

Prosper Independent School District

District Improvement Plan

2023-2024



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Priorities	11
Priority 1: Provide all students engaging and innovative learning experiences that ensure academic growth for students at every learning level.	11
Priority 2: Encourage students to explore, identify and develop their strengths and passions through multiple innovative pathways that are appropriate to each individual.	15
Priority 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.	17
Priority 4: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.	19
Priority 5: Recruit and retain highly motivated staff that are equipped to meet the needs of all students.	21
Priority 6: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.	23
Priority 7: Provide all learners with a safe, secure, nurturing and positive learning environment.	24
District Funding Summary	27
Addendums	28

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 \$420,000 to \$3,000,000 + range). Prosper ISD encompasses 57.75 square miles.

Prosper ISD is made up of the Cities of McKinney, Frisco, Celina, Aubrey, 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, 11-13 middle schools, and 6-8 high schools.

Prosper ISD serves over 28,000 students annually in three high schools, four 6-8 middle schools, seventeen elementary schools, one early childhood center, and one alternative school. Over the past year, the student population has grown by over 3,500 students, making it one of the fastest growing school districts in the State of Texas. Campus boundaries were redrawn to facilitate the opening of Walnut Grove High School, Christie Elementary School, Lilyana Elementary and Calhoun Early Childhood Center.

The district student ethnic base during the fall 2023-2024 enrollment data collection is 9.5% African American, 13.3% Hispanic, 46.6% White, 22.6% Asian, 7.3% two or more races. 6.8 percent of the district's students are considered Economically Disadvantaged; 12% English Language Learners, and 27% are considered at risk of academic failure.

The annual dropout rate for students in grades 9-12 is 0 and more than 61% of the district's graduating seniors take the SAT and ACT college entrance exams scoring well above state averages according to the 2019-2020 Texas Academic Performance Report (TAPR).

Demographics Strengths

Prosper ISD is a rapidly growing community that continues to become more diverse. Based on the needs of the students, Prosper ISD continues to offer multiple pathways of learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff diversity in Prosper ISD is not reflective of student demographics. **Root Cause:** Applicant pool does not have the depth of diversity to meet the district's growing needs.

Student Learning

Student Learning Summary

The District continues to show evidence on multiple measures of data in comparison to our region, state and national students, including the state of Texas Assessment of Academic Readiness, or STAAR.

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 relative to the state average and a modified learning environment created by the COVID-19 pandemic. Our students in grades 3-8 performed best in reading with an averaged passing rate of 90%, social studies 83%, math 86%, and science 85%. EOC percentages were English I with 87%, English II at 88%, Biology 96%, US History 97%, Algebra I 88%. The content areas showing progress over scores from the 2021-22. Prosper Independent School District's graduation rate is 99% which far exceeds the region and state percentages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on STAAR assessment results students need support in multiple subject areas. **Root Cause:** Understanding data and responding to data with a focus on high yield instructional strategies.

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 2023-2024 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 800 employees for the 2023-2024 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, Rock Hill High School and Walnut Grove High School also offer 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.

Prosper ISD engages all stakeholders by maintaining a district website, social media, as well as campus websites for all campuses. Parents can access their child(ren)'s grades, assessment data, and attendance records through Skyward Family Access and the Parent Portal in Edugence. 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 are 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 provides ongoing professional development in the use of instructional strategies, curriculum content, and the use of technology to support learning objectives. Currently Prosper ISD has over 400 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Maintaining the small-community feel we have enjoyed in past years has proven to be a challenge due to the rapid growth of the District. **Root Cause:** Prosper ISD is the fastest growing school district in Texas.

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' success, engagement, well being 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, Relay for Life, and Prosper Homecoming Parade, Hope Walk, 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. Service events such as the Hope Squad Hope Walk Senior Citizen Luncheon, Relay for Life, 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sustaining a supportive and positive environment for all staff as we continue to experience fast growth. **Root Cause:** Prosper ISD is growing at a fast rate.

Priority Problem Statements

Problem Statement 1: Staff diversity in Prosper ISD is not reflective of student demographics.

Root Cause 1: Applicant pool does not have the depth of diversity to meet the district's growing needs.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Priorities

Priority 1: Provide all students engaging and innovative learning experiences that ensure academic growth for students at every learning level.

District Goal 1: Increase academic achievement and growth through an aligned written and taught and assessed curriculum as indicated by cohort growth measures such as MAP. TBD: Certain percentage of students achieving one full year growth - MAP, Cohort.

Strategy 1 Details	Reviews		
Strategy 1: Provide and maintain a guaranteed and viable curriculum for all subject areas and grade levels. Strategy's Expected Result/Impact: Implementation of a guaranteed and viable curriculum in all campuses as evidenced through learning walks and student performance on various assessments. Increase in number of courses with a GVC. Staff Responsible for Monitoring: Chief Academic Officer, Chief of Specialized Programming, Directors of Curriculum and Instruction, , Curriculum Coordinators and Principals.	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: To implement processes and support structures to ensure the efficiency and efficacy of collaborative teams to respond to student needs. Strategy's Expected Result/Impact: Qualitative and/or quantitative evidence of student growth. Staff Responsible for Monitoring: Curriculum Coordinators, Campus Administrators, Instructional Coaches, Classroom Teachers, Directors of Curriculum and Instruction, School Leadership and Innovation.	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
Strategy 3: Evaluate and align instructional practices to support students receiving specialized services in programs such as Emergent Bilingual (ESL/BIL), Special Education (SPED), and Gifted and Talented (GT) Strategy's Expected Result/Impact: Achievement Data, Program Evaluations, Texas Academic Performance Report Data. Staff Responsible for Monitoring: Chief Academic Officer, Chief of Specialized Programming, Directors of Curriculum and Instruction, Director of Language Programs, Director of Advanced Academics, Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Strategy 4 Details	Reviews		
Strategy 4: Develop and Implement a balanced assessment system that promotes the use of formative and summative assessments to identify ways to provide feedback and inform instruction. Strategy's Expected Result/Impact: Achievement Data, program evaluation Staff Responsible for Monitoring: Chief Academic Officer, Chief of Specialized Programming, Directors of Curriculum and Instruction, Director of Dual Language/ESL, Director of Advanced Academics, Campus Administrators Funding Sources: Supplemental resources, family engagement and professional support staff - Title III, Part A, ELA	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 5 Details	Reviews		
Strategy 5: The percentage of 3rd-grade students whose score meets grade level or above on STAAR Math will increase from 60% to 80% by June 2024. Strategy's Expected Result/Impact: Achievement Gap Data by a student group, program evaluation, progress reports, Texas Academic Performance Report Data Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Chief of Specialized Programming, Director of Curriculum and Instruction, ,Director of Dual Language/ESL, Director of Advanced Academics, Campus Administrators Funding Sources: Supplemental resources, family engagement, and professional support staff - Title III, Part A, ELA , Resources and staffing for Title I schools - Tier 1 Funding	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Priority 1: Provide all students engaging and innovative learning experiences that ensure academic growth for students at every learning level.

District Goal 2: Provide campuses with achievement data consistently and frequently to identify and track student academic growth.

Strategy 1 Details	Reviews		
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 Edugence, MAP, etc. Staff Responsible for Monitoring: Campus Administrators, Educators, Chief of Specialized Programming, Director of ESL, LOTE, Dual, Director of Program Evaluation, Chief Academic Officer, Director of Curriculum and Instruction	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: Provide a comprehensive intervention plan for English Learner students (EL) in order to 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 Results Driven Accountability (RDA) Reports Staff Responsible for Monitoring: Director of Dual Language/LOTE/ESL, ESL Teacher Specialists, Campus Administrators, Educator	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
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 instructional practices and decisions. Strategy's Expected Result/Impact: Graduation Completion Reports, RtI documentation, STAAR achievement reports, DNQ data for Special Education testing Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Chief of Specialized Programming, Director of Curriculum and Instruction, Director of Program Evaluation, Campus Administrators Funding Sources: Professional Learning - Title III, Part A, ELA	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Strategy 4 Details	Reviews		
Strategy 4: Prosper ISD campuses will increase academic performance on the STAAR/EOC assessments. Each campus will increase their Master's grade level scores by 5% in all tested areas. Strategy's Expected Result/Impact: Accountability Data, Curriculum Documents, STAAR/EOC results Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Chief of Specialized Programming, Director of Curriculum and Instruction, Director of Program Evaluation, Director of Advanced Academics, Director of ESL, LOTE, Dual Language, Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 5 Details	Reviews		
Strategy 5: Continue to implement best practices in reading instruction, such as Leveled Literacy Intervention System (LLI), Heggerty, and our Phonics Task Force. Strategy's Expected Result/Impact: Classroom observations, local and state reading assessment growth data Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Chief of Specialized Programming, Director of Curriculum and Instruction, Director of Program Evaluation, Campus Administrators, and Teachers	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

District Goal 1: Increase innovative learning opportunities for all student populations as evidenced by reviewing student participation data.

Strategy 1 Details	Reviews		
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. Staff Responsible for Monitoring: Campus Administrators, Special Education Team Leaders, Team Leaders	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
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 Staff Responsible for Monitoring: Middle School and High School Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
Strategy 3: Expand opportunities for and representation of all students to participate in Dual Credit, Concurrent Enrollment, and Advanced Placement Courses. Strategy's Expected Result/Impact: Identification Data, Enrollment Reports, Course Selection Staff Responsible for Monitoring: Director of Advanced Academics and High School Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 4 Details	Reviews		
Strategy 4: Increase opportunities for students to receive technical college credit with opportunities for Level I or Level II certification and likelihood of state licensing or Industry-based certification upon completion of the program. Strategy's Expected Result/Impact: Course enrollments and an increase in certifications earned by students. Staff Responsible for Monitoring: Director of Career & Technical Education Funding Sources: Funds used to support certification (Perkins Funding) - General Fund	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

District Goal 2: Increase the percent of graduates that meet the criteria for college, career, and military readiness (CCMR) from 76.3% to 88% by August 2024.

HB3 Priority

Evaluation Data Sources: Texas Academic Performance Report, career counseling data, Texas Higher Education graduate report

Priority 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.

District Goal 1: Increase PLC effectiveness and ability to analyze and respond to assessment data by adjusting instruction in an effort to increase student growth by 5% and decrease achievement gaps in student populations by 5%.

Strategy 1 Details	Reviews		
Strategy 1: Teachers use differentiated instruction and transparent rubrics as a means to successful assessment. Strategy's Expected Result/Impact: Common Formative Assessment Data, Fountas and Pinnell, PSAT, AP, and EOC STAAR data Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Director of Curriculum and Instruction, Director of Program Evaluation, Chief of Specialized Programming, Director of ESL/LOTE/Dual Language, Director of Advanced Academics, Curriculum Coordinators, Campus Administration, Teachers	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
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 Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Director of Curriculum and Instruction, Campus Administrators, Curriculum Coordinators Funding Sources: (Title II) Instructional Coach to support Early Childhood / Professional Learning - General Fund	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
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. Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Priority 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.

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

Strategy 1 Details	Reviews		
Strategy 1: Collaborate with Mission School Transformation (TASA) Districts to help identify student achievement in innovative ways; work with Texas Performance Accountability Consortium (TPAC) to determine data points to share with the community. Strategy's Expected Result/Impact: Collaborative work with other districts, Annual District Report Staff Responsible for Monitoring: Chief Academic Officer, Executive Director of Curriculum and Instruction, Director of Curriculum and Instruction, Chief of Specialized Programming, Campus Principals	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

District Goal 1: Ensure instructional technology is used thoughtfully and judiciously to further learning goals.

Strategy 1 Details	Reviews		
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 Staff Responsible for Monitoring: Director of Instructional Media	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: Continue to expand Technology Applications and Career and Technical course offerings to meet the needs of a high tech job market. Strategy's Expected Result/Impact: Participation, Exemplars of District Showcase, parent and community attendance records Staff Responsible for Monitoring: Instructional Media Coordinator, Librarians & Instructional Technology Staff, Chief Academic Officer, Director of Curriculum and Instruction	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
Strategy 3: Create global learning communities to provide training in various digital-aged learning technologies to encourage risk taking and foster a growth mindset. Strategy's Expected Result/Impact: Participation Records, Lesson Plans, Student Products Staff Responsible for Monitoring: Director of Instructional Media, Librarians & Instructional Technology Specialists, Library Coordinator Funding Sources: Supplemental Supplies and Materials-CTE Federal Grant Funds - General Fund	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

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

Strategy 1 Details	Reviews		
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 Staff Responsible for Monitoring: Director of Instructional Media, Librarians, Library Coordinator, and Instructional Technology Specialists	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Priority 5: Recruit and retain highly motivated staff that are equipped to meet the needs of all students.

District Goal 1: Develop a recruitment and retention plan that results in all positions being staffed.

Evaluation Data Sources: Recruitment and Staffing Data

Strategy 1 Details	Reviews		
Strategy 1: Plan and implement a comprehensive recruitment plan of area universities to recruit and hire University candidates. Strategy's Expected Result/Impact: Comprehensive Needs Assessment Data Staff Responsible for Monitoring: Chief Human Resources Officer	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: Plan, promote, and host District-wide job fairs to support hiring managers having access to viable candidates. Strategy's Expected Result/Impact: Hiring and staffing data Staff Responsible for Monitoring: Chief Human Resources Officer	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
Strategy 3: Partner with area University Teacher preparation programs to host students teachers in Prosper ISD. Strategy's Expected Result/Impact: Professional development training records, evaluation of data sources through RtI, reading assessments, MAP, Curriculum Based Assessments Staff Responsible for Monitoring: Chief Human Resources Officer	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 4 Details	Reviews		
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. Strategy's Expected Result/Impact: T-TESS evaluation reports by campus and district, the number of teachers retained, feedback provided by campus administrators Staff Responsible for Monitoring: Director of Human Resources, Chief Academic Officer, Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Strategy 5 Details	Reviews		
Strategy 5: Develop partnership with alternative teacher certification programs to host information and recruitment events that result in applicants and hires. Strategy's Expected Result/Impact: Program recruitment and staffing data Staff Responsible for Monitoring: Chief Human Resources Officer	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 6 Details	Reviews		
Strategy 6: Develop a partnership with ESS K-12 staffing to ensure all schools have access to substitutes to support campus as well as increase absence fill rates district-wide. Strategy's Expected Result/Impact: Substitute Fill Rates Staff Responsible for Monitoring: Chief Human Resources Officer	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

District Goal 1: Increase partnerships with businesses, community organization, local government, and higher education institutions to support the needs of students and the District.

Evaluation Data Sources: District - Community Partnerships

Strategy 1 Details	Reviews		
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 Staff Responsible for Monitoring: Communications Department, Prosper Education Foundation	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: Regularly highlight teacher recognition feature innovate staff in newsletter, on District and campus websites and through social media profiles. Strategy's Expected Result/Impact: Feedback from parents and community Staff Responsible for Monitoring: Communications Department, Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
Strategy 3: Prosper ISD will increase connections with our school community through social media channels. Strategy's Expected Result/Impact: Likes, followers, posts, etc. Staff Responsible for Monitoring: Communications Department, Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 4 Details	Reviews		
Strategy 4: Expand district educational and business partnership with the local community. Strategy's Expected Result/Impact: Expanded Partnerships Staff Responsible for Monitoring: Communications Department	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

District Goal 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.

Evaluation Data Sources: PEIMS records, Participation in district programs

Strategy 1 Details	Reviews		
Strategy 1: Decrease the number of district drug related incidents 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 Staff Responsible for Monitoring: Campus Administrators, Counselors, Director of Police and Emergency Services, Executive Director of Student Services, School Leadership and Innovation Department, Executive Director of Counseling.	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: Decrease the number of bullying and harassment incidents through increased student participation in programs such as Hope Squad, guidance lessons, and leadership classes. Strategy's Expected Result/Impact: Participation Records, PEIMS 425 Report, SHAC Meeting Minutes Staff Responsible for Monitoring: Campus Administrators, Counselors, Executive Director of Student Services, School Leadership and Innovation Department, Executive Director of Counseling.	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
Strategy 3: Conduct an on-going digital citizenship / digital footprint campaign at all grade levels. Strategy's Expected Result/Impact: Lessons Taught Staff Responsible for Monitoring: Director of Instructional Media, Librarians, Instructional Technology Specialists	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 4 Details	Reviews		
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 Staff Responsible for Monitoring: Campus Administrators, Counselors, Prosper ISD Police Officers, Executive Director of Student Services, School Leadership and Innovation Department, Executive Director of Counseling.	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

Strategy 5 Details	Reviews		
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 training, development of detailed crisis plan and suicide protocol, Hope Squad implementation Staff Responsible for Monitoring: Campus Counselors, Campus Administrators, Prosper ISD teachers, Executive Director of Student Services, School Leadership and Innovation Department, Executive Director of Counseling. Funding Sources: Supplemental resources and supports - Title IV, Part A	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

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

District Goal 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 Details	Reviews		
Strategy 1: Complete 100% participation relative to safety training; training evaluated by Prosper ISD Police Department. Strategy's Expected Result/Impact: District Safety Audit Staff Responsible for Monitoring: Deputy Superintendent, Prosper ISD Police Chief, Director of Police and Emergency Services.	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 2 Details	Reviews		
Strategy 2: Implementation and on-going evaluation of the District's Multi-Hazard Emergency Operations Plan. Strategy's Expected Result/Impact: District Safety Audit / Plan Notes Staff Responsible for Monitoring: Deputy Superintendent, Director of Police and Emergency Services, Prosper ISD Police Chief	Formative		Summative
	Oct	Feb	May
	On Track	On Track	
Strategy 3 Details	Reviews		
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) Strategy's Expected Result/Impact: Awareness of anti-victimization and training on all campuses. Staff Responsible for Monitoring: Deputy Superintendent, Director of Program Evaluation and Curriculum Support, Director of Curriculum and Instruction, Campus Administrators	Formative		Summative
	Oct	Feb	May
	On Track	On Track	

District Funding Summary

General Fund					
Priority	District Goal	Strategy	Resources Needed	Account Code	Amount
2	1	4	Funds used to support certification (Perkins Funding)		\$0.00
3	1	2	(Title II) Instructional Coach to support Early Childhood / Professional Learning		\$0.00
4	1	3	Supplemental Supplies and Materials-CTE Federal Grant Funds		\$0.00
Sub-Total					\$0.00
Tier 1 Funding					
Priority	District Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Resources and staffing for Title I schools		\$0.00
Sub-Total					\$0.00
Title III, Part A, ELA					
Priority	District Goal	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental resources, family engagement and professional support staff		\$0.00
1	1	5	Supplemental resources, family engagement, and professional support staff		\$0.00
1	2	3	Professional Learning		\$0.00
Sub-Total					\$0.00
Title IV, Part A					
Priority	District Goal	Strategy	Resources Needed	Account Code	Amount
7	1	5	Supplemental resources and supports		\$0.00
Sub-Total					\$0.00

Addendums

Title I, Part A-13 Descriptions in ESSA

1. How will the LEA monitor students' progress in meeting the challenging State academic standards [Section 1112(b)(1)]

Prosper ISD uses a variety of tools to monitor progress. MAP, running records, Common Formative Assessments, Classroom Observations, Walk Throughs, Instructional Rounds, Data Analysis during Collaborative Team Meetings, and Collaborative Data Meetings between campus administration and district leaders.

2. How will the LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

The Human Resources department will (1) determine if there is a significant equity gap between quartiles, (2) evaluate whether or not the current disparities are resulting in inequities, (3) select strategies to address the disparities (if any), and (3) monitor progress and consider necessary adjustments based on data.

3. How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2).

This does not apply to Prosper ISD at this time.

4. The poverty criteria that will be used to select school attendance areas under Section 1113.

Prosper ISD serves campuses with a higher percentage of educationally disadvantaged students than the district percentage of 8.47%. The district is operating seven schoolwide programs at the following campus: Baker Elementary, Bryant Elementary, Furr Elementary, Hughes Elementary, Reeves Elementary, Rucker Elementary and Hays Middle School,

5. The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

This does not apply to Prosper ISD at this time.

6. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

Prosper ISD identifies and provides needed resources to students and families. This includes community resources..

7. The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116.

Prosper ISD will take the following action to involve parents in the joint development of its district-wide parent and family engagement plan:

- *Prosper ISD will jointly develop and revise the district-wide parent and family engagement policy in District Site Based Committee meetings. The policy will be posted on the website for parents to provide feedback or suggestions.*

Prosper ISD will take the following actions to involve parents in the process of school review and improvement:

- *Survey Parents and Families*
- *Campus Site Base Committee Meetings*
- *District Site Based Committee Meetings*
- *PTO Meetings*
- *Training staff and parents to be collaborative partners*

Prosper ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve academic achievement and school performance:

- *Provide assistance to parents and families in understanding such topics as the challenging State academic standards. State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve academic achievement of their children.*
- *The district will work to provide specific professional development and instructional support at the request of Title I funded campuses.*
- *The District Site Based Committee will be utilized as a resource to help review, monitor, and discuss parent and family engagement issues related to the plan.*

Prosper ISD will take the following action to conduct, with involvement of the parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy. The evaluation will include identifying barriers to greater participation by parents in engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). It will identify the needs of parents and family members to assist with the learning of their children, including engaging with the school and strategies to support successful school and family interactions.

The school district will use the findings of the evaluation of its parent and family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents).

- *Prosper ISD will survey the parents to evaluate the effectiveness of the program including (but not limited to) parental involvement strategies and barriers for greater participation*

8. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Early Childhood LEA facilitates transition with campus LEA's to ensure a smooth transition into Kindergarten. Counselors at campuses where Pre-K is housed share with home campus counselors to coordinate services.

9. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A.

This does not apply to Prosper ISD. All Title I, Part A campuses in the district operate as Schoolwide.

10. How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)].

1. Coordination with institutions of higher education, employers, and other local partners.

- *PISD partners with Collin College to provide post-secondary counseling.*

Work with TACRAO for college fair, CTE advisory councils, Prosper education foundation, and courses that include working with industry professionals such as Practicum in Business

2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

- *PISD has increased the number of dual credit opportunities with Collin College in academic and technical course offerings. Students assess skill interest inventories with Xello from middle school to high school. PISD offers College and Career Readiness courses to all 8th graders to identify areas of interest and skill building. In all CTE courses students identify skills needed and opportunities available.*

11. How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

The district supports efforts to to reduce overuse of discipline practices that remove students from the classroom by:

Implementing restorative discipline practices that allow students to learn from their behaviors and restore relationships with teachers and staff

Assisting teachers with ***improve teacher-student relationships as classroom disciplinary practices*** that reduce discretionary referrals

Providing incentives or encouraging positive behaviors from students

Incorporating ***developmental or mentoring programs*** for targeted students focusing on positive behaviors, academic coaching, and preparing them for life after high school

Examining discipline data on a regular basis to identify teachers who frequently refer students.

12. If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)].

1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities

and promote skills attainment important to in-demand occupations or industries in the State; and

- *The district provides this through CTE Practicums and other courses that work with experiential learning opportunities, students learn tools related to current industry practices within high-demand fields.*

2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic Credit.

- *Work-based learning opportunities are achieved through practicums, and courses that involve the community and work-based partnerships such as entrepreneurship, Engineering Design and Development, and Prosper Career Independent Study.*

13. Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13).

1. Assist schools in identifying and serving gifted and talented students; and

2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

This does not apply to Prosper ISD at this time. No funds are used for this purpose.