsequent public meeting of the School Board.