



**Regular Meeting Agenda  
Thursday, October 27, 2022  
LEO Conference Center  
300 S. West Dr.  
Leander, TX 78641  
6:15 PM**

During meetings of the Board of Trustees, we want to give our public access while providing a safe and secure environment. If you're planning to attend the meeting, please review the meeting protocols designed to help manage health, safety, decorum and citizen comments. The Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

**Note, the district has instituted a clear bag policy for members of the public at all Board meetings (see the link above for details).**

Doors will open to the public at 5:30 PM.

Members of the public may access this meeting via live stream at <https://live.myvrspot.com/st?cid=MmVIZD>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3dINIfv>, between noon the day prior to the meeting and noon the day of the meeting. Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on October 21, 2022, at 4:55 PM.

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The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY**
  - A. Pledge of Allegiance
  - B. Moment of Silence
- 3. RECOGNITION**
  - A. Spotlight on Learning: Danielson Middle School
  - B. Transportation Appreciation Week, Oct 17 - 21
- 4. COMMUNICATIONS / ANNOUNCEMENTS**
  - A. Superintendent Remarks
  - B. Board Member Remarks
- 5. CITIZEN COMMENTS**

*(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
- 6. CONSENT AGENDA**
  - A. Consider Approval of Minutes of Regular and Called Board Meetings 3
  - B. Consider Approval of Remote Homebound Waiver 12
  - C. Consider Approval of Budget Amendments 13
- 7. SUPERINTENDENT'S REPORT 20**
  - A. Safe and Innovative Learning Environments
  - B. Empowered Student Learning

## **8. DISCUSSION / ACTION ITEMS**

### **A. STUDENT EXPERIENCE**

1. Discussion of the District and Campus Improvement Plans Report 39
2. Academic Data Update: House Bill 3, Early Reading Instruments, IStation Indicator of Progress & Measures of Academic Progress 430
3. 2023-2024 Academic Calendar Discussion 462

### **B. GOVERNANCE**

1. Discussion of School Finance, Recapture, Attendance Credit Elections and Potential TEA Actions 476
2. Legislative Update 501
3. Discuss Leander Educational Excellence Foundation (LEEF) Memorandum of Understanding 503
4. Annual Announcement Regarding Continuing Education of Board Members 510

### **C. OPERATIONS**

1. Discussion of Districtwide Intruder Detection Audit Report Findings 511
2. Update on Transportation Services 512
3. Review Guaranteed Maximum Price #1 for Elementary #30 523
4. Consider Approval of Purchase of Attendance Credits and Delegation of Authority to Obligate the District 525
5. Consider Approval of Appointment of Investment Officer and Amend Investment Pool Resolutions 529
6. Business and Finance Monthly Report
  - a. Monthly Bond Status Report 535
  - b. Monthly Financial Report 537
  - c. Monthly Investment Report 544
  - d. Monthly Tax Collection Report 559

## **9. CLOSED SESSION**

- A. Texas Government Code 551.071: Consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: Personnel - deliberate the appointment, employment, evaluation, reassignment, duties of a public officer or employee
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: Superintendent Summative Evaluation
- E. Texas Government Code 551.089: Discussion of Districtwide Intruder Detection Audit Report Findings

## **10. ACTION PURSUANT TO CLOSED SESSION**

- A. Consider Approval of Teacher and Administrator Contracts

## **11. BOARD MEETING DEBRIEF**

## **12. ADJOURNMENT**

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If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Consider Approval of Minutes of Regular and Called Board Meetings  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Bruce Gearing  
**Attachments:** 09/08/22 Regular Meeting Minutes  
09/13/22 Special Meeting Minutes  
09/22/22 Regular Meeting Minutes

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## **Background Information:**

Board meeting minutes are attached for your review.

## **Administrative Recommendation:**

Administration recommends approval of minutes as presented.

## **Sample Motion:**

I move that the Board approve the minutes for September 8, 13 and 22, 2022 meetings as presented.

## Minutes of Regular Meeting

The Board of Trustees  
Leander Independent School District

**STATE OF TEXAS**  
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, September 8, 2022, beginning at 6:16 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode, Elexis Grimes, Sade Fashokun, Aaron Johnson, Christine Mauer and Anna Smith. Gloria Gonzales-Dholakia was absent.

**1. CALL TO ORDER AND DECLARATION OF QUORUM**

**2. OPENING CEREMONY**

- A. Pledge of Allegiance
- B. Moment of Silence

**3. RECOGNITION**

- A. Spotlight on Learning: Parkside Elementary

**4. COMMUNICATIONS / ANNOUNCEMENTS**

- A. Superintendent Remarks
- B. Board Member Remarks
  - 1. Committee Updates

**5. CITIZEN COMMENTS**

*Seven citizens addressed the Board of Trustees.*

**6. CONSENT AGENDA**

*I move the Consent Agenda items be approved as presented. This motion, made by Anna Smith and seconded by Christine Mauer, passed 6-0, one absent (Gloria Gonzales-Dholakia).*

- A. Consider Approval of Remote Homebound Waiver
- B. Consider Approval of State Compensatory Education Services Policies and Procedures Manual
- C. Consider Approval of COVID Additional Leave for Staff

**7. SUPERINTENDENT'S REPORT**

- A. Safe and Innovative Learning Environments
- B. Empowered Student Learning

**8. DISCUSSION/ACTION ITEMS**

**A. STUDENT EXPERIENCE**

1. State and Community Based Accountability 2021-2022 Report

**B. GOVERNANCE**

1. Discussion of 2022-2023 Superintendent Evaluation Instrument
2. Consider Approval of Notice of Elections

*I move to approve the Notice of Election for the November 8, 2022, General Election for the purpose of electing one trustee each for the positions designated as Place 1, Place 2, Place 5, Place 6 and Place 7 and for the Special Elections for the Voter-Approval Tax Rate Election and an Attendance Credit Election. This motion, made by Anna Smith and seconded by Christine Mauer, passed 6-0, one absent (Gloria Gonzales-Dholakia).*

3. Consider Approval of Williamson County Joint Election Agreement and Contract for Election Services

*I move the Board approve the Williamson County Joint Election Agreement and Contract for Election Services. This motion, made by Anna Smith and seconded by Christine Mauer, passed 6-0, one absent (Gloria Gonzales-Dholakia).*

**C. OPERATIONS**

1. LISD Counsel of PTA's "State of the Council" 2022 Annual Report
2. Discussion of Efficiency Audit in Conjunction with VATRE
3. Discussion of a Resolution Nominating an Individual to the TCAD Board of Directors
4. Update of FTEs for 2022-2023

**9. CLOSED SESSION**

The Board of Trustees went into closed session at 9:11 PM after the Board President announced the right to do so under:

- A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: deliberation and consideration of employment of Chief Financial Officer
- E. Texas Government Code 551.074: deliberation and consideration of employment of Cypress Elementary School Principal

The Board of Trustees returned to open session at 9:51 PM.

**10. ACTION PURSUANT TO CLOSED SESSION**

- A. Consider Employment of Chief Financial Officer

*I move that the Board of Trustees accept the recommendation of Pete Pape for Chief Financial Officer, for the Office of the Superintendent, 2 year term employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Anna Smith and seconded by Christine Mauer, passed 6-0, one absent (Gloria Gonzales-Dholakia).*

**B. Consider Employment of Cypress Elementary School Principal**

*I move that the Board of Trustees accept the recommendation of Maggie Jistel for Principal at Cypress Elementary School 1 year probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Anna Smith and seconded by Christine Mauer, passed 6-0, one absent (Gloria Gonzales-Dholakia).*

**C. Consider Approval of Teacher and Administrator Contracts**

*I move that the Board of Trustees accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Anna Smith and seconded by Christine Mauer, passed 6-0, one absent (Gloria Gonzales-Dholakia).*

**11. BOARD MEETING DEBRIEF**

**12. ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.

Time: 9:53 PM

These minutes were read and approved by the Board of Trustees on the 27th day of October, 2022.

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President

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Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

## **Minutes of Special Meeting - Grievance Hearing**

The Board of Trustees  
Leander Independent School District

**STATE OF TEXAS**  
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Tuesday, September 13, 2022, beginning at 6:16 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode, Gloria Gonzales-Dholakia (virtual), Elexis Grimes, Sade Fashokun, Aaron Johnson, Christine Mauer and Anna Smith.

**1. CALL TO ORDER AND DECLARATION OF QUORUM**

**2. CITIZEN COMMENTS**

No citizens addressed the Board of Trustees.

**3. CLOSED SESSION**

The Board went into closed session at 6:17 PM after the board president announced the right to do so under:

- A. Texas Government Code 551.081: hear and deliberate parent complaint whereby personally identifiable information regarding one or more students will be disclosed.
- B. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter

The Board returned to open session at 8:15 PM.

**4. ACTION PURSUANT TO CLOSED SESSION**

*I move that the board grant the grievance appeal to participate and compete as requested. This motion, made by Christine Mauer and seconded by Anna Smith, passed with 5 in favor, one opposed (Aaron Johnson) and one abstained (Elexis Grimes).*

**5. ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.  
Time: 8:16 PM

These minutes were read and approved by the Board of Trustees on the 27th day of October, 2022.

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President

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Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

## Minutes of Regular Meeting

The Board of Trustees  
Leander Independent School District

**STATE OF TEXAS**  
**COUNTY OF WILLIAMSON**

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A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, September 22, 2022, beginning at 6:16 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode (virtual), Gloria Gonzales-Dholakia (virtual), Elexis Grimes, Aaron Johnson, Christine Mauer and Anna Smith. Sade Fashokun arrived at 6:22 PM.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
  - A. Pledge of Allegiance
  - B. Moment of Silence
3. **RECOGNITION**
  - A. Spotlight on Learning: North Elementary
  - B. Recognition for service as Science Teachers Association of Texas (STAT) President for 21-22 - Jennifer Meyer by JJ Colburn, STAT Executive Director
4. **COMMUNICATIONS / ANNOUNCEMENTS**
  - A. Superintendent Remarks
  - B. Board Member Remarks
5. **CITIZEN COMMENTS**

*9 citizens addressed the Board of Trustees*
6. **CONSENT AGENDA**

*I move the Board approve the Consent Agenda items as presented. This motion, made by Anna Smith and seconded by Christine Mauer, passed unanimously.*

  - A. Consider Approval of Minutes of Regular and Called Board Meetings
  - B. Consider Approval of Annual Internal Audit Plan FY2022-2023
  - C. Consider Adoption of Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding
  - D. Consider Approval of 2022-2023 Superintendent Evaluation Instrument
7. **SUPERINTENDENT'S REPORT**

- A. Safe and Innovative Learning Environments
- B. Empowered Student Learning

8. **DISCUSSION/ACTION ITEMS**

A. STUDENT EXPERIENCE

- 1. Community Based Accountability 2021-2022 Report
- 2. Instructional Materials Selection Process Update

B. GOVERNANCE

- 1. Baseline Survey - Propositions A and B
- 2. Consider Approval of all matters incident and related to the issuance and sale of "Leander Independent School District Unlimited Tax School Building Bonds, Series 2022"

*I move the Board Adopt an Order Authorizing the Issuance of Leander Independent School District Unlimited Tax School Building Bonds, Series 2022. This motion, made by Christine Mauer and seconded by Anna Smith, passed unanimously.*

C. OPERATIONS

- 1. Leander Educational Excellence Foundation (LEEF) Annual Update Report 2021-2022
- 2. Discuss Leander ISD Educational Specification
- 3. Consider Approval of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors

*I move that the Board approve the Resolution to nominate Tom Buckle to the Travis Central Appraisal District Board. This motion, made by Anna Smith and seconded by Elexis Grimes, passed unanimously.*

- 4. 2021-2022 Budget Projections
- 5. Consider Approval of Budget Amendments

*I move that the Board of Trustees approve the budget transfers and amendments to the 2022-2023 budget, as presented. This motion, made by Christine Mauer and seconded by Anna Smith, passed unanimously.*

- 6. Business and Finance Monthly Reports
  - a. Monthly Bond Status Report
  - b. Monthly Financial Report
  - c. Monthly Investment Report
  - d. Monthly Tax Collection Report

9. **CLOSED SESSION**

The Board of Trustees went into closed session at 9:04 PM after the Board Secretary announced the right to do so under:

- A. Texas Government Code 551.071: Consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter

- B. Texas Government Code 551.074: Personnel - deliberate the appointment, employment, evaluation, reassignment, duties of a public officer or employee
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: deliberation and consideration of employment of Cox Elementary School Principal

The Board of Trustees returned to open session at 9:24 PM.

**10. ACTION PURSUANT TO CLOSED SESSION**

- A. Consider Employment of Cox Elementary Principal

*I move that the Board of Trustees accept the recommendation(s) of Kelly Fitzgerald for Principal at Cox Elementary School 1 year probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Christine Mauer and seconded by Anna Smith, passed unanimously.*

- B. Consider Approval of Teacher and Administrator Contracts

*I move that the Board of Trustees accept the recommendation(s) for administrator probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Christine Mauer and seconded by Anna Smith, passed unanimously.*

*I move that the Board of Trustees accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Christine Mauer and seconded by Anna Smith, passed unanimously.*

**11. BOARD MEETING DEBRIEF**

**12. ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.

Time: 9:25 PM

These minutes were read and approved by the Board of Trustees on the 27th day of October, 2022.

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President

\_\_\_\_\_  
Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Consider Approval of Remote Homebound Waiver  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Kimberly Waltmon

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## **Background Information:**

A current Leander ISD student has medical needs that impair their ability to have in-person Homebound services due to their health condition. The Admission, Review, Dismissal (ARD) committees and/or Section 504 recommended that this student be given a remote homebound option so that they can be supported in their coursework at their appropriate level given their needs. An individual waiver will be submitted for this student.

## **Administrative Recommendation:**

The Leander ISD administration recommends that the Board allow administration to seek waivers from TEA to request that remote homebound instruction be provided to one student. The waiver for remote homebound will allow for a remote instructional arrangement to generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements.

## **Sample Motion:**

I move to allow Leander ISD administration to seek a waiver from TEA to request that remote homebound be provided to one student and counted for Homebound funding purposes and to count the student as in attendance when remote instruction is provided.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Consider Approval of Budget Amendments
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape
<b>Attachments:</b>	Consider Approval of Budget Amendments

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## **Background Information:**

The Board of Trustees adopted the 2022-2023 budget on June 23, 2022. Budgets for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund were included in the official district budget. Budgets are prepared and approved at fund and function levels to comply with the state's required level of control.

Budget amendments are necessary throughout the year to realign funds. Realignment of funds will increase and/or decrease various function levels within the budget. All necessary budget amendments that change the function level should be formally approved by the Board of Trustees and recorded in Board minutes. Budget amendments increasing or decreasing revenues and/or expenditures also require formal Board approval.

The attached documents summarize the effect of budget transfers and amendments and the details of the changes being proposed. Submitted for approval are the budget revisions/amendments requested by various campuses and departments through October 18, 2022.

The amendments presented this month for the **General Operating Fund** (Fund 199) are as follows:

- Increase of \$15,145 to revenue and expenditure budgets in Fund 199 for the sale of surplus Apple devices and the purchase of new devices. The increase to estimated revenue and expenditures has no impact on the total operating deficit/surplus.
- Transfers among functions with no effect on the total operating deficit/surplus.

There are no amendments to the **Child Nutrition Fund** or **Debt Service Fund**.

## **Administrative Recommendation:**

Administration recommends that the Board approve the budget transfers and amendments to the 2022-2023 budget, as presented.

## **Sample Motion:**

I move that the Board of Trustees approve the budget transfers and amendments to the 2022-2023 budget, as presented.

**Leander Independent School District**  
**General Fund - Fund 199**  
**Budget Amendments/Transfers as of October 18, 2022**

	2022-2023 Original Budget	Previously Amended Budget	Proposed Amendments 10/18/22	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 394,721,314	\$ 395,544,674	\$ 15,145	\$ 395,559,819
State Sources	46,456,165	46,456,165	-	46,456,165
Federal Sources	5,318,206	5,318,206	-	5,318,206
<b>TOTAL REVENUES</b>	<b>\$ 446,495,685</b>	<b>\$ 447,319,045</b>	<b>\$ 15,145</b>	<b>\$ 447,334,190</b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ 250,421,598	\$ 252,353,446	\$ 4,480	\$ 252,357,926
Function 12 - Instructional Resources & Media	5,032,282	5,063,608	500	5,064,108
Function 13 - Staff Development	9,909,325	9,942,177	10,542	9,952,719
Function 21 - Instructional Administration	4,670,311	4,665,740	(25,700)	4,640,040
Function 23 - School Administration	23,265,335	23,314,822	(645)	23,314,177
Function 31 - Guidance & Counseling	21,138,589	21,150,847	(1,500)	21,149,347
Function 32 - Social Services	1,531,421	1,531,421	-	1,531,421
Function 33 - Health Services	3,966,488	3,972,532	1,000	3,973,532
Function 34 - Student Transportation	13,326,682	13,577,945	-	13,577,945
Function 35 - Food Services	10,000	45,214	-	45,214
Function 36 - Co-Curricular Activities	12,840,895	12,993,965	17,120	13,011,085
Function 41 - General Administration	10,219,520	10,301,420	(765)	10,300,655
Function 51 - Plant Maintenance & Operations	35,304,370	36,968,420	1,105	36,969,525
Function 52 - Security	2,405,898	2,537,510	7,612	2,545,122
Function 53 - Data Processing	9,068,083	9,169,049	-	9,169,049
Function 61 - Community Services	2,256,070	2,306,672	1,396	2,308,068
Function 71 - Debt Service	132,000	132,000	-	132,000
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	36,210,203	36,210,203	-	36,210,203
Function 95 - JJAEP	245,000	245,000	-	245,000
Function 99 - Other Intergovernmental Charges	2,410,735	2,410,735	-	2,410,735
<b>TOTAL ALL EXPENDITURES</b>	<b>\$ 444,364,805</b>	<b>\$ 448,892,728</b>	<b>\$ 15,145</b>	<b>\$ 448,907,873</b>
<b>Excess/(Deficiency) of Revenues vs. Expenditures</b>	<b>\$ 2,130,880</b>	<b>\$ (1,573,683)</b>	<b>\$ -</b>	<b>\$ (1,573,683)</b>
<b>Other Financing Sources/Uses</b>				
Sale of Assets	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
Transfer Out - Other	(50,000)	(50,000)	-	(50,000)
Transfer Out - Healthcare	(7,300,000)	(7,300,000)	-	(7,300,000)
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	(180,000)	(180,000)	-	(180,000)
<b>Total Other Financing Sources/Uses</b>	<b>\$ (7,510,000)</b>	<b>\$ (7,510,000)</b>	<b>\$ -</b>	<b>\$ (7,510,000)</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b>\$ (5,379,120)</b>	<b>\$ (9,083,683)</b>	<b>\$ -</b>	<b>\$ (9,083,683)</b>
<hr/>				
Beginning Fund Balance for Fund 181	(48,659)	(48,659)		(48,659)
Beginning Fund Balance for Fund 196	1,771,628	1,771,628		1,771,628
Beginning Fund Balance for Fund 197	(33,184,719)	(33,184,719)		(33,184,719)
Beginning Fund Balance for Fund 199	212,480,727	212,480,727		212,480,727
<b>Total Beginning Fund Balance of Fund 19X *</b>	<b>\$ 181,018,977</b>	<b>\$ 181,018,977</b>		<b>\$ 181,018,977</b>
<b>Net Operating Results - All General Fund 19X</b>	<b>(5,379,120)</b>	<b>(9,083,683)</b>		<b>(9,083,683)</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 175,639,857</b>	<b>\$ 171,935,294</b>		<b>\$ 171,935,294</b>

\*Unaudited; subject to change based on 21-22 operations

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of October 18, 2022**

**REVENUES:**

	<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>#</u>	<u>Description</u>
57XX	1203	11	000	15,145		Sale of Apple Devices
58XX				-		
59XX				-		
<b>TOTAL REVENUES</b>				<b>\$ 15,145</b>		

**Other Resources**

	<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
				-	
<b>TOTAL TRANSFERS IN</b>				<b>\$ -</b>	

**EXPENDITURES:**

**Function 11 - Instruction**

	<u>Ref #</u>	<u>Offset Function</u>	<u>Organization</u>	<u>Amount</u>	<u>Description</u>
	1203	00	915	15,145	Sale of Apple Devices
	3	13	003	(35)	Campus/Department request to move funds
	7	13	047	355	Campus/Department request to move funds
	12	36	999	(18,000)	Campus/Department request to move funds
	8	13	874	9,900	Campus/Department request to move funds
	11	52	002	(13)	Campus/Department request to move funds
	13	36	003	1,290	Campus/Department request to move funds
	4	13	106	325	Campus/Department request to move funds
	172	23	106	1,423	Campus/Department request to move funds
	197	23	106	1,105	Campus/Department request to move funds
	2	52	104	(56)	Campus/Department request to move funds
	287	12	999	(500)	Campus/Department request to move funds
	286	23	999	(2,472)	Campus/Department request to move funds
	255	21	874	(300)	Campus/Department request to move funds
	725	23	112	(387)	Campus/Department request to move funds
	405	36	103	(25)	Campus/Department request to move funds
	841	36	048	(35)	Campus/Department request to move funds
	827	36	999	(1,350)	Campus/Department request to move funds
	890	33	016	(1,000)	Campus/Department request to move funds
	365	13	112	(200)	Campus/Department request to move funds
	804	13	105	(300)	Campus/Department request to move funds
	16	13	120	(14)	Campus/Department request to move funds
	678	13	120	(180)	Campus/Department request to move funds
	901	52	104	(196)	Campus/Department request to move funds
<b>TOTAL FUNCTION 11</b>				<b>\$ 4,480</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of October 18, 2022**

**Function 12 - Instructional Resources & Media**

Ref #	Offset		Amount	Description
	Function	Organization		
287	11	106	500	Campus/Department request to move funds
<b>TOTAL FUNCTION 12</b>			<b>\$ 500</b>	

**Function 13 - Staff Development**

Ref #	Offset		Amount	Description
	Function	Organization		
410	41	999	765	Campus/Department request to move funds
3	11	003	35	Campus/Department request to move funds
7	11	047	(355)	Campus/Department request to move funds
8	11	874	(9,900)	Campus/Department request to move funds
5	23	125	(372)	Campus/Department request to move funds
4	11	106	(325)	Campus/Department request to move funds
14	36	003	1,000	Campus/Department request to move funds
806	21	871	26,000	Campus/Department request to move funds
365	11	112	200	Campus/Department request to move funds
804	11	105	300	Campus/Department request to move funds
16	11	120	14	Campus/Department request to move funds
678	11	120	180	Campus/Department request to move funds
942	52	117	(7,000)	Campus/Department request to move funds
<b>TOTAL FUNCTION 13</b>			<b>\$ 10,542</b>	

**Function 21 - Instructional Administration**

Ref #	Offset		Amount	Description
	Function	Organization		
255	11	874	300	Campus/Department request to move funds
806	13	871	(26,000)	Campus/Department request to move funds
<b>TOTAL FUNCTION 21</b>			<b>\$ (25,700)</b>	

**Function 23 - School Administration**

Ref #	Offset		Amount	Description
	Function	Organization		
6	52	045	(1,000)	Campus/Department request to move funds
5	13	125	372	Campus/Department request to move funds
172	11	106	(1,423)	Campus/Department request to move funds
197	11	106	(1,105)	Campus/Department request to move funds
286	11	106	2,472	Campus/Department request to move funds
725	11	112	387	Campus/Department request to move funds
842	51	006	(348)	Campus/Department request to move funds
<b>TOTAL FUNCTION 23</b>			<b>\$ (645)</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of October 18, 2022**

**Function 31 - Guidance & Counseling**

Ref #	Offset Function	Organization	Amount	Description
377	61	917	(1,500)	Campus/Department request to move funds
<b>TOTAL FUNCTION 31</b>			<b>\$ (1,500)</b>	

**Function 32 - Social Services**

Ref #	Offset Function	Organization	Amount	Description
<b>TOTAL FUNCTION 32</b>			<b>\$ -</b>	

**Function 33 - Health Services**

Ref #	Offset Function	Organization	Amount	Description
890	11	016	1,000	Campus/Department request to move funds
<b>TOTAL FUNCTION 33</b>			<b>\$ 1,000</b>	

**Function 34 - Student Transportation**

Ref #	Offset Function	Organization	Amount	Description
<b>TOTAL FUNCTION 34</b>			<b>\$ -</b>	

**Function 35 - Food Services**

Ref #	Offset Function	Organization	Amount	Description
<b>TOTAL FUNCTION 35</b>			<b>\$ -</b>	

**Function 36 - Co-Curricular Activities**

Ref #	Offset Function	Organization	Amount	Description
12	11	All HS	18,000	Campus/Department request to move funds
13	11	003	(1,290)	Campus/Department request to move funds
14	13	003	(1,000)	Campus/Department request to move funds
405	11	103	25	Campus/Department request to move funds
841	11	048	35	Campus/Department request to move funds
827	11	046	1,350	Campus/Department request to move funds
<b>TOTAL FUNCTION 36</b>			<b>\$ 17,120</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of October 18, 2022**

**Function 41 - General Administration**

Ref #	Offset		Amount	Description
	Function	Organization		
410	13	744	(765)	Campus/Department request to move funds
<b>TOTAL FUNCTION 41</b>			<b>\$ (765)</b>	

**Function 51 - Plant Maintenance & Operations**

Ref #	Offset		Amount	Description
	Function	Organization		
9	52	048	653	Campus/Department request to move funds
44	61	006	104	Campus/Department request to move funds
842	23	006	348	Campus/Department request to move funds
<b>TOTAL FUNCTION 51</b>			<b>\$ 1,105</b>	

**Function 52 - Security**

Ref #	Offset		Amount	Description
	Function	Organization		
6	23	045	1,000	Campus/Department request to move funds
9	51	048	(653)	Campus/Department request to move funds
11	11	002	13	Campus/Department request to move funds
2	11	104	56	Campus/Department request to move funds
901	11	901	196	Campus/Department request to move funds
942	13	942	7,000	Campus/Department request to move funds
<b>TOTAL FUNCTION 52</b>			<b>\$ 7,612</b>	

**Function 53 - Data Processing**

Ref #	Offset		Amount	Description
	Function	Organization		
<b>TOTAL FUNCTION 53</b>			<b>\$ -</b>	

**Function 61 - Community Services**

Ref #	Offset		Amount	Description
	Function	Organization		
44	51	006	(104)	Campus/Department request to move funds
377	31	917	1,500	Campus/Department request to move funds
<b>TOTAL FUNCTION 61</b>			<b>\$ 1,396</b>	

**Function 71 - Debt Service**

Ref #	Offset		Amount	Description
	Function	Organization		
<b>TOTAL FUNCTION 71</b>			<b>\$ -</b>	

**Leander Independent School District**  
**General Fund - Fund 199**  
**Summary of Budget Transfers/Amendments**  
**As of October 18, 2022**

**Function 81 - Capital Outlay**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 81</b>			<b>\$ -</b>	

**Function 91 - Contracted Instruction Services**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 91</b>			<b>\$ -</b>	

**Function 95 - JJAEP**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 95</b>			<b>\$ -</b>	

**Function 99 - Other Intergovernmental Charges (TCAD/WCAD Tax Svc)**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL FUNCTION 99</b>			<b>\$ -</b>	

**Transfers Out/Other Uses**

Ref #	Offset Function	Organization	Amount	Description
			-	
<b>TOTAL TRANSFERS OUT</b>			<b>\$ -</b>	

<b>TOTAL EXPENDITURES</b>			<b>\$ 15,145</b>	
---------------------------	--	--	------------------	--

<b>INCREASE/(DECREASE) TO FUND BALANCE</b>			<b>\$ -</b>	
--	--	--	-------------	--

Below

On/At

Above

Above

K

1

2

3

4

5



# Safe and Innovative Learning Environments

21





TEXAS  STATE  
TEXAS SCHOOL SAFETY CENTER

The logo for the Texas State Texas School Safety Center is presented on a white rectangular background. It consists of the words "TEXAS" and "STATE" in a black, serif font, separated by a gold five-pointed star. A thin horizontal line runs beneath "TEXAS" and "STATE". Below this line, the words "TEXAS SCHOOL SAFETY CENTER" are written in a smaller, black, serif font. A registered trademark symbol (®) is positioned to the right of the word "STATE".

22

# Intruder Detection Audits





# Impactful Family Engagement

24



5



1) Find a sticky  
 2) Write your child's name  
 3) Tell us!

What is the VERY BEST THING about your child?

The whiteboard is filled with a grid of approximately 100 sticky notes. Each note typically contains a child's name and a short, handwritten description of a positive trait or achievement. Some notes are more detailed, while others are brief. The names are written in various colors of ink, and the descriptions are also handwritten in different colors. The sticky notes are arranged in a roughly rectangular grid, with some missing in the bottom right corner.



# Empowered Student Learning

27





① Content #1 ✓  
- level ✓  
- vocabs ✓

② Engagement/ownership  
of learning ✓

③ student discourse ✓

① Content/vocabs #2 ✓  
curriculum ✓

② lack of classroom  
management caused  
lack of student engagement  
ownership & discourse

① Content/vocabs #3 X

② Engagement X

③ Discourse X

What is the one thing we  
can do in every subject/  
class that will improve  
student learning?

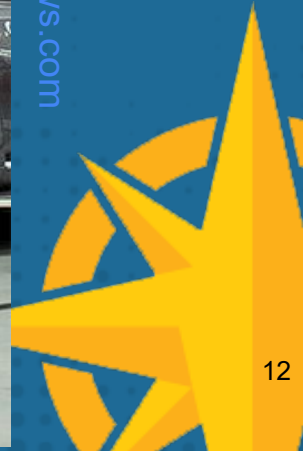
- Challenge
- Engagement with  
the challenge
- Discourse

# Texas car dealer taps into school pipeline for techs

Toyota of Cedar Park in Texas has gotten 24 of its 70 service technicians by working with local high schools on training and internship programs.



<https://www.autonews.com>



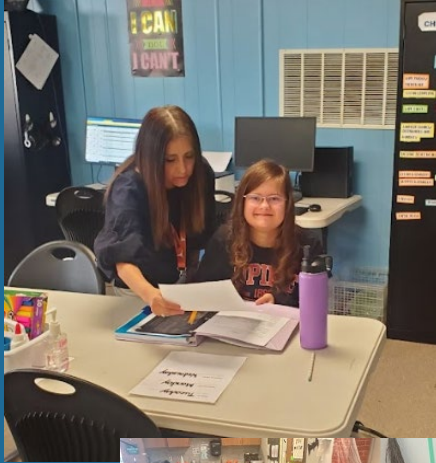
# Empowered Staff

31



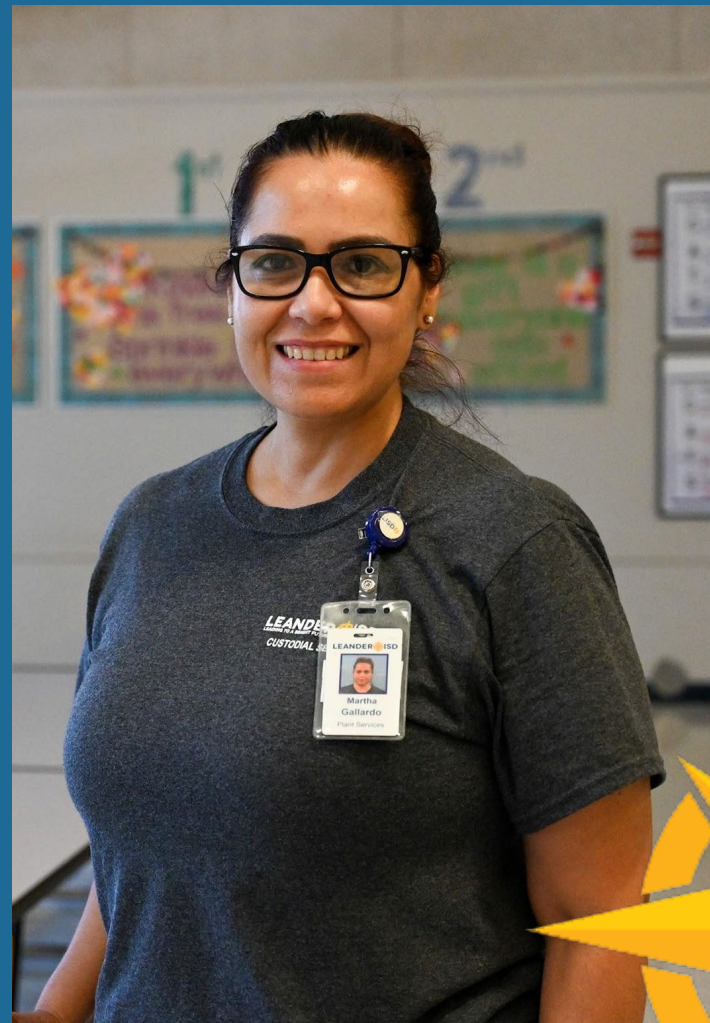
12

# Special Education















Discussion

LEANDER  ISD

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Discussion of the District and Campus Improvement Plans Report
<b>Purpose (this meeting):</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
<b>Action Requested (future meeting):</b>	Thursday, November 10, 2022
<b>Administrator Responsible:</b>	Laurelyn Arterbury and Sarah Grissom
<b>Attachments:</b>	Discussion of the District and Campus Improvement Plans Report Presentation Discussion of the District and Campus Goals and HB3 Performance Objectives

---

## **Background Information:**

Each year the administrative team provides the Board of Trustees a presentation on the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs).

In addition to the presentation, a document containing the district and campus plans, and HB3 performance objectives is attached. The complete [Proposed District Improvement Plan and Campus Improvement Plans are available for viewing here.](#)

## **Administrative Recommendation:**

The Administration recommends that the Board approve the district and campus goals, and HB3 performance objectives as presented.

## **Sample Motion:**

I move that the Board approve the district and campus goals, and HB3 performance objectives as presented.



# District and Campus Improvement Plans Report

October 27, 2022<sup>40</sup>

# PURPOSE

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The purpose of this presentation is to provide an overview of the improvement process and the alignment of the strategic plan, district improvement plan, and the campus improvement plans.

41

# System Alignment



LISD 5-Year Strategic Plan

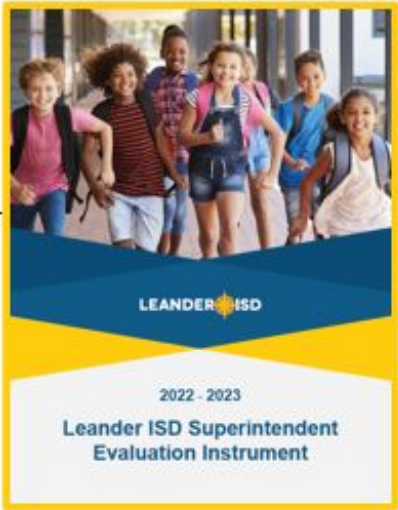


Community-Based Accountability

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Superintendent Evaluation



District and Campus Improvement Plans

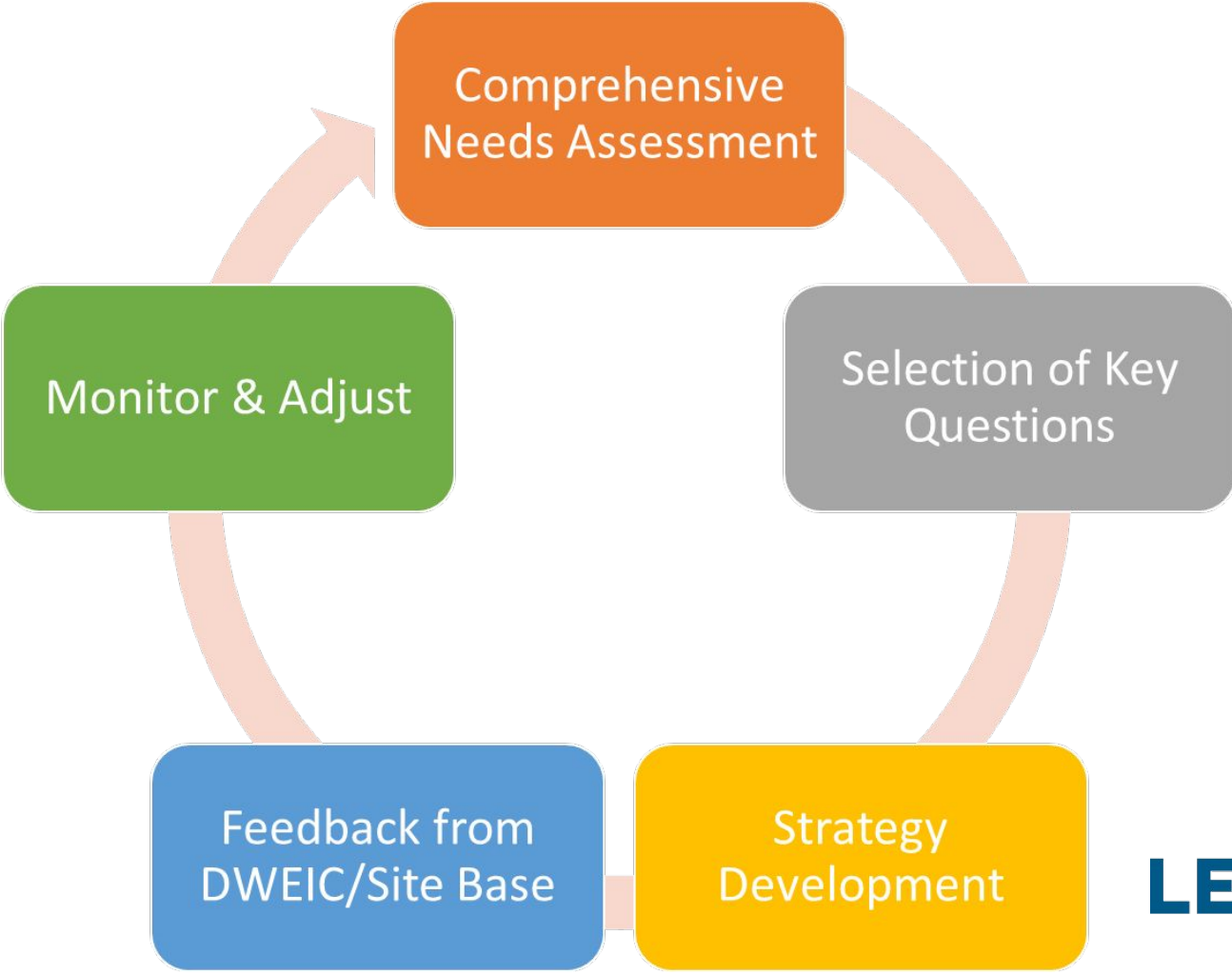


# SYSTEM ALIGNMENT ACTIVITY

<b>Board Agenda Planning Calendar</b>	<b>Campus Improvement Plans</b>
<b>Community-Based Accountability System</b>	<b>District Improvement Plan</b>
<b>Formative Reviews</b>	<b>Leading Measures Update</b>
<b>Strategic Plan</b>	<b>Superintendent Evaluation</b>

43

# IMPROVEMENT PROCESS



## Strategic Plan

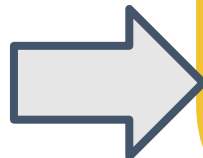
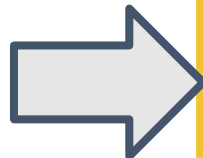
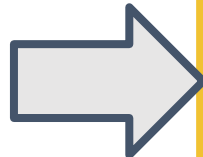
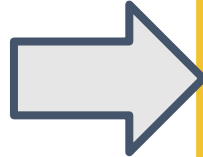
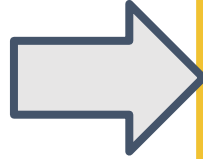
Goals

Impact Statements

Key Questions/  
Proposed Evidence

High Leverage  
Strategies

Action Items



## CBAS/ DIP/ CIPS

Goals

Benefit

Key Questions/  
Proposed Evidence

System Response

Strategies

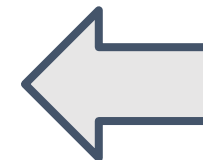
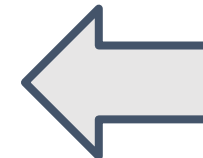
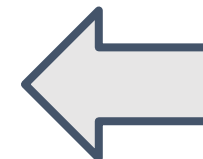
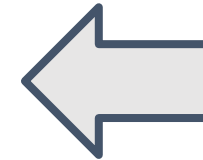
## OLD DIP/CIP Process

Goals

Evaluation  
Source

Performance  
Obj

Strategies



45

# DISTRICT AND CAMPUS IMPROVEMENT PLANS

Goals

Key Questions

System Responses

Strategies

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Signal:** Minor Change

46

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<b>System Response 1:</b> Promote Student Ownership of Learning <b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments <b>Staff Responsible:</b> Chief Academic Officer  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 2				
0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue				

**Strategy 1:** Expand the use of a universal screener to identify individual student academic growth, strengths, and needs.

**Intended Audience:** Campus principals, ICs, and Teachers

**Date(s) / Timeframe:** BOY, MOY, and EOY Assessments in 2022-23

**Provider / Presenter / Person Responsible:** Teaching and Learning

**Collaborating Departments:** Teaching and Learning, Area Superintendents, Campus Administration & Instructional Coaches

**Delivery Method:** System-wide adoption of MAP

**Evidence of Success:** Team meeting notes, Final report/ recommendations from team, creation of resources

**Staff Responsible:** Chief Academic Officer

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** Professional learning and software - 281- ESSER II - \$354,850

# DISCUSSION

# Leander Independent School District District Improvement Plan

## 2022-2023 Goals

48

Accountability Rating: B



# Mission Statement

We will cultivate each individual student by:

- Knowing and appreciating them
- Creating a safe and supportive environment to nurture their personal growth
- Partnering with each family

## Vision

The #1LISD community cultivates each student individually to produce the most sought after creators of our future world.

49

## Core Beliefs

As a public school organization, we hold these truths as our core beliefs:

- Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.
- LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.
- Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.
- A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.
- Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

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# District Improvement Plan

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

52

**Initial Status:** Minor Change

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment

(baseline in Spring 2022)

Baseline Level of Engagement (Elementary Students - 85%; Secondary Students- 71%, Parents - 80%)

Empowered Student Learning Dimension (Elementary Student - 54%; Secondary Student - 54%; Parent 63%)

Meaningful Learning Dimension (Secondary Student - 41%, Parent 54%)

Student Experience Dimension (Elementary Student - 54%; Secondary Student- 51%; Parent 57%)

2) Improvement in Bright Bytes survey data related to the 5 Cs.

**Staff Responsible:** Chief Academic Officer, Teaching and Learning Team, Campus Principals

**Opportunity Statements:** Student Learning 2

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning <b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness System-wide adoption of MAP assessments <b>Staff Responsible:</b> Chief Academic Officer  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 2	53

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

**System Response 1 Details**

**System Response 1:** Support the acquisition of the Leander ISD Graduate Profile.

**Evidence of Success:** 1) Positive trends in student, teacher, and parent survey questions related to acquiring the LISD Graduate Profile attributes. Baseline scores:

Baseline Awareness Score (Elementary- 27% ; Secondary- 32%; Parent - 29%)

Baseline Skilled Communicator and Collaborator (Elementary- 61% ; Secondary- 73%; Parent - 75%)

Baseline Critical and Creative Thinker (Elementary- 53% ; Secondary- 75%; Parent - 76%)

Baseline Compassionate Community Contributor (Elementary- 59% ; Secondary- 65%; Parent - 67%)

Baseline Adaptable and Reflective Individual (Secondary- 73%; Parent - 73%)

54

2) Campus-based artifacts related to the LISD Graduate Profile.

**Opportunity Statements:** Demographics 1 - Student Learning 2

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining first-rate employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs.</p> <p><b>Evidence of Success:</b> Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff Pay scale market data</p> <p><b>Staff Responsible:</b> All hiring agents (district and campus administration)</p> <p><b>Opportunity Statements:</b> District Processes &amp; Programs 1</p>	<p>55</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Recognize and Support Staff</p> <p><b>Evidence of Success:</b> Positive trends in staff retention data and Employee Engagement Survey especially in areas related to: Supervisors promote work-life balance, supervisors assign reasonable workloads, empower employees to do their best work, and encourage open and honest communication</p> <p><b>Staff Responsible:</b> Chief Human Resources Officer</p> <p><b>Opportunity Statements:</b> District Processes &amp; Programs 1</p>	<p>56</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Major Change

**System Response 1 Details**

**System Response 1:** Build systems to improve trust, mutual respect, and shared responsibility.

**Evidence of Success:** Improved climate survey data from parents, students, and staff on the Family Engagement Dimension (parents), the Acceptance and Belonging Dimension (students, parents), and the Community Dimension for the UT Employee Engagement Survey  
Successful VATRE and ACE elections

57

**Staff Responsible:** Chief Communications Officer, Superintendent, Board of Trustees, Campus and District Administration, Teachers and Staff

**Opportunity Statements:** Perceptions 1

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Improve processes for reciprocal communication at all levels and to all audiences. <b>Evidence of Success:</b> Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey <b>Opportunity Statements:</b> Perceptions 1	58

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> Reduction in any gaps in representative participation in academic and extra-curricular opportunities</p> <p><b>Staff Responsible:</b> Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Executive Director of Special Programs</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions. <b>Evidence of Success:</b> Student & parent survey  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 2	60

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 2:** To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

**Initial Status:** Major Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p><b>Evidence of Success:</b> Completed long-range facilities plan, staff and student surveys</p> <p><b>Staff Responsible:</b> Chief Facilities Officer, Teaching and Learning</p> <p><b>Opportunity Statements:</b> Demographics 2 - District Processes &amp; Programs 2</p>	<p>61</p>

# Akin Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 62

### HB3 Goal

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Analysis of data and student goal setting to achieve an increase in performance and growth utilizing MAP, ISIP, and graduate profile indicators.</p> <p><b>Staff Responsible:</b> Administration, Instructional Coach, Teachers, Support Staff, Sped. Staff, Curriculum Support Specialist</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2, 3 - School Processes &amp; Programs 2</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

**System Response 1 Details**

**System Response 1:** Recruit and retain high-quality staff to promote a sense of belonging and create an atmosphere of instructional support for staff.

**Evidence of Success:** Positive trends in staff recruitment and retention data

Staff satisfaction survey

Increased diversity of LISD staff

**Staff Responsible:** All hiring agents (district and campus administration)

**Opportunity Statements:** Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1, 2

63

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions. <b>Evidence of Success:</b> Student & parent survey, DEI surveys <b>Staff Responsible:</b> DEI Director, Administration, all campus staff  <b>Opportunity Statements:</b> School Processes & Programs 1 - Perceptions 2	64

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Akin Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Akin Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

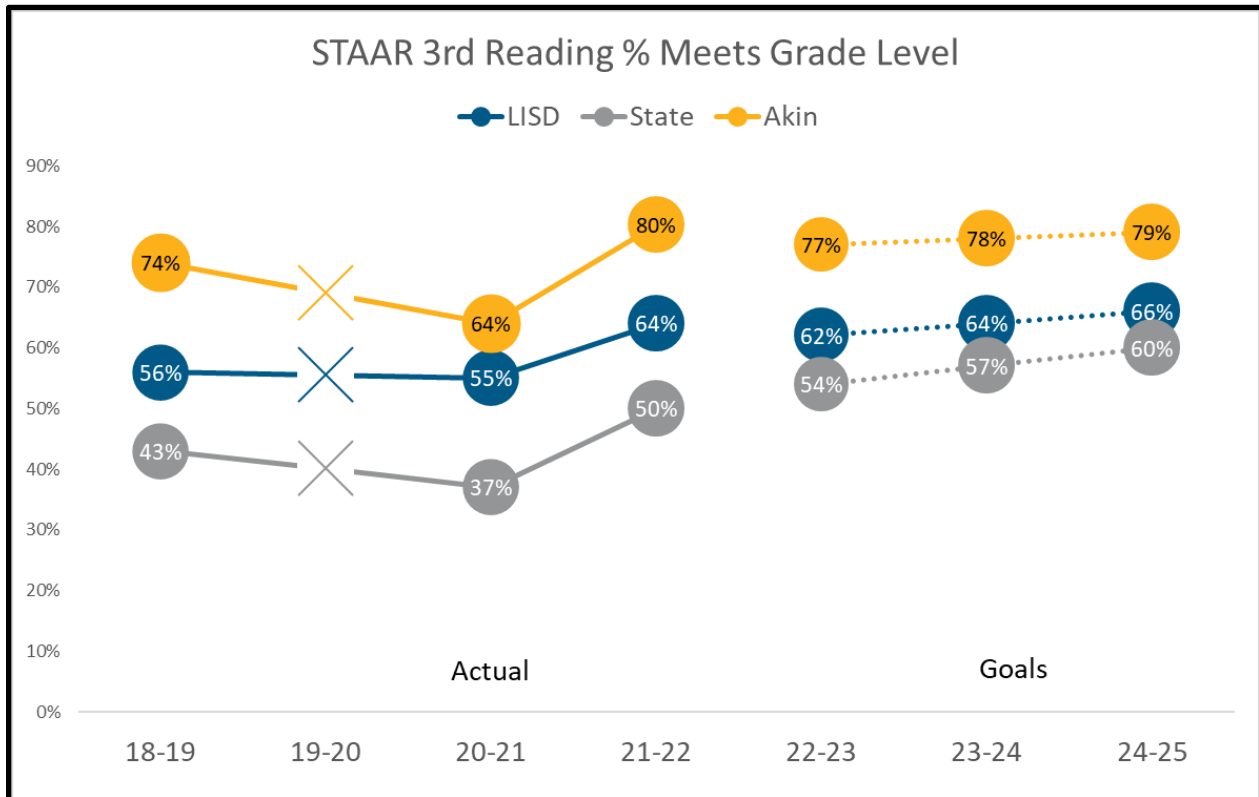
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
2019-20	75%		65%	75%	86%				
2020-21	75%		65%	75%	86%				
2021-22	76%		66%	76%	87%				
2022-23	77%		67%	77%	88%				
2023-24	78%		68%	78%	89%				
2024-25	79%		69%	79%	90%				

Akin Actual Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				

2019-20	✘		✘	✘	✘				
2020-21	64%		63%	62%	76%		27%		57%
2021-22	80%		72%	83%	86%	78%	67%		90%

Akin Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Akin Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

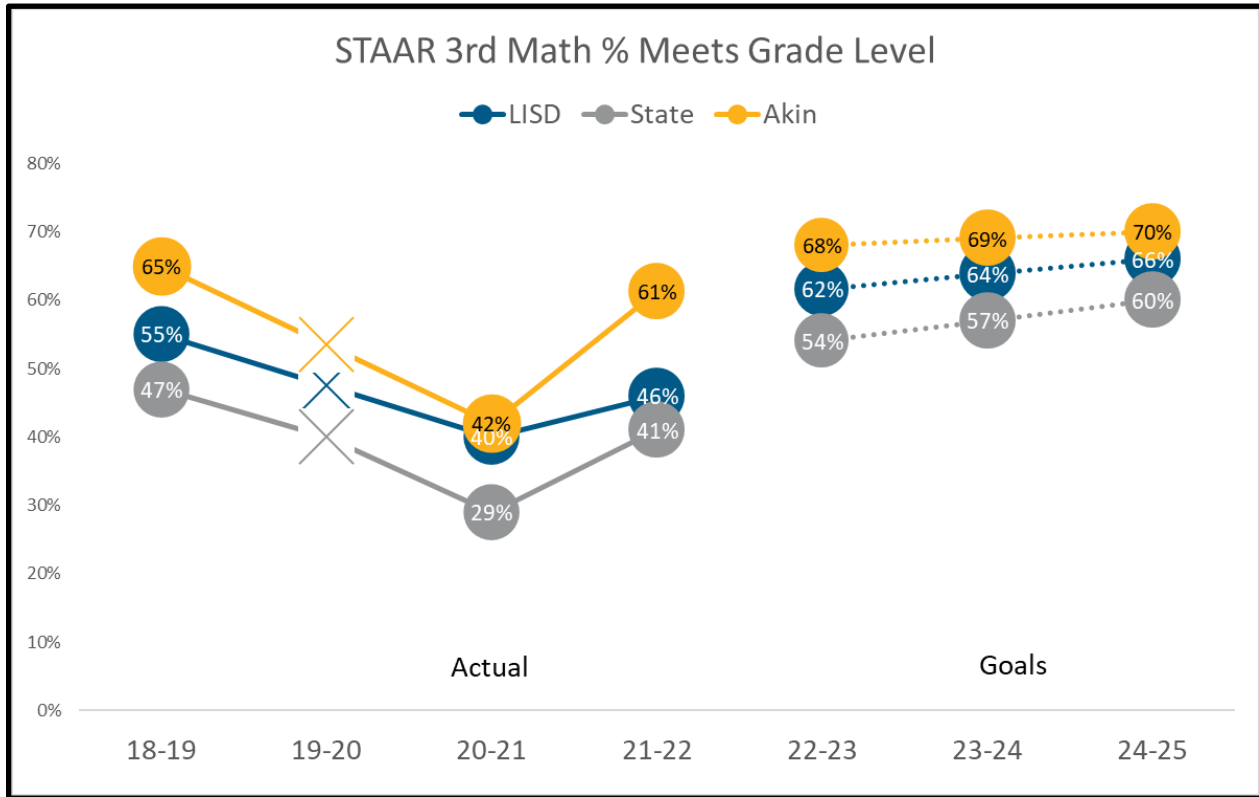
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
2019-20	66%		61%	63%	86%				
2020-21	66%		61%	63%	86%				
2021-22	67%		62%	64% 69	87%				

2022-23	68%		63%	65%	88%				
2023-24	69%		64%	66%	89%				
2024-25	70%		65%	67%	90%				

Akin *Actual Data* - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
2019-20	×		×	×	×				
2020-21	42%		37%	42%	50%		27%		40%
2021-22	61%		24%	66%	82%	50%	33%		68%

Akin Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Bagdad Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Major Change

72

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Improvement in/ positive trend in the perceptual survey of students: 65% students state school helps them know what skills need work</p> <p><b>Staff Responsible:</b> Bagdad Campus Leadership, District Staff from Teaching and Learning, Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Increase the % of students responding favorably to Student Survey questions/statements i.e. I have the opportunity to set personal goals. (56% in 2022); I have the opportunity to set academic goals. (49%); I have the opportunity to learn about things that interest me. (46% in 2022); I use feedback to improve my grades/performance. (39% in 2022); and I know what I am expected to learn in class each day. (40% in 2022). Increase in ISIP, MAP, and STAAR scores.</p> <p><b>Staff Responsible:</b> Campus Leadership Team (Admin and ICs), Teachers, Students</p> <p><b>Opportunity Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Increase in positive trends regarding staff recruitment and retention data.</p> <p><b>Evidence of Success:</b> Positive trends in staff recruitment and retention data Increase in staff satisfaction survey Increased diversity of LISD staff</p> <p><b>Staff Responsible:</b> All hiring agents (district and campus administration)</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<p>74</p>

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> Student perception data: Increase in favorable responses within the student perceptual survey data. For example, "Generally I like school" is 40% Yes for 2022 and "I feel what I learn in school helps me become a better person." is 44% Yes for 2022. We will also examine the 2022 Diversity and Equity Data.</p> <p><b>Staff Responsible:</b> Campus Leadership, Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>	75

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Bagdad Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
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  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
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  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
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  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
<b>2018-19</b>	<b>56%</b>	<b>22%</b>	<b>46%</b>	<b>60%</b>	<b>75%</b>	<b>59%</b>	<b>26%</b>	<b>35%</b>	<b>36%</b>
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

**Bagdad Baseline Data & Proposed Annual Goals - Reading**  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

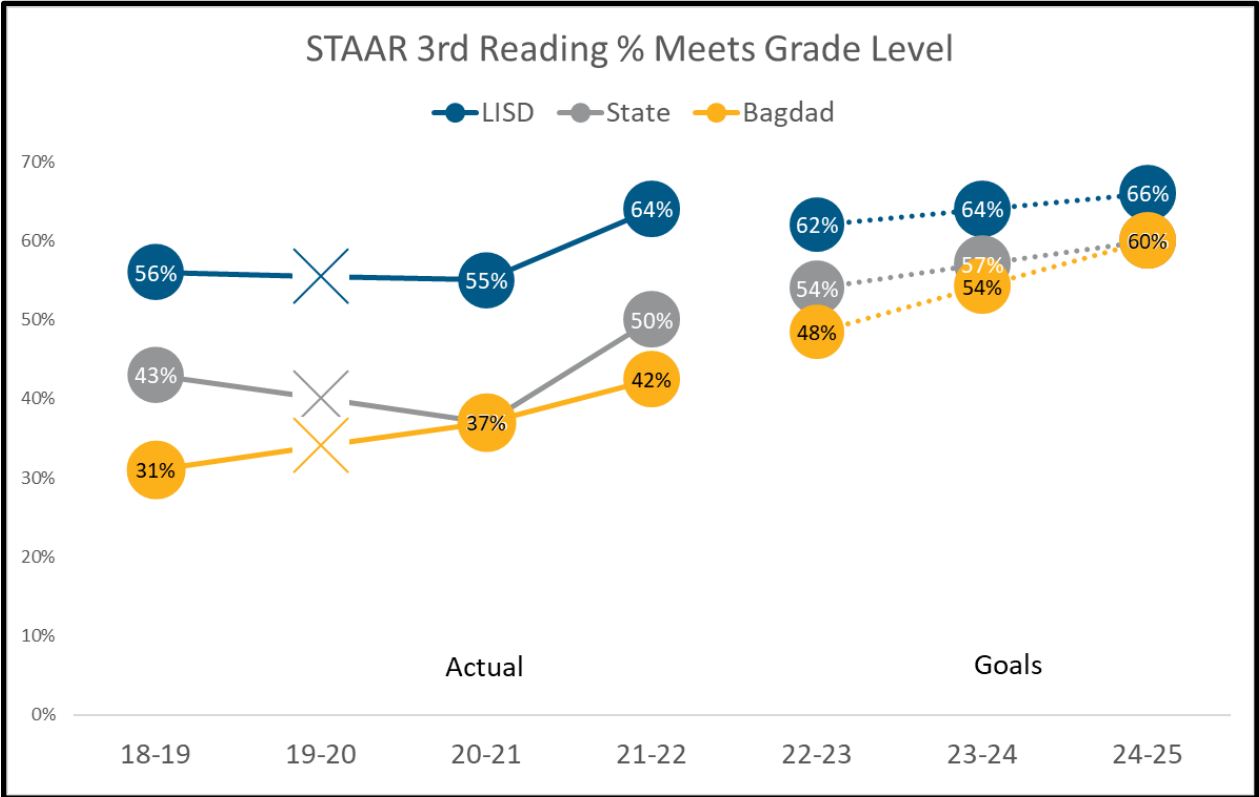
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	31%		40%	16%				32%	
2019-20	36%		44%	24%				37%	
2020-21	36%		44%	24%				37%	
2021-22	43%		48%	33%				43%	
2022-23	48%		52%	42%				49%	
2023-24	54%		56%	51%				55%	
2024-25	60%		60%	60%				60%	

**Bagdad Actual Data - Reading**  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	31%		40%	16%				32%	

2019-20	✘		✘	✘				✘	
2020-21	37%		30%	50%			0%	34%	35%
2021-22	42%		28%	62%			27%	33%	18%

Bagdad *Actual* Reading Data through 2022 and Future Goals - Reading % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

**Leander ISD** Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
<b>2018-19</b>	<b>55%</b>	<b>21%</b>	<b>45%</b>	<b>57%</b>	<b>83%</b>	<b>59%</b>	<b>28%</b>	<b>35%</b>	<b>41%</b>
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

**Bagdad** Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

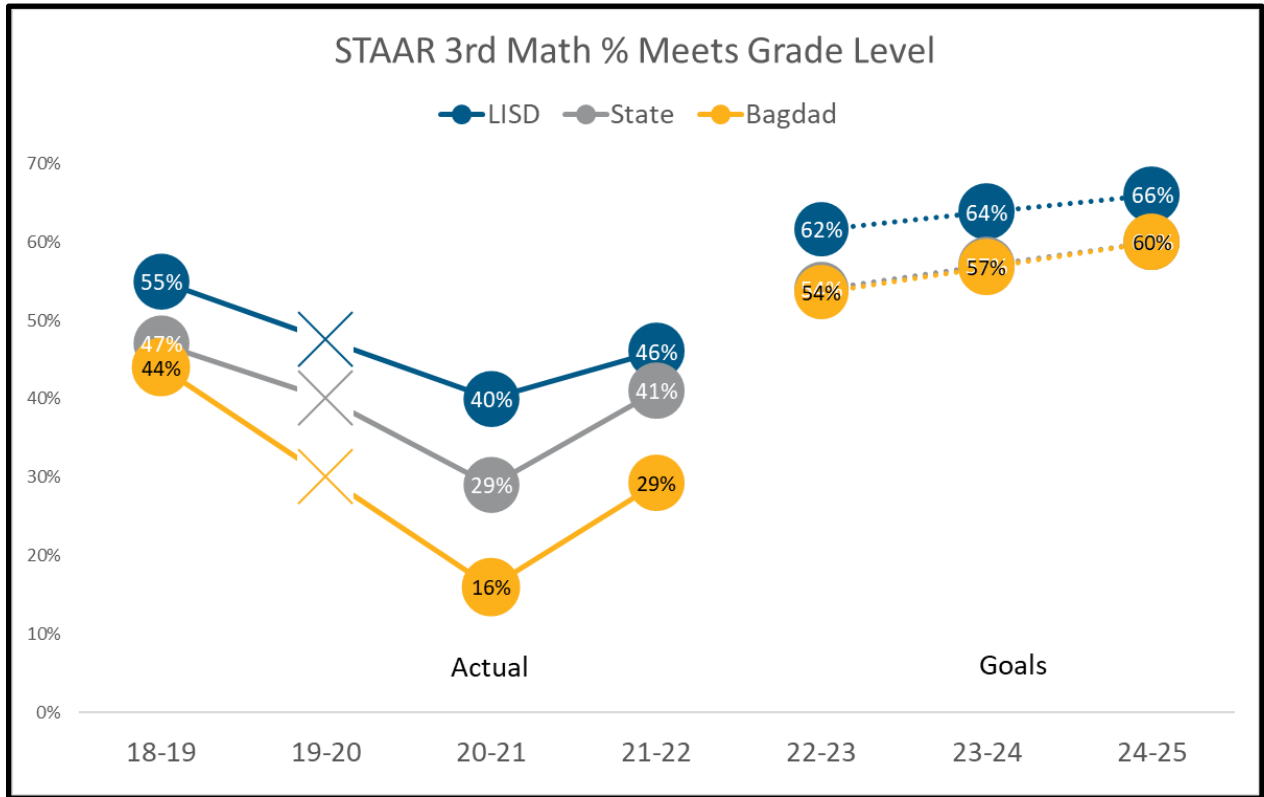
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
<b>2018-19</b>	<b>44%</b>		<b>39%</b>	<b>40%</b>				<b>47%</b>	
2019-20	47%		43%	44%				49%	
2020-21	47%		43%	44%				49%	
2021-22	50%		47%	48%				51%	

2022-23	54%		51%	52%				54%	
2023-24	57%		55%	56%				57%	
2024-25	60%		60%	60%				60%	

Bagdad *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		39%	40%				47%	
2019-20	×		×	×				×	
2020-21	16%		13%	22%			0%	20%	10%
2021-22	29%		17%	46%			27%	15%	10%

Bagdad *Actual* Reading Data through 2022 and future goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Block House Creek Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain

83

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> At least 92% of students will show at least a year's growth in reading. (21-22 Campus Average=90%)</p> <p><b>Staff Responsible:</b> Teachers</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes &amp; Programs 3</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning	
<b>Evidence of Success:</b> At least 70% of students will respond positively to survey question "I know what I am expected to learn each day." (Spring student survey 2022= 65%)	84
<b>Staff Responsible:</b> Teachers	
<b>Opportunity Statements:</b> Student Learning 1 - School Processes & Programs 3	

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Maintain

System Response 1 Details	
<p><b>System Response 1:</b> Recruit and retain high-quality staff.</p> <p><b>Evidence of Success:</b> Increase the employee engagement construct score from employee survey by at least 10 points (Spring 2022=413)</p> <p><b>Staff Responsible:</b> Administration</p> <p><b>Opportunity Statements:</b> Demographics 2, 3 - Student Learning 4 - School Processes &amp; Programs 1, 2 - Perceptions 1, 2</p>	<p>85</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Block House Creek Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

*Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

*Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

*Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

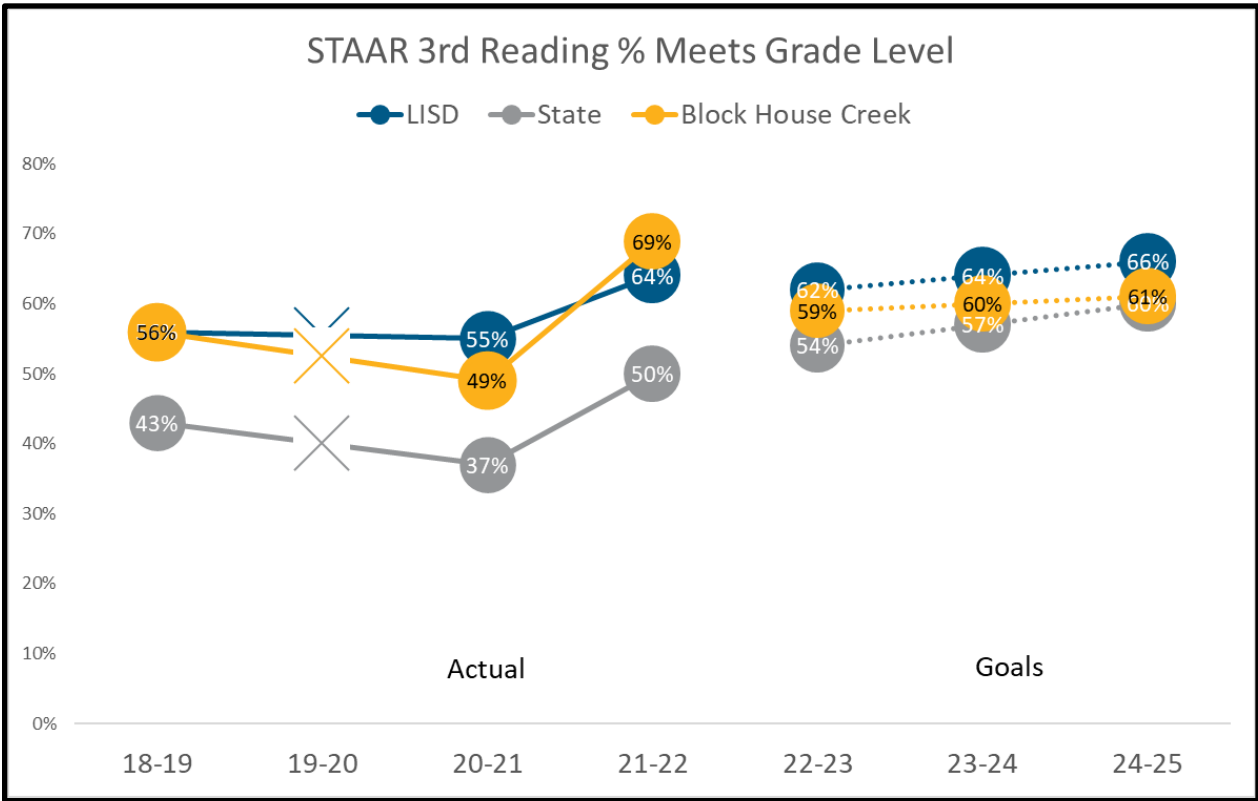
Block House Creek Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%			51%					
2019-20	57%			53%					
2020-21	57%			53%					
2021-22	58%			54%					
2022-23	59%			56%					
2023-24	60%			58%					
2024-25	61%			60%					

Block House Creek *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%			51%					
2019-20	X			X					
2020-21	49%			56%			33%	25%	
2021-22	69%		59%	70%			33%	71%	

Block House Creek *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Block House Creek Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

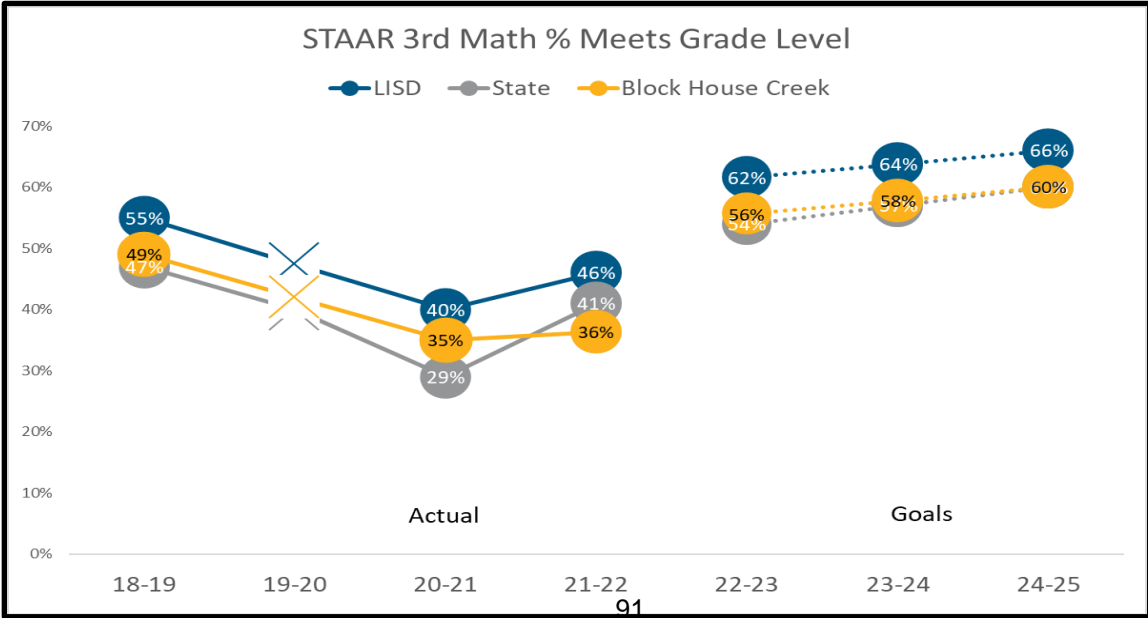
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%			49%					
2019-20	51%			51%					
2020-21	51%			51%					
2021-22	53%			53%					

2022-23	56%			56%					
2023-24	58%			58%					
2024-25	60%			60%					

Block House Creek *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%			49%					
2019-20	X			X					
2020-21	35%			38%			20%	13%	
2021-22	36%		22%	49%			27%	41%	

Block House Creek *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Camacho Elementary Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

92

## HB3 Goal

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Promote student growth and success.</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. A year's worth of growth for all students in reading and math (ISIP, NWEA MAP, etc. will be used to determine growth)</p> <p><b>Staff Responsible:</b> Teachers, Administrators, Instructional Coach</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

System Response 1 Details	93
<p><b>System Response 1:</b> Build retention of staff through recognition and support.</p> <p><b>Evidence of Success:</b> UT Engagement Survey - Staff favorable responses PLC Rubric to reflect high functioning teams Campus Celebrations -Staff Shout-Outs, FriYAY huddle, Wellness Wednesday, etc.</p> <p><b>Staff Responsible:</b> Administration</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1</p>	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	94
<p><b>System Response 1:</b> Build collaborative processes to improve trust, mutual respect, and shared responsibility within the system.</p> <p><b>Evidence of Success:</b> Improved parent and student climate survey</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Staff</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.	
<b>Evidence of Success:</b> Increase in responses for Student & parent surveys specifically related to safe schools.	
<b>Opportunity Statements:</b> Student Learning 2 - School Processes & Programs 1 - Perceptions 1	95

## HOUSE BILL 3 LEGISLATION

Sec.A11.185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Camacho Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

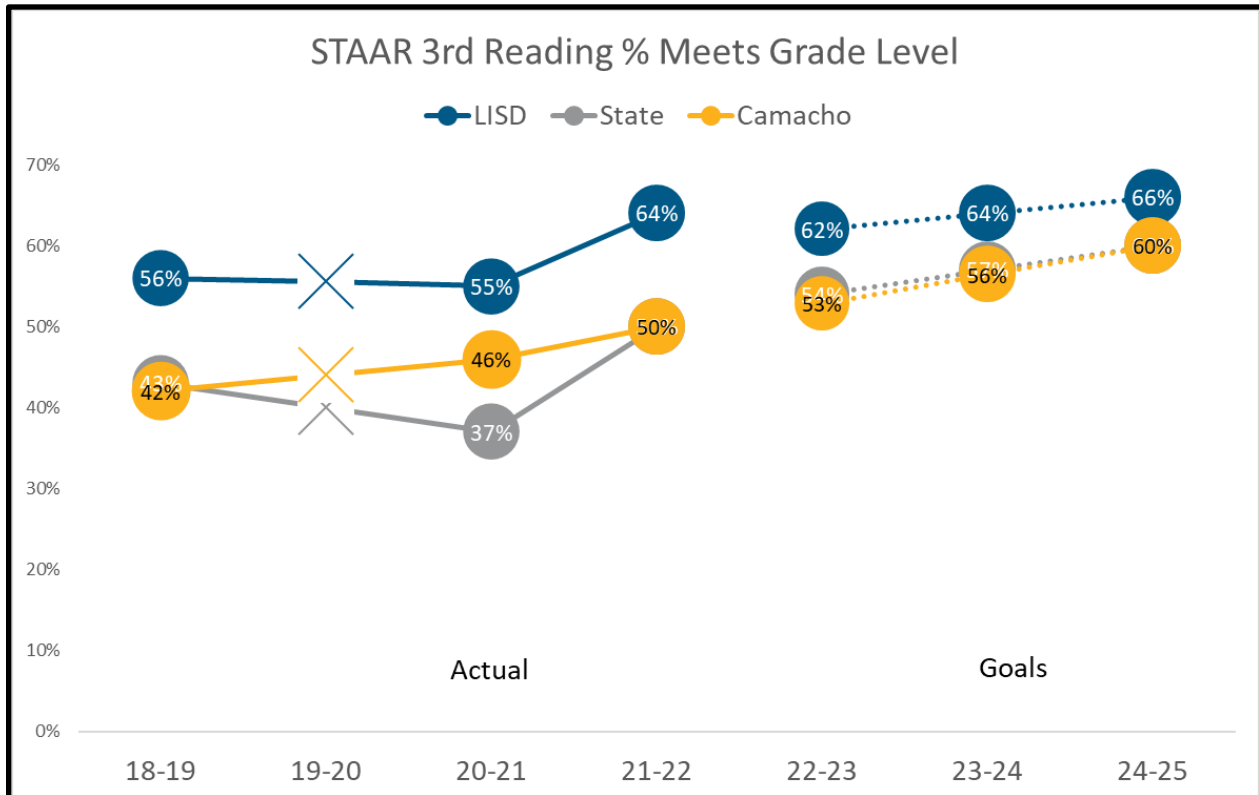
Camacho Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		32%	46%				35%	
2019-20	45%		37%	48%				40%	
2020-21	49%		54%	46%			38%	33%	
2021-22	49%		42%	51%				45%	
2022-23	53%		48%	54%				50%	
2023-24	56%		54%	57%				55%	
2024-25	60%		60%	60%				60%	

Camacho *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		32%	46%				35%	
2019-20	45%		37%	48%				40%	
2020-21	46%		54%	46%			38%	33%	
2021-22	50%		42%	55%			22%	41%	

Camacho Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

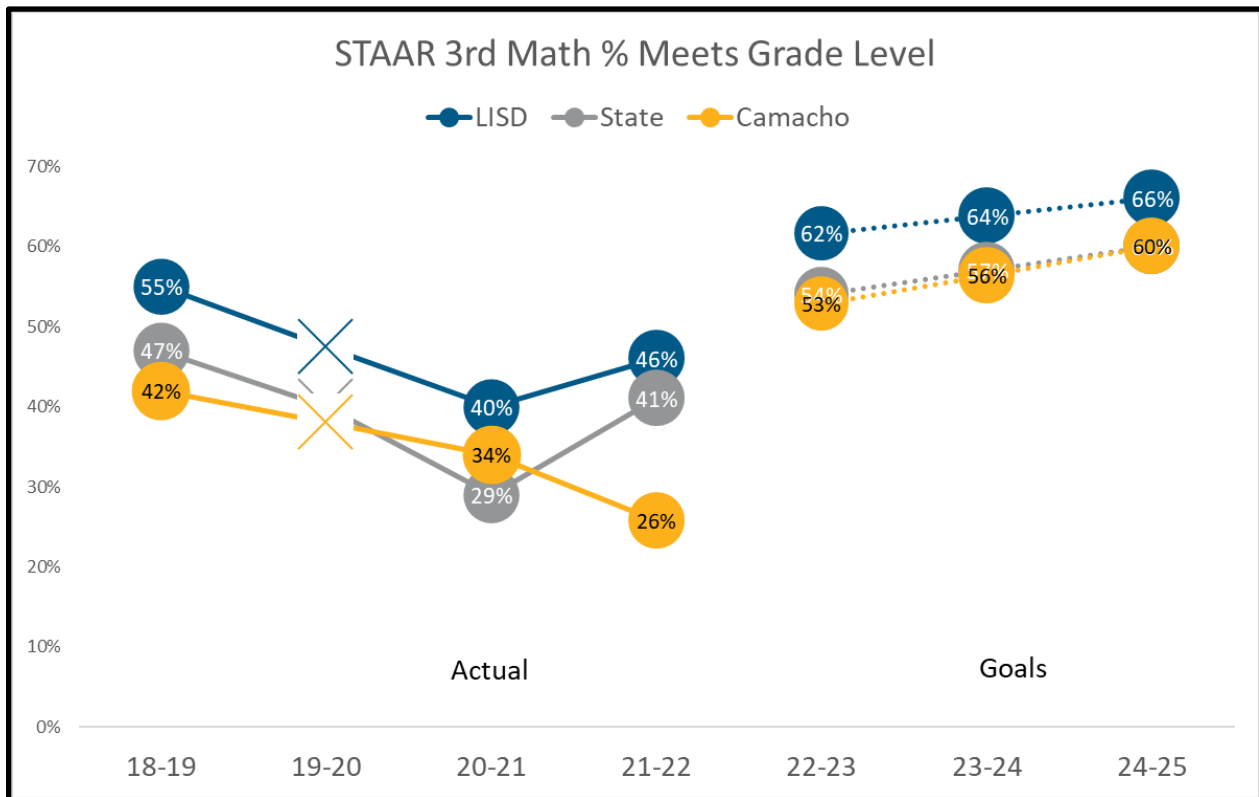
Camacho Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
2019-20	45%		44%	48%				45%	
2020-21	37%		35%	43%			38%	33%	
2021-22	49%		48%	51%				48%	
2022-23	53%		52%	54%				52%	
2023-24	56%		56%	57%				56%	
2024-25	60%		60%	60%				60%	

% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
2019-20	45%		44%	48%				45%	
2020-21	34%		35%	43%			38%	33%	
2021-22	26%		18%	33%			17%	22%	

Camacho Actual Math Data through 2022 and Future Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR



# Canyon Ridge Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

102

### HB3 Goal

**Initial Status:** Minor Change

#### System Response 1 Details

**System Response 1:** Promote Student Ownership of Learning

**Evidence of Success:** Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I receive support when I am struggling to learn in class" by 3% (2022 student response was 74%).

Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "Classroom activities keep me actively engaged in my learning." by 3% (2022 student response was 66%).

Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My teachers encourage me to take charge of my own education" by 3% (2022 student response was 57%).

**Staff Responsible:** Campus Administration, Instructional Coach & Teachers

**Opportunity Statements:** Student Learning 1, 2

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	103
<p><b>System Response 1:</b> Recognize and support staff.</p> <p><b>Evidence of Success:</b> Staff Survey: Increase the overall percentage of staff answering as Highly Engaged or Engaged by 3% (2022 staff overall level of engagement was 69%).</p> <p>Increase the percentage of staff answering 'Strongly Agree' or 'Agree' on the Employee Engagement Survey to the question, "Learning Opportunities/staff development is made available to me for personal growth and development" by 3% (2022 student response was 73%).</p> <p>Increase the percentage of staff answering 'Strongly Agree' or 'Agree' on the Employee Engagement Survey to the question, "I feel a strong sense of personal belonging while at work" by 3% (2022 student response was 78%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach &amp; Teachers</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	104
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved parent climate survey: Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "The campus encourages parent and community involvement." by 3% (2022 parent response was 62%).</p> <p>Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "The campus makes me feel informed, included, and welcome." by 3% (2022 parent response was 73%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I feel like I am a part of a community at my school." by 3% (2022 student response was 53%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach &amp; Teachers</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

**System Response 1 Details**

**System Response 1:** Support safe, inclusive spaces for students to own their learning and pursue interests and passions.

**Evidence of Success:** Student & parent surveys:

Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "My child feels like they are a part of a community at their school." by 3% (2022 parent response was 65%).

105

Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to pursue my passions, strengths, and aspirations during the school day." by 3% (2022 student response was 48%).

**Staff Responsible:** Campus Administration, Instructional Coach & Teachers

**Opportunity Statements:** Demographics 2 - School Processes & Programs 2

# Cedar Park High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

106

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for career, and military readiness. Positive student outcomes based on instructional data aligned to the graduate profile. System-wide adoption of MAP assessments</p> <p><b>Staff Responsible:</b> CPHS Admin Team</p> <p><b>Opportunity Statements:</b> Student Learning 4 - Perceptions 1, 2</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

System Response 1 Details	107
<p><b>System Response 1:</b> Recognize and support staff.</p> <p><b>Evidence of Success:</b> 10% Increase on the "Job Satisfaction" construct from the 2022 Employee Engagement Survey. Baseline = 362 Target = 398</p> <p><b>Staff Responsible:</b> Campus Leadership Team</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 2 - Perceptions 3</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> 10% Increase in students feeling of acceptance/ sense of belonging based on the following survey prompt: "I feel good about myself at school" Baseline=31% often 17% Almost always/ always</p> <p><b>Staff Responsible:</b> Campus leadership team</p> <p><b>Opportunity Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 1</p>	108

[HOUSE BILL 3 LEGISLATION](#)

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

# Cedar Park High School

## CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
    - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
    - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
    - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
    - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
    - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
  - Completion of Career and Technical Education Programs of Study
    - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
    - Work with District CTE staff and campus to adapt Program of Study student recruitment and retention plans including branding and marketing initiatives.
    - Implement achievement recognitions for IBC earners and Program of Study completers.
  - Data analysis and action planning
    - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
    - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
    - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.
- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
    - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
    - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
  - Student recruitment, participation and performance in AP/IB.
    - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
    - Support engagement and student success in AP and IB using AVID instructional support system.
    - Promote participation by communicating AP/IB program success district wide.
    - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
    - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
  - Data analysis and action planning
    - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
    - Monitor and communicate legislative AP/IB program changes to campuses.
    - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
  - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
    - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
    - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
    - Provide cross-district professional learning opportunities for CPM/CPE teachers.
    - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
  - Professional Learning
    - Coordinate College Board SAT Workshops for teachers.
    - Provide professional learning opportunities for counselors and administrators related to TSI.
    - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
  - Student Performance and Action Planning
    - Monitor TSI completion rate monthly.
    - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
    - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
    - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
    - Analyze MAP Growth data in relation to TSI readiness.
    - Develop district wide communication and plan to identify and support junior students after school day SAT in March. <sup>110</sup>

- College Entrance Exam Opportunities
  - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Cedar Park HS 2018-19 Baseline Data & Proposed Annual Goals  
 % Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

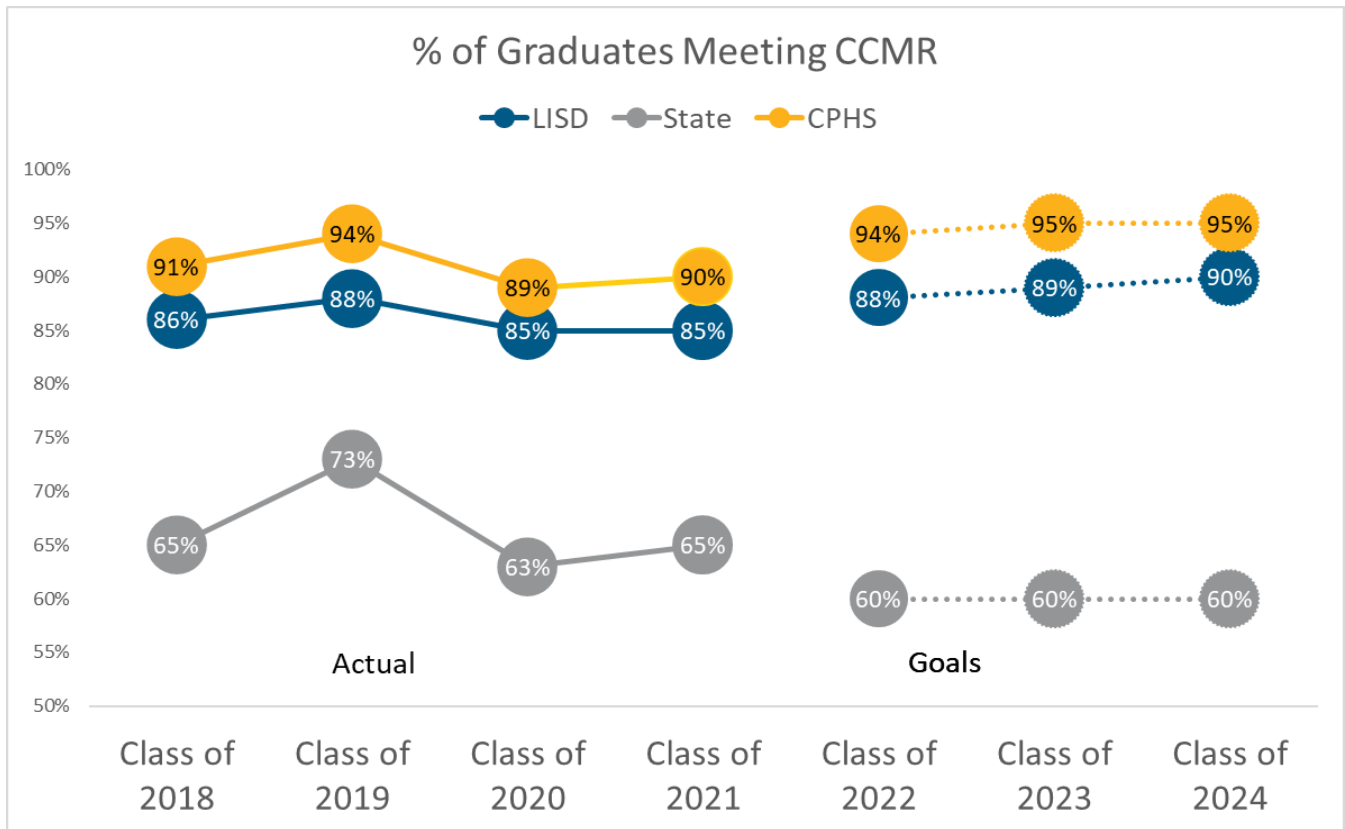
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2021 Goal	93%	82%	85%	95%	98%	87%	97%	77%	
Class of 2022 Goal	94%	83%	86%	95%	98%	88%	97%	78%	
Class of 2023 Goal	95%	84%	87%	95%	98%	89%	97%	79%	
Class of 2024 Goal	95%	85%	88%	95%	98%	90%	97%	80%	

## Cedar Park HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Actual	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Actual	89%	75%	88%	89%	97%	100%	90%	76%	
Class of 2021 Actual	90%	58%	83%	93%	98%	93%	96%	82%	

## Cedar Park HS Actual Data & Proposed Annual Goals



# Cedar Park Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

114

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress on student survey question asking "classroom activities keep me actively engaged in my learning." 2021-22 baseline score was 58% of students reporting often or always.</p> <p><b>Staff Responsible:</b> Administration, teachers, and staff.</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 1</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Recruit and retain high-quality staff through a foundation of authentic PLCs.</p> <p><b>Evidence of Success:</b> Staff satisfaction survey - increase overall engagement level from baseline of 55%. Increased diversity of campus staff PLC Collaborative survey - increase results in commitments 1.3 and 1.4 by providing intervention and enrichment Positive trends in staff recruitment and retention data</p> <p><b>Staff Responsible:</b> Administration and Campus Leadership Team</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	115

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions through proactive campus systems.</p> <p><b>Evidence of Success:</b> Positive progress on student &amp; parent survey question " I/my child feel a part of the community at my school." 2021-22 baseline scores were 55% for students and 62% for parents responding as often or always.</p> <p><b>Staff Responsible:</b> Administration, Teachers, and Staff</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	<p>116</p>

# Cox Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 117

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Walkthrough data, PLC agenda and action plans, lesson plans, student write and articulate goals and tracking progress</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach, Teachers, Students.</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Major Change

System Response 1 Details	118
<p><b>System Response 1:</b> Recognize and support staff.</p> <p><b>Evidence of Success:</b> Positive/favorable results in the UT staff survey, formative reflection practices throughout the year (i.e., Glows and Grows).</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 2:** To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

**Initial Status:** Major Change

**System Response 1 Details**

**System Response 1:** Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND implement flexible structures and strategies that focus on student engagement in meaningful learning.

119

**Evidence of Success:** Student engagement survey, use of collaborative areas

**Staff Responsible:** Assistant Principal, Instructional Coach, Principal

**Opportunity Statements:** School Processes & Programs 1

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Cox Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8 part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

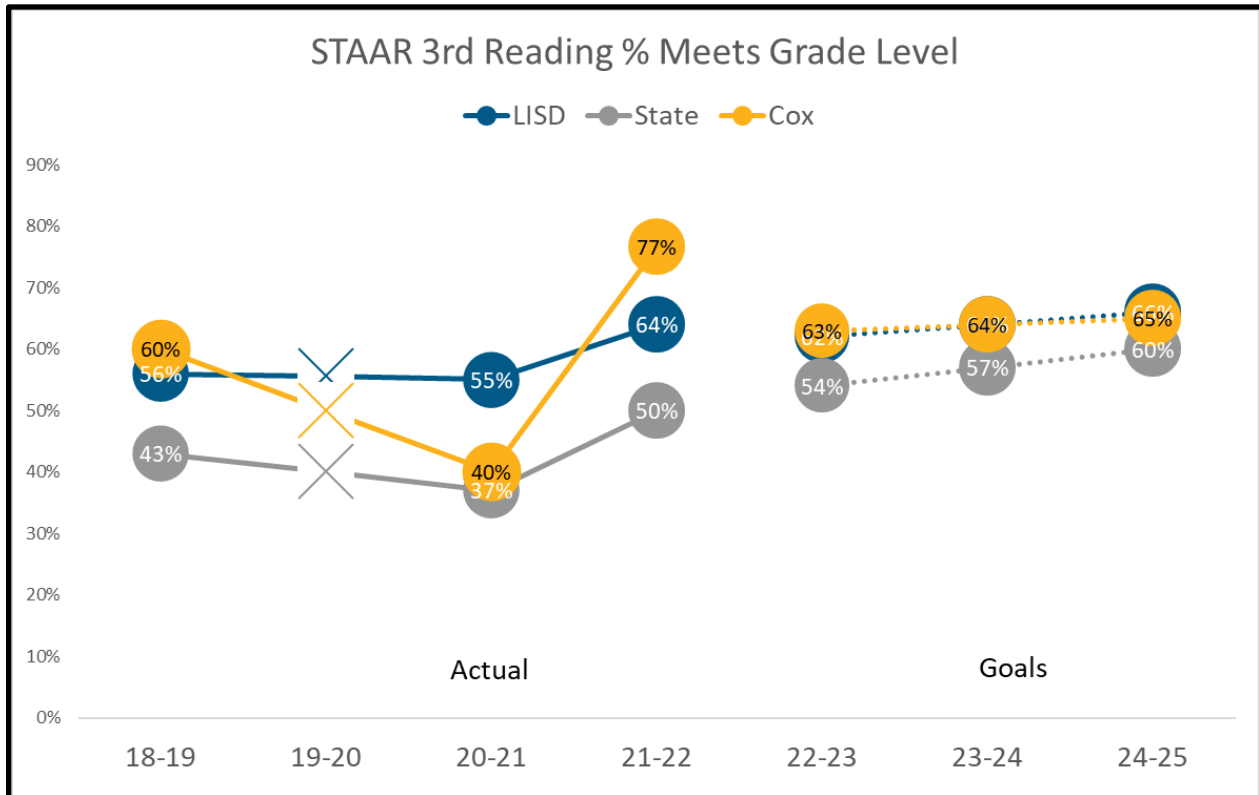
Cox Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	60%			61%					
2019-20	61%			62%					
2020-21	61%			62%					
2021-22	62%			63%					
2022-23	63%			64%					
2023-24	64%			65%					
2024-25	65%			66%					

Cox Actual Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	60%			61%					
2019-20	✕			✕					
2020-21	40%		29%	43%	73%			15%	
2021-22	77%		71%	80%	77%			46%	

Cox Actual Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Cox Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
2019-20	71%			75%					
2020-21	71%			75%					
2021-22	72%			76% 124					

2022-23	73%			77%					
2023-24	74%			78%					
2024-25	75%			79%					

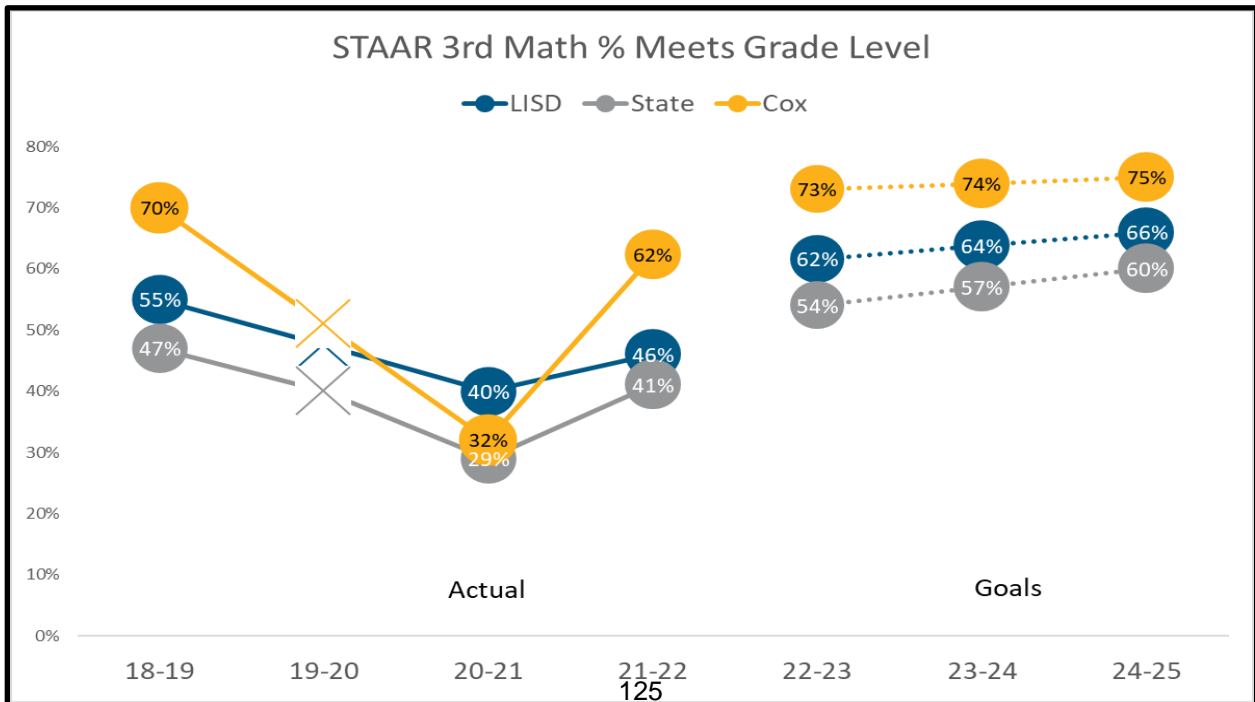
Cox Actual Data - Math

% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
2019-20	X			X					
2020-21	32%		19%	40%	46%			14%	
2021-22	62%		41%	67%	73%			39%	

Cox Actual Reading Data through 2022 and Future Goals - Math

% Meets Grade Level or Better on 3rd Grade Math STAAR



# Cypress Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 126

### HB3 Goal

**Initial Status:** Major Change

#### System Response 1 Details

**System Response 1:** Refine existing and develop new systems to promote Student Ownership of Learning

**Evidence of Success:** Perceptual survey of students will increase-

"My teachers ask me what I want to learn."- Yes 14%/43% Sometimes

"I have the opportunity to set academic Goals" 50%Yes/ 13%No

"Classroom activities keep me engaged in my learning" (Yes 59%/35% Sometimes)

"Classroom activities keep me challenged in my learning" (Yes 49%/41%Sometimes)

Academic data will increase-

Economically Disadvantaged in 3rd and 4th grades did not hit Academic Achievement Status Target in Reading or Math data gathered from the 2022 STAAR assessment.

Grade level cohorts will maintain or improve in ISIP data (BOY-EOY).

Our 4th graders (21-22 3rd graders) will maintain or improve to 80% at EOY.

Our 5th graders (21-22 4th graders) will maintain or improve to 88% at EOY.

Our 4th graders (21-22 3rd graders) will improve their Academic Achievement Status Target in Reading and Math in the 2023 STAAR assessment.

Our 5th graders (21-22 4th graders) will improve their Academic Achievement Status Target in Reading and Math in the 2023 STAAR assessment.

**Staff Responsible:** Teachers, Administration, Instructional Coach

**Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

System Response 1 Details	127
<p><b>System Response 1:</b> Processes to recognize and support staff.</p> <p><b>Evidence of Success:</b> Improvement in perceptual surveys of staff. Baseline- Overall Job Satisfaction listed at 347 that is -3 lower than the whole organization</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Minor Change

System Response 1 Details	128
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Perceptual survey of parents and students will increase or maintain- I have the opportunity to build positive relationships with my child's teachers.- 51% Almost Always The campus encourages parent and community involvement.- 47% Almost Always The campus keeps me informed about my child's academic progress.- 39% Almost Always The campus makes me feel informed, included, and welcome.- 59% Almost Always</p> <p><b>Staff Responsible:</b> Teachers, Principal, Assistant Principal</p> <p><b>Opportunity Statements:</b> Perceptions 2, 3</p>	

## HOUSE BILL 3 LEGISLATION

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Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Cypress Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
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  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
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  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
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## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
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- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

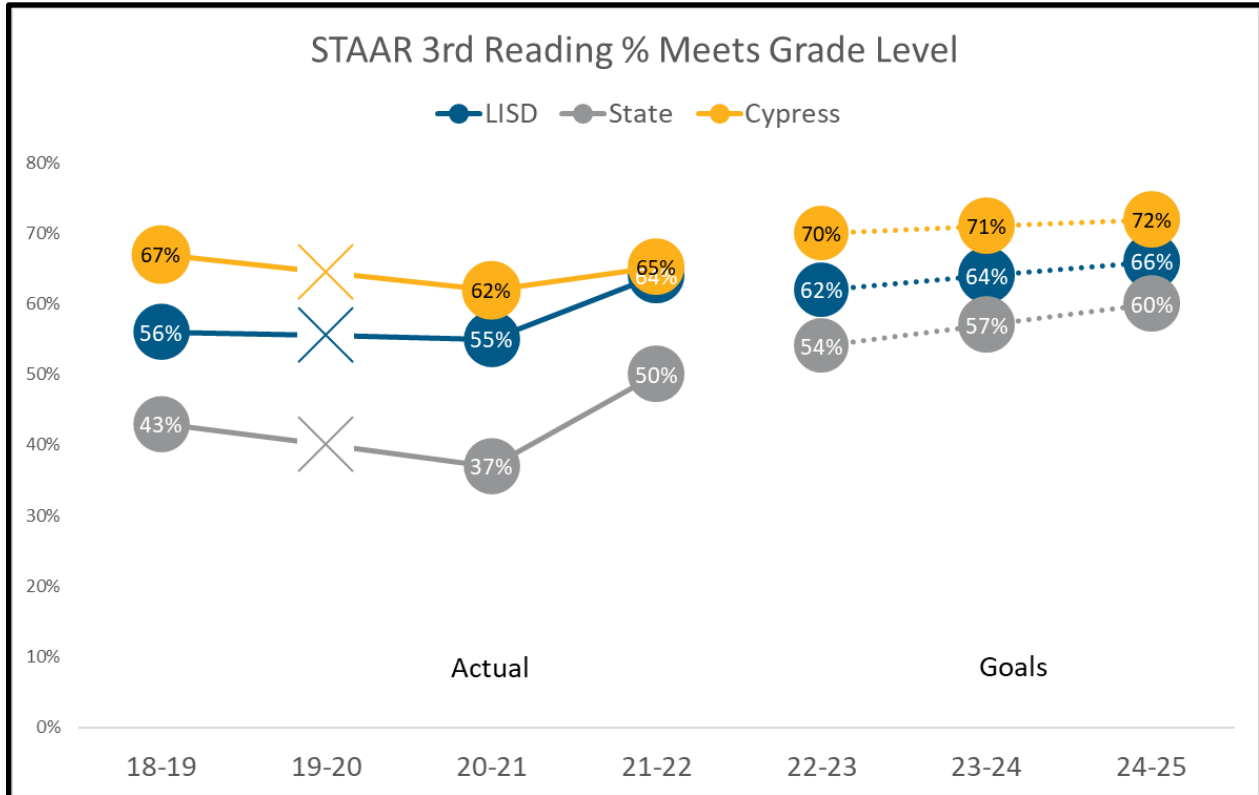
Cypress Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			70%					
2019-20	68%			71%					
2020-21	68%			71%					
2021-22	69%			72%					
2022-23	70%			73%					
2023-24	71%			74%					
2024-25	72%			75%					

Cypress *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			70%					
2019-20	✕			✕					
2020-21	62%		50%	67%			60%	20%	
2021-22	65%		69%	67%			27%	38%	

Cypress *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

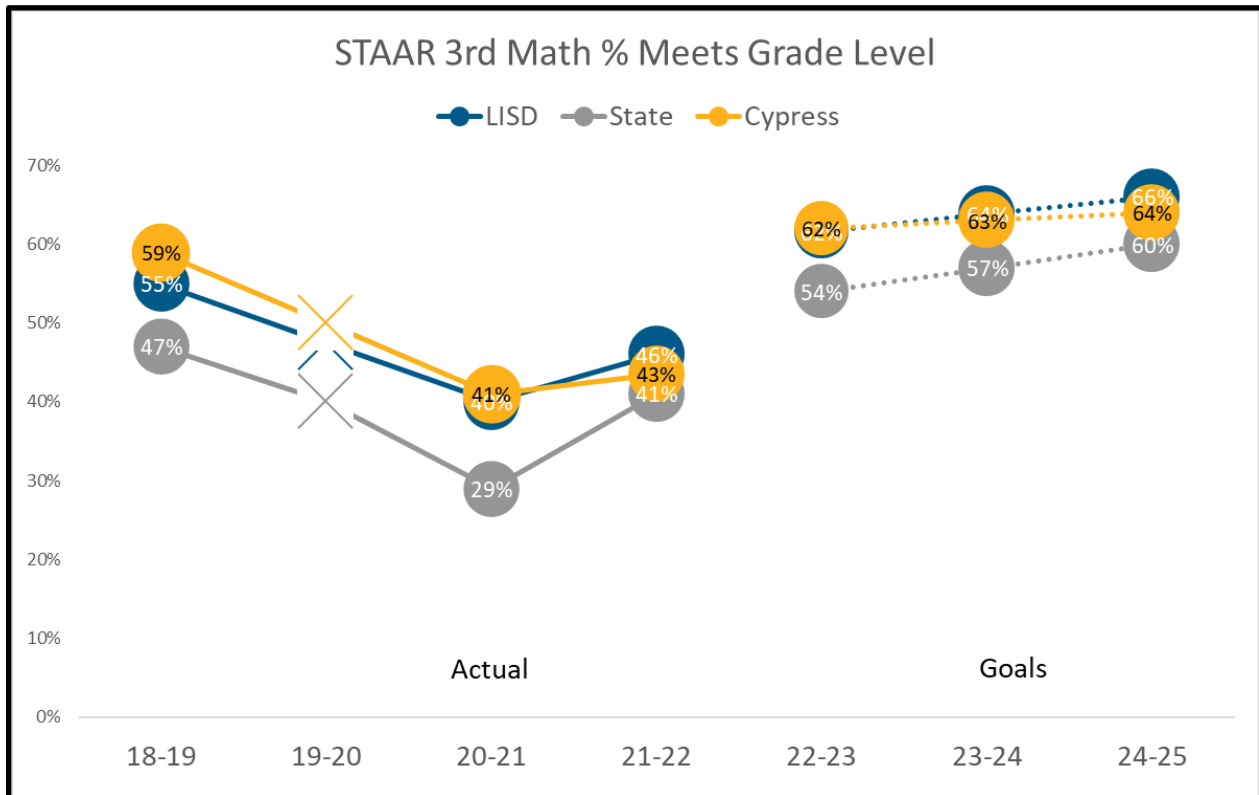
Cypress Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	59%			60%					
2019-20	60%			61%					
2020-21	60%			61%					
2021-22	61%			62%					
2022-23	62%			63%					
2023-24	63%			64%					
2024-25	64%			65%					

Cypress *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	59%			60%					
2019-20	X			X					
2020-21	41%		33%	45%			30%	10%	
2021-22	43%		38%	45%			18%	0%	

Cypress *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Danielson Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

135

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/positive trend in the perceptual survey of students for classroom activities challenge me in my learning and I have the opportunity to set academic goals to track my progress.(baseline in Spring & Fall 2022)

**Staff Responsible:** Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff

**Opportunity Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards the adoption of Outcomes-Based Grading as well as measured success improving overall student growth on MAP and ISIP assessments. <sup>136</sup></p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff</p> <p><b>Opportunity Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3 - Perceptions 4</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Counselors, Instructional Coaches, Teaching Staff</p> <p><b>Opportunity Statements:</b> Demographics 3, 4 - Student Learning 4 - School Processes &amp; Programs 1, 4 - Perceptions 1, 4</p>	137

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions. <b>Evidence of Success:</b> Increase in student & parent survey data. <b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coaches, Counselors, Teaching Staff  <b>Opportunity Statements:</b> Demographics 3 - School Processes & Programs 1 - Perceptions 4	138

# Deer Creek Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

139

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students and parents related to opportunities and supports for deeper learning: (Student survey: "I see connections between what I am doing in school and the LISD Graduate Profile" [Baseline: 35% Agree]; Parent Survey: "My child's teachers encourage my child to take charge of his/her own education" [Baseline: 32% Agree]; "My child has the opportunity to engage in learning that is relevant to his/her interests, passions, or goals" [Baseline 32% Agree] 80% of students in grades 3-5 have a digital portfolio with evidence of Graduate Profile, Personal Interest, and reflection connections; 50% of students in grades K-2 have a portfolio with evidence of self-reflection. UDL Look Fors data will show positive trend in expert learner environments.

**Staff Responsible:** Principal, Assistant Principal, Grade Level Team, Campus ILT

**Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics indicated by gains of students from low growth to high growth quadrants (math) and tiers (reading) at each grade level from 2022 BOY to EOY. (Baseline EOY 2021-22 MAP: Kindergarten 50th%, 1st 43%, 2nd 44%, 3rd 74%, 4th 58% Overall for school medium growth 58% and medium achievement 70% Baseline 2021-22 ISIP Tiers 1 and 2: Kindergarten 21%, 1st 21%, 2nd 14%, 3rd 13%, 4th 17%)</p> <p><b>Staff Responsible:</b> Instructional Leadership Team Principal Assistant Principal</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 1</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Gains/Positive trends in student &amp; parent perception survey data (Baseline Acceptance and Belonging dimension 92%) with decrease in negative responses to "feeling respected at school" (baseline 11% "No" ) and "feeling safe to be themselves at school" (baseline 10% "No" and 29% "Sometime"). Evidence of Kagan Structures in classroom Look Fors, SST Agendas and academic growth of identified SST students</p> <p><b>Staff Responsible:</b> Instructional Leadership Team Classroom Management Vertical Team Principal</p>	141

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Deer Creek Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

## *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

## *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

## *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62% 143	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

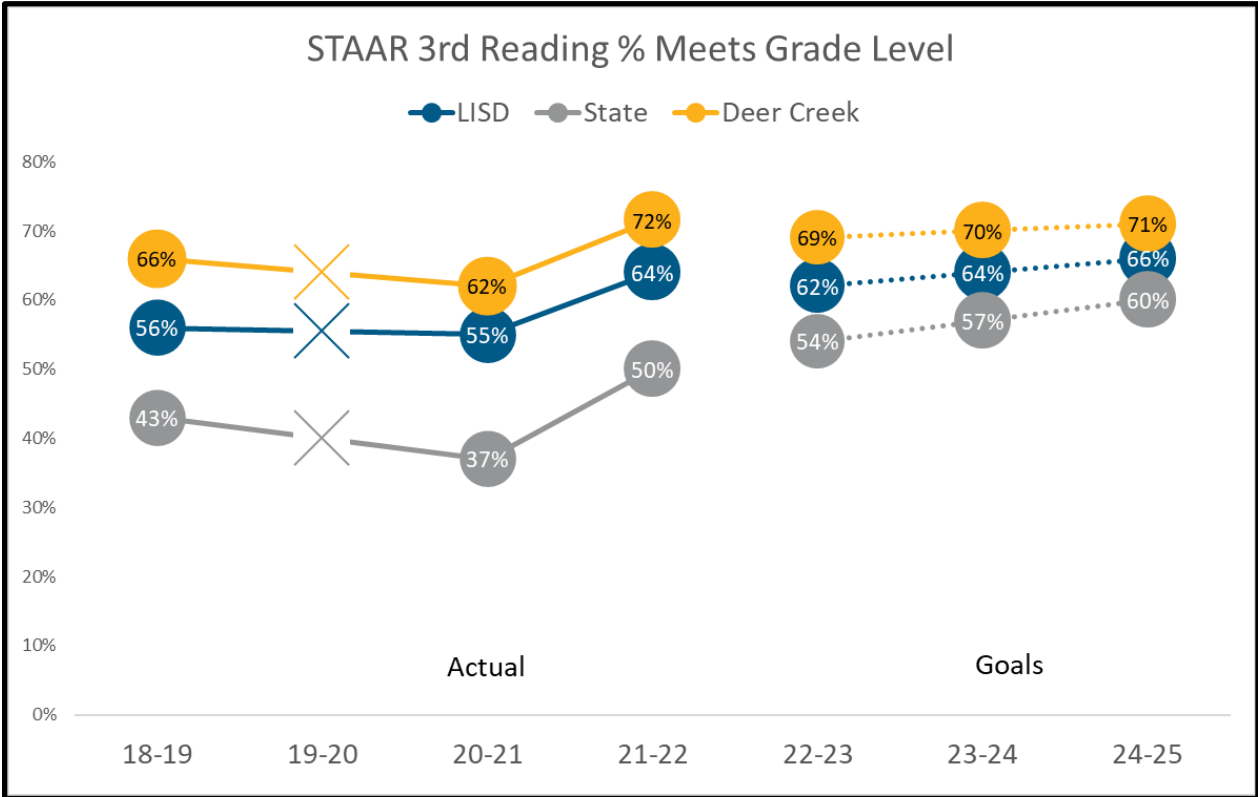
Deer Creek Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	66%			66%					
2019-20	67%			67%					
2020-21	67%			67%					
2021-22	68%			68%					
2022-23	69%			69%					
2023-24	70%			70%					
2024-25	71%			71%					

Deer Creek *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	66%			66%					
2019-20	67%			67%					
2020-21	62%		50%	64%	42%				
2021-22	72%		61%	76%	55%		39%		60%

Deer Creek Actual Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Deer Creek Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

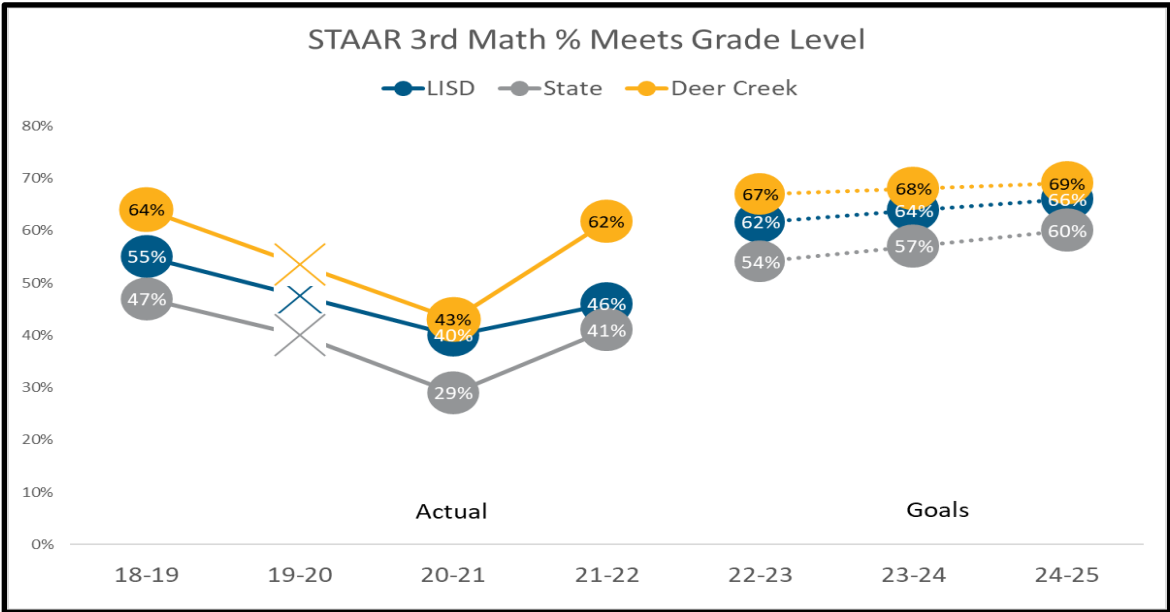
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
2019-20	65%			66%					
2020-21	65%			66%					

2021-22	66%			67%					
2022-23	67%			68%					
2023-24	68%			69%					
2024-25	69%			70%					

Deer Creek *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
2019-20	✕			✕					
2020-21	43%		43%	38%	50%				
2021-22	62%		50%	66%	73%		15%		47%

Deer Creek Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Early College High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 148

### HB3 Goal

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p>

149

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Major Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access.

150

# Faubion Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Major Change

151

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022); walkthrough/observation data; PLC Agendas

**Staff Responsible:** Campus Admin, Instructional Coach, Classroom Teachers

**Opportunity Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Students will set and track goals, students participating in campus-wide leadership opportunities, evidence of student voice and choice in classroom walk through data <sup>152</sup></p> <p><b>Staff Responsible:</b> Campus Admin, Instructional Coach, Classroom Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2</p>

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Eliminate barriers to equitable access through collective efficacy</p> <p><b>Evidence of Success:</b> Perceptual survey data, student performance data on various assessments, Response to Intervention data</p> <p><b>Opportunity Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Faubion Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

## *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

## *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

## *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

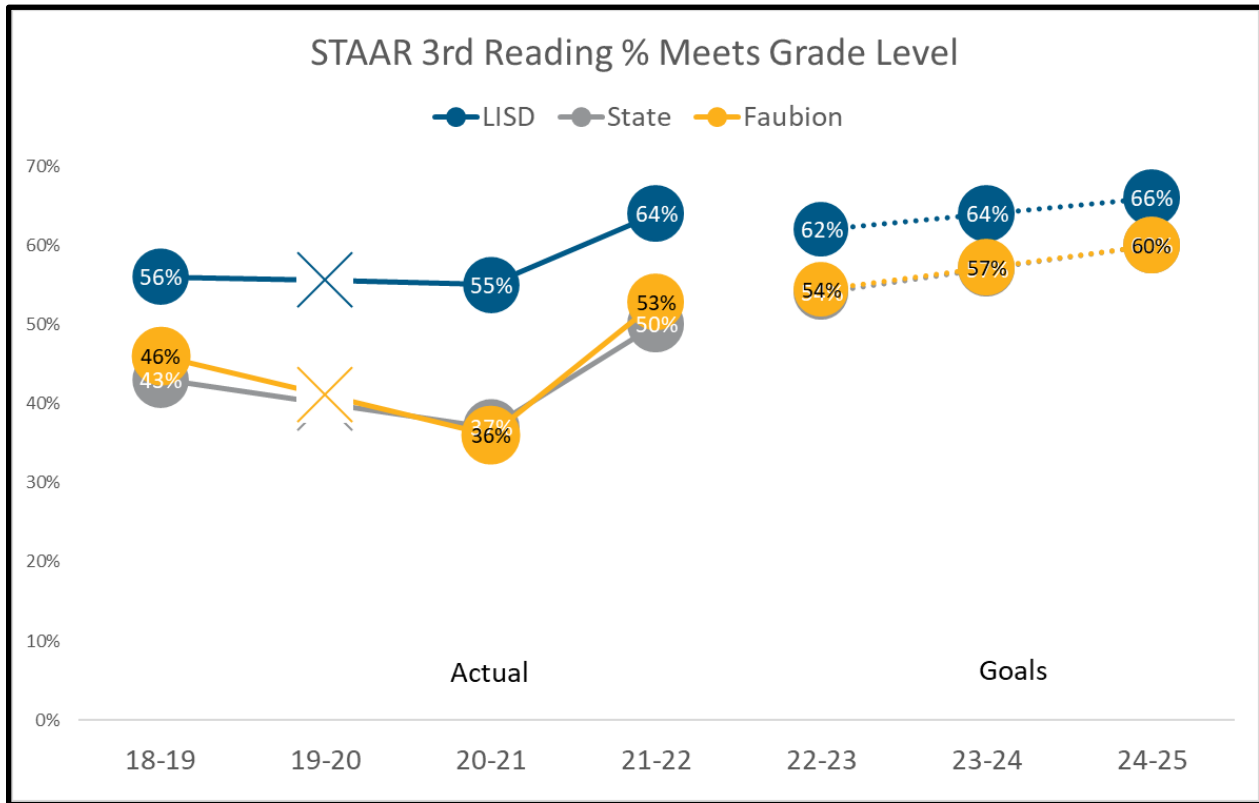
Faubion Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			55%					
2019-20	48%			56%					
2020-21	48%			56%					
2021-22	52%			57%					
2022-23	54%			58%					
2023-24	57%			59%					
2024-25	60%			60%					

Faubion Actual Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			55%					
2019-20	X			X					
2020-21	36%		31%	50%				20%	
2021-22	53%		35%	74%			33%	36%	

Faubion *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

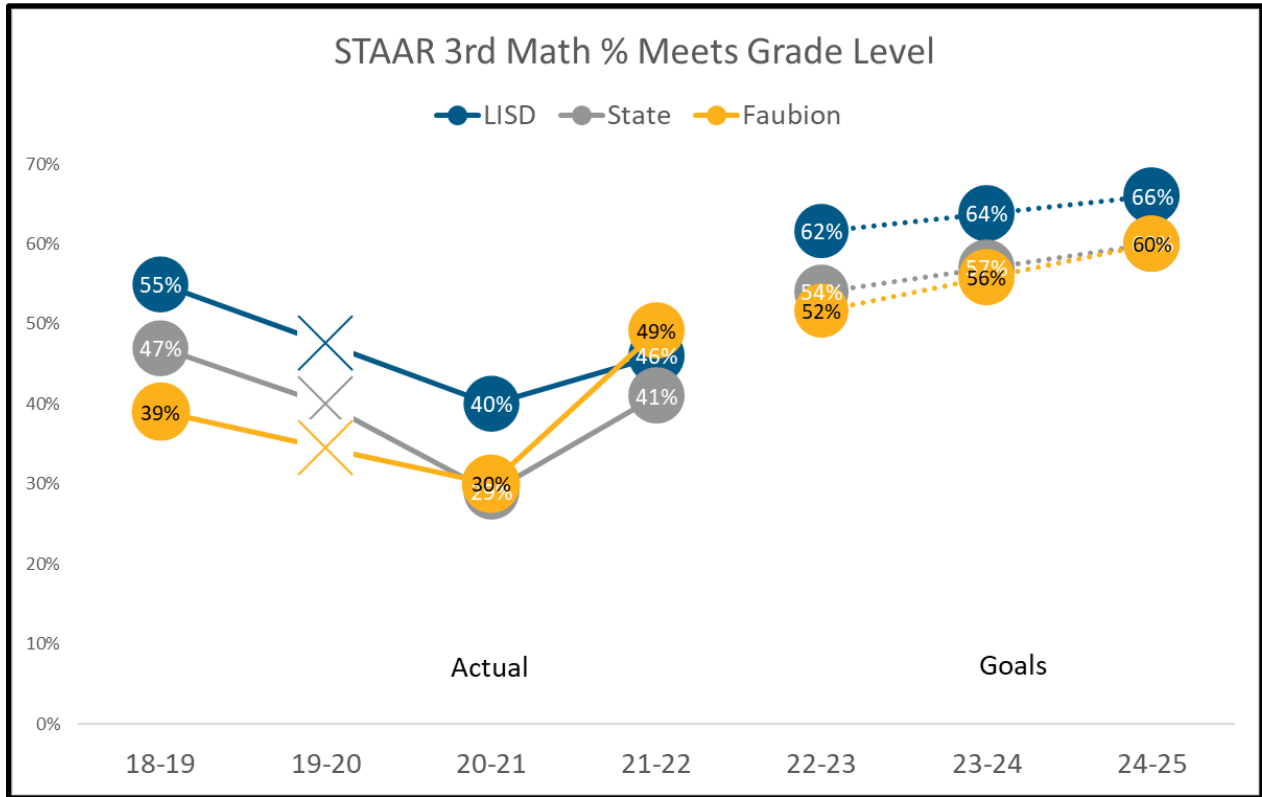
Faubion Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	39%			48%					
2019-20	43%			50%					
2020-21	43%			50%					
2021-22	47%			53%					
2022-23	52%			56%					
2023-24	56%			58%					
2024-25	60%			60%					

Faubion *Actual* Data -Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	39%			48%					
2019-20	×			×					
2020-21	30%		15%	50%				20%	
2021-22	49%		40%	65%			33%	29%	

Faubion *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Four Points Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 160

### HB3 Goal

**Initial Status:** Minor Change

#### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)

**Staff Responsible:** Principal, Assistant Principals, Instructional Coach, Student Success Facilitators

**Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2

#### System Response 2 Details

**System Response 2:** Promote Student Ownership of Learning

**Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness as measured by Student Data Trackers and Teacher Failure Rate Reports.

**Staff Responsible:** Teachers, Instructional Coach, Student Success Facilitators

**Opportunity Statements:** Demographics 1

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff.  <b>Opportunity Statements:</b> Perceptions 1	161

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved parent climate survey</p>

162

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> All Language Arts, Social Studies, and Science classes having a heterogeneously grouped class make up and the elimination of Advanced Placement vs. On-Level Classes.</p> <p><b>Staff Responsible:</b> Principal</p> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	<p>163</p>

# Giddens Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 164

### HB3 Goal

**Initial Status:** Maintain but Consider a Change

#### System Response 1 Details

**System Response 1:** Refine systems to focus on student academic growth in Reading and Math.

**Evidence of Success:** Increase in scores from Beginning of the Year to End of Year in ISIP and MAP.

Current BOY ISIP scores for combined levels 3, 4 and 5 (On track for Reading Success Tier 1):

K= 59%  
1= 58%  
2= 38%  
3= 54%  
4= 50%  
5= 53%

Current BOY MAP scores (% on Level 1, 2, or 3 out of 5):

K= 80%  
1= 73%  
2= 55%  
3= 41%  
4= 58%  
5= 50%

**Staff Responsible:** Teachers, Administrators, and Instructional Coach

**Opportunity Statements:** Student Learning 1, 2 - Perceptions 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

**System Response 1 Details**

**System Response 1:** Support the acquisition of the Leander ISD Graduate Profile.

**Evidence of Success:** 1) Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.

2) MRA survey results from Parents, Teachers, and Students through The Leader in Me.

Our End of Year Parent Survey results from Parents and Students indicate:

\*Awareness of Graduate Profile- Students (23% yes), Parents (19% strongly agree/agree)

\*Skilled Communicator and Collaborator- Students (52% yes), Parents (67% Strongly agree/agree)

\*Critical and Creative Thinker- Students (55% yes), Parents (72% Strongly Agree/Agree)

\*Compassionate Community Contributor- Students (52% yes), Parents (72% Strongly Agree/Agree)

\*Adaptable and Reflective Individual- Parents (67% strongly agree/Agree)

**Staff Responsible:** Teachers, Administrators, and Instructional Coach

**Opportunity Statements:** School Processes & Programs 1

165

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> Students in all demographic identifiers will show growth in Reading and Math.</p> <p><b>Staff Responsible:</b> Teachers, Instructional Coach, and Administration</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	166

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Giddens Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

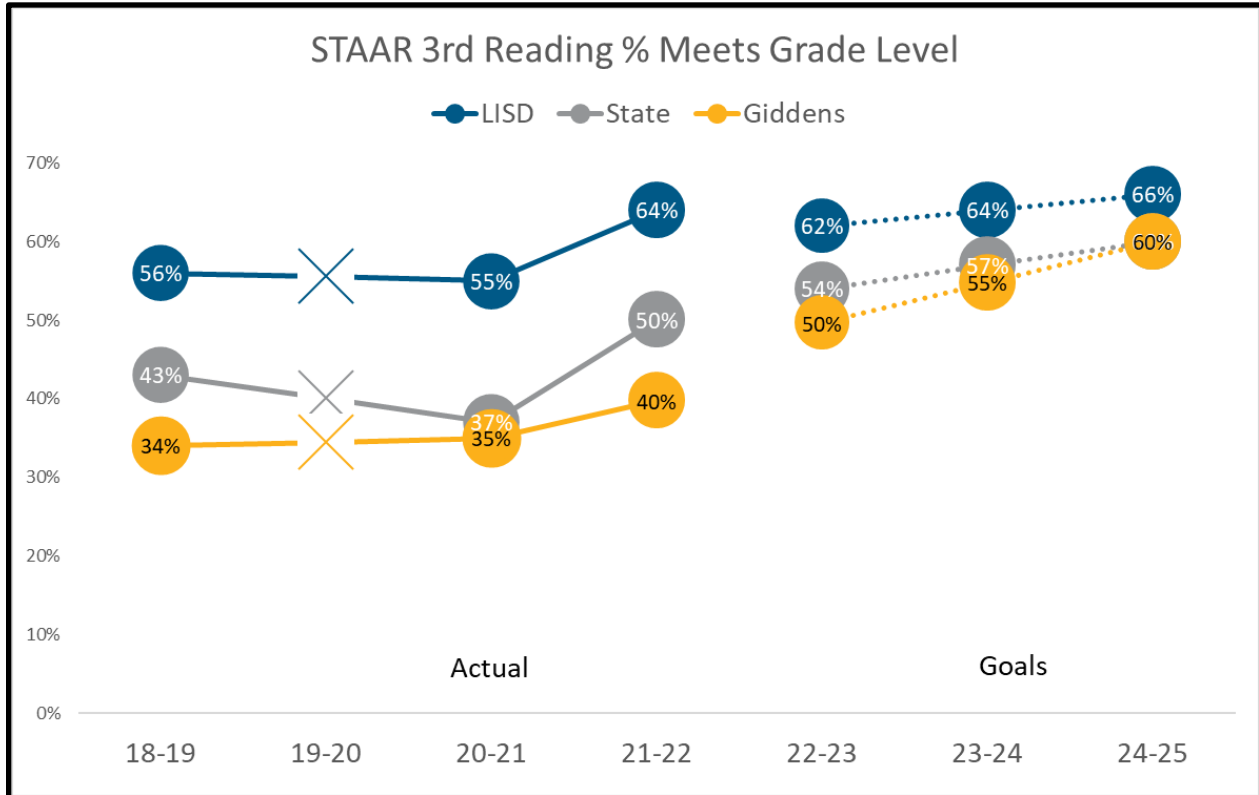
Giddens Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		25%	44%				29%	
2019-20	39%		32%	47%				35%	
2020-21	35%		37%	35%				21%	
2021-22	44%		39%	50%				41%	
2022-23	50%		46%	53%				47%	
2023-24	55%		53%	57%				53%	
2024-25	60%		60%	60%				60%	

Giddens *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		25%	44%				29%	
2019-20	39%		32%	47%				35%	
2020-21	35%		37%	35%			20%	21%	
2021-22	40%		34%	50%			14%	27%	

Giddens *Actual* Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Giddens Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

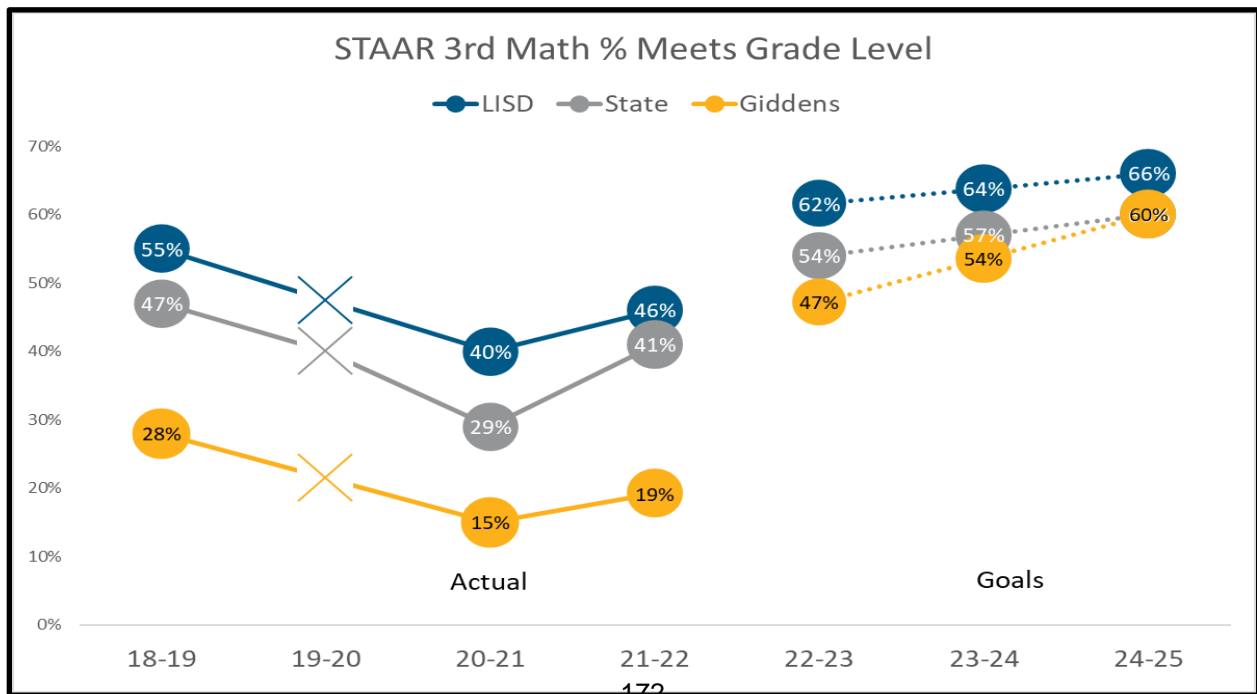
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	28%		29%	31%				29%	
2019-20	34%		35%	36%				35%	
2020-21	34%		35%	36%				35%	
2021-22	41%		42%	42%				42%	

2022-23	47%		48%	48%				48%	
2023-24	54%		54%	54%				54%	
2024-25	60%		60%	60%				60%	

Giddens *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	28%		29%	31%				29%	
2019-20	34%		35%	36%				35%	
2020-21	15%		15%	19%			0%	5%	
2021-22	19%		10%	33%			7%	6%	

Giddens *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Glenn High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

173

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** 1) Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)

2) 42% of campus leadership teams completing Deeper Learning Institute

**Staff Responsible:** Campus Leadership

**Opportunity Statements:** Demographics 1 - Student Learning 1, 3, 4, 5 - School Processes & Programs 2, 3 - Perceptions 2, 3

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning <b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for mathematics and college, career, and military readiness. System-wide adoption of MAP assessments <b>Staff Responsible:</b> Campus Administration Transition Coordinator Teachers  <b>Opportunity Statements:</b> Student Learning 1, 2, 3, 5 - School Processes & Programs 3	174

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Maintain but Consider a Change

**System Response 1 Details**

**System Response 1:** Recruit and retain high-quality staff by maintaining market competitiveness and implementing a variety of options for workplace structures.

**Evidence of Success:** Positive trends in staff recruitment and retention data

Positive trends in staff satisfaction survey data

Increased in diversity of GHS staff in the following groups (Hispanic, African American, and Asian)

Positive trends in PLC survey data

**Staff Responsible:** District and campus administration

**Opportunity Statements:** Student Learning 4, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1

175

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<p><b>System Response 1:</b> Recognize and support staff.</p> <p><b>Evidence of Success:</b> Positive trends in staff survey (Employee Engagement)</p> <p><b>Staff Responsible:</b> Campus Leadership and IC</p> <p><b>Opportunity Statements:</b> Student Learning 4 - School Processes &amp; Programs 1, 2 - Perceptions 1, 2</p>	<p>176</p>

[HOUSE BILL 3 LEGISLATION](#)

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

# Glenn High School

## CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
    - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
    - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
    - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
    - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
    - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
  - Completion of Career and Technical Education Programs of Study
    - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
    - Work with District CTE staff and campus to adapt Program of Study student recruitment and retention plans including branding and marketing initiatives.
    - Implement achievement recognitions for IBC earners and Program of Study completers.
  - Data analysis and action planning
    - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
    - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
    - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.
- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
    - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
    - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning, and program implementation.
  - Student recruitment, participation, and performance in AP/IB.
    - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
    - Support engagement and student success in AP and IB using AVID instructional support system.
    - Promote participation by communicating AP/IB program success district wide.
    - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
    - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
  - Data analysis and action planning
    - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
    - Monitor and communicate legislative AP/IB program changes to campuses.
    - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
  - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
    - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
    - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
    - Provide cross-district professional learning opportunities for CPM/CPE teachers.
    - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
  - Professional Learning
    - Coordinate College Board SAT Workshops for teachers.
    - Provide professional learning opportunities for counselors and administrators related to TSI.
    - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
  - Student Performance and Action Planning
    - Monitor TSI completion rate monthly.
    - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
    - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
    - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
    - Analyze MAP Growth data in relation to TSI readiness.
    - Develop district wide communication and plan to identify and support junior students after school day SAT in March.<sup>178</sup>

- College Entrance Exam Opportunities
  - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation, and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

## Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%

Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

## Glenn HS 2018-19 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

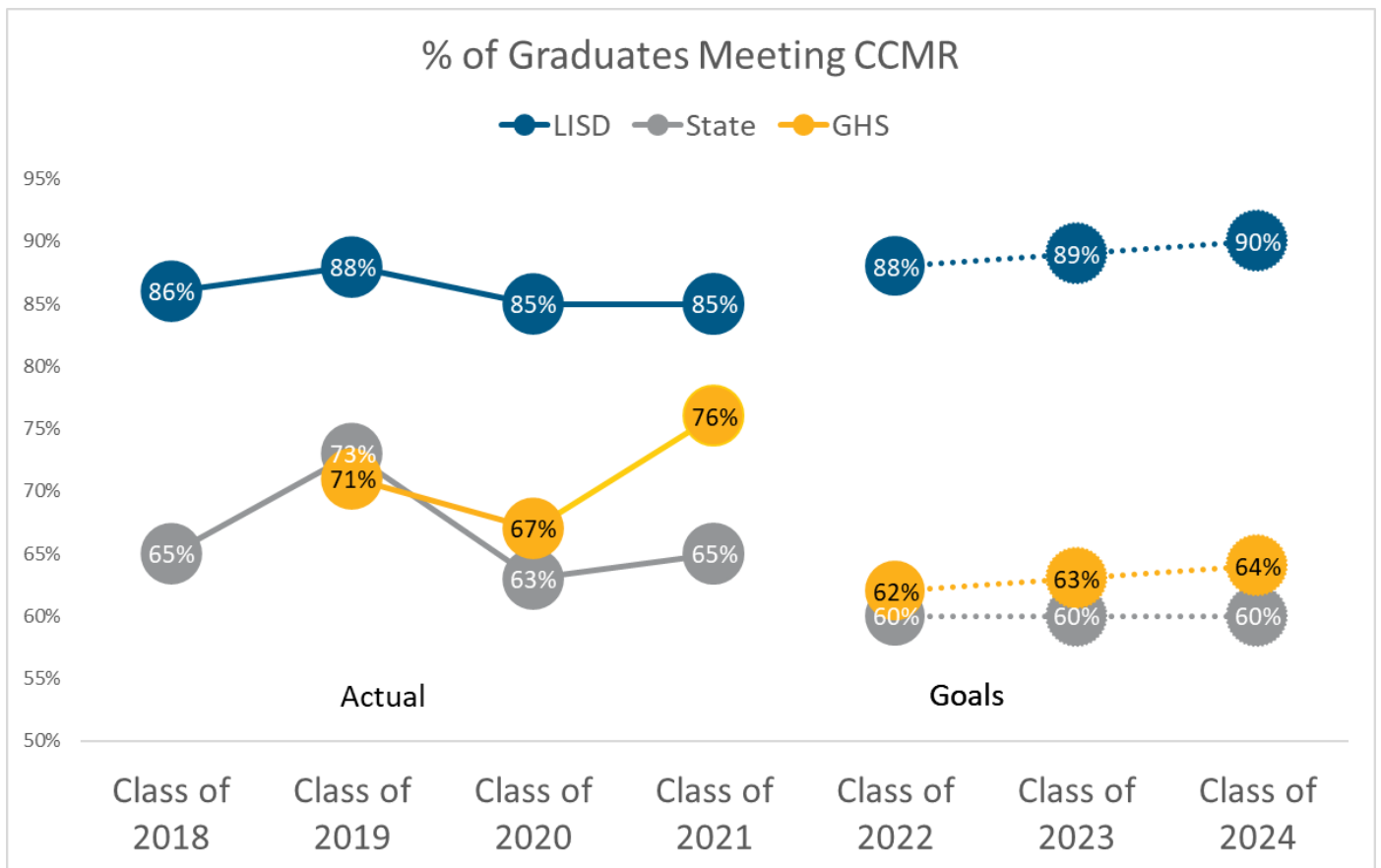
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Goal	59%	46%	49%	66%	89%	71%	88%	51%	38%
Class of 2020 Goal	60%	47%	50%	67%	90%	72%	89%	52%	39%
Class of 2021 Goal	61%	48%	51%	68%	91%	73%	90%	53%	40%
Class of 2022 Goal	62%	49%	52%	69%	92%	74%	91%	54%	41%
Class of 2023 Goal	63%	50%	53%	70%	93%	75%	92%	55%	42%
Class of 2024 Goal	64%	51%	54%	71%	94%	76%	93%	56%	43%

## Glenn High School Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Actual	71%	54%	63%	78%	89%	79%	85%	64%	62%
Class of 2020 Actual	67%	58%	63%	71%		79%	86%	66%	46%
Class of 2021 Actual	76%	76%	72%	80%	50%	68%	96%	70%	

## Glenn High School Actual Data and Proposed Goals



# Grandview Hills Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Minor Change

182

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring &amp; Fall 2022)</p> <p><b>Staff Responsible:</b> Chief Academic Officer, Teaching and Learning Team, Campus Principals</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

**System Response 1 Details**

**System Response 1:** Empower students through meaningful learning experiences inlaid in each IB planner to optimize growth and embody the Leander ISD Graduate Profile.

**Evidence of Success:** Increase the number of students making moderate to high levels of growth in reading from 71% (EOY 2022) to 85% (EOY 2023) as measured by<sup>183</sup> ISIP.

Increase the number of students making average to high levels of growth in mathematics from 48% (EOY 2022) to 70% (EOY 2023) as measured by MAP.

Walk through data that shows evidence of students tracking their data and growth.

**Staff Responsible:** GHE Empowered Student Learning Vertical Cadre

GHE Admin

GHE Teachers

**Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

**System Response 1 Details**

**System Response 1:** Recruit, grow, and retain high-quality staff.

**Evidence of Success:** Positive trends in staff recruitment and retention data  
Staff satisfaction survey  
Increased diversity of LISD staff

184

**Staff Responsible:** All hiring agents (district and campus administration)

**Opportunity Statements:** School Processes & Programs 1 - Perceptions 2

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue their interests, and their passions.	
<b>Evidence of Success:</b> Increase in the percent of students who say that discipline is enforced fairly (baseline is 55% yes)	
Evidence as seen in classroom walkthroughs	185
Percentage of staff trained in Mindfulness and Restorative Practices (baseline is 75% staffed trained)	
<b>Staff Responsible:</b> Safe & Innovative Learning Environments Vertical Cadre	
GHE Admin	
GHE Teachers	
<b>Opportunity Statements:</b> Perceptions 3	

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Grandview Hills Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

## *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

## *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

## *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

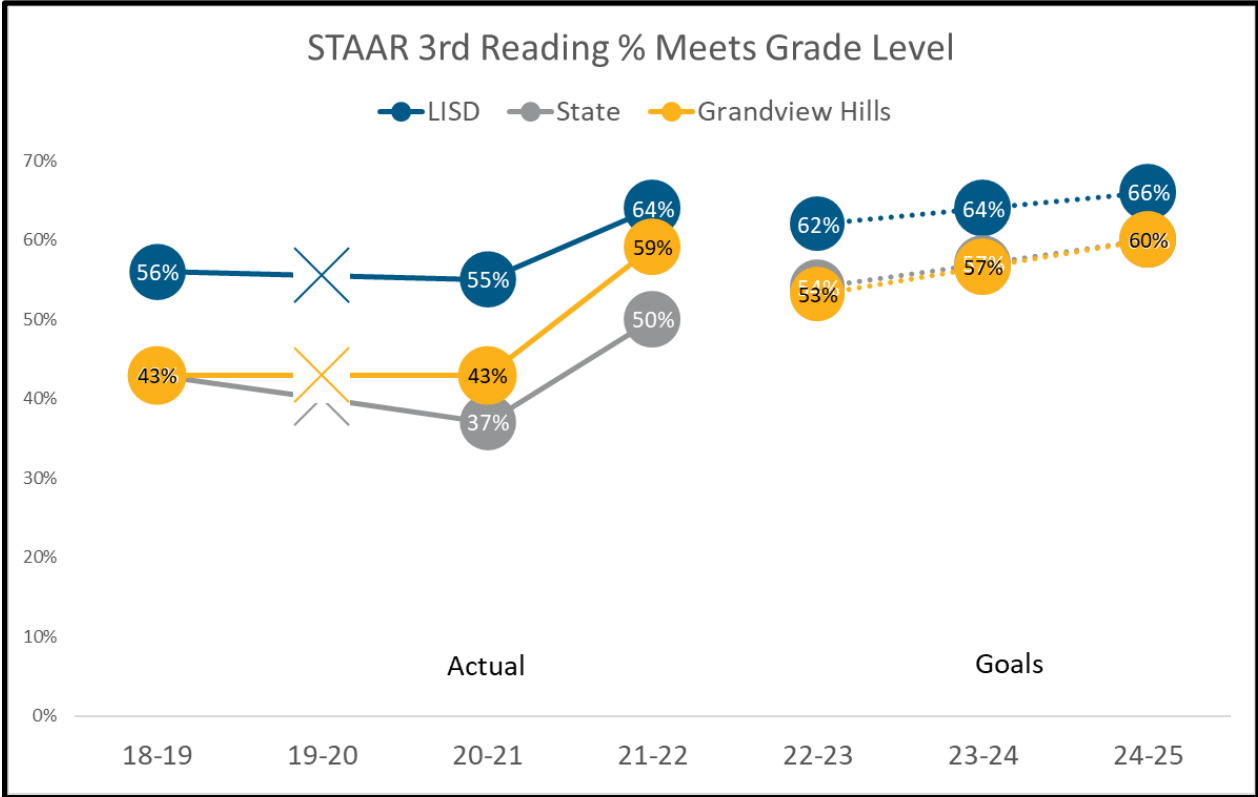
Grandview Hills Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%			49%					
2019-20	47%			51%					
2020-21	47%			51%					
2021-22	50%			53%					
2022-23	53%			55%					
2023-24	57%			57%					
2024-25	60%			60%					

Grandview Hills *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%			49%					
2019-20	X			X					
2020-21	43%		33%	67%			27%	6%	
2021-22	59%	64%	47%	55%			33%	59%	

Grandview Hills Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Grandview Hills Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

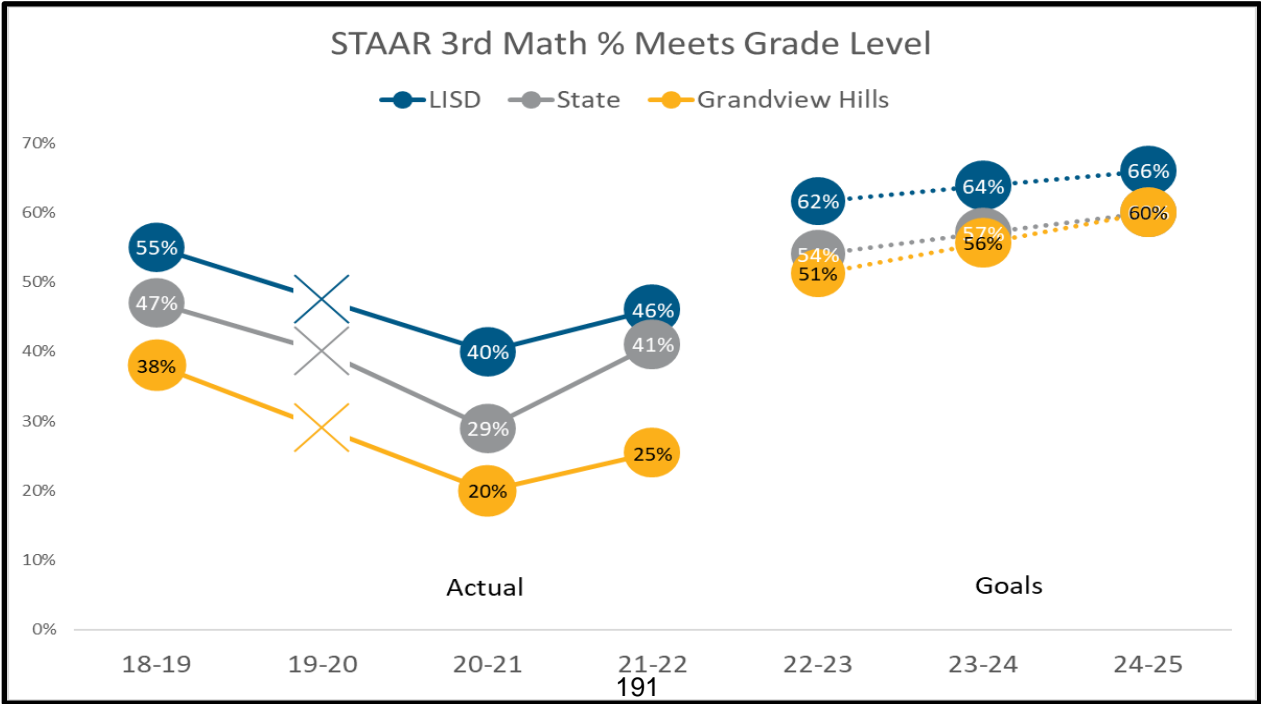
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
2019-20	42%			44%					
2020-21	42%			44%					
2021-22	47%			48%					

2022-23	51%			52%					
2023-24	56%			56%					
2024-25	60%			60%					

Grandview Hills Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
2019-20	X			X					
2020-21	20%		13%	28%			27%	6%	
2021-22	25%	0%	12%	29%			8%	14%	

Grandview Hills Actual Math Data through 2021 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Henry Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

192

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Climate Survey to the question, "How would you rate your overall engagement in school" by 5% (2022 student response was 76%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, &amp; Classroom Teachers</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My teachers encourage me to take charge of my own education" by 5% (2022 student response was 53%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to set academic goals to track my progress" by 5% (2022 student response was 52%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I receive support when I am struggling to learn in class" by 5% (2022 student response was 60%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, &amp; Classroom Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>	<p>193</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Agendas of forums held with the HMS community and the feedback gathered on the HMS Essential Skills Matrix (5Cs).</p> <p><b>Staff Responsible:</b> Campus Administration</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	194

# Knowles Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 195

### HB3 Goal

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Improve student academic growth and promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> -Student dialogue about their goals and progress as evidenced in student conferencing. -Evidence of student leadership opportunities within the classroom. -Development and implementation of interactive student portfolios in 4th and 5th grade. -Increase percentage of student achievement in ISIP, MAP Growth, and STAAR Scores.</p> <p><b>Staff Responsible:</b> Campus Administrators, Instructional Coaches, Teachers, and students</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 2</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Minor Change

**System Response 1 Details**

**System Response 1:** Support the acquisition of the Leander ISD Graduate Profile.

**Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.

Awareness of Graduate Profile: Students - 21% (Yes) Parents - 30% (Strongly Agree/Agree)

Skilled Communicator and Collaborator - Students - 61% (Yes) Parents - 79% (Strongly Agree/Agree)

Critical and Creative Thinker Students - 61% (Yes) Parents - 81% (Strongly Agree/Agree)

Compassionate Community Contributor - Students - 63% (Yes) Parents - 77% (Strongly Agree/Agree)

Adaptable & Reflective Individual - Parents - 78% (Strongly Agree/Agree)

**Staff Responsible:** Campus Principal & Leadership Team

**Opportunity Statements:** Perceptions 1

196

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Build the learning capacity and instructional strategy efficacy of my teachers and staff.</p> <p><b>Evidence of Success:</b> -Informal and formal observations -LEADS conversations -PLC knowledge &amp; process improvement</p> <p><b>Staff Responsible:</b> Campus Administrators and Instructional Coaches</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1, 2</p>	<p>197</p>

## HOUSE BILL 3 LEGISLATION

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Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Knowles Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

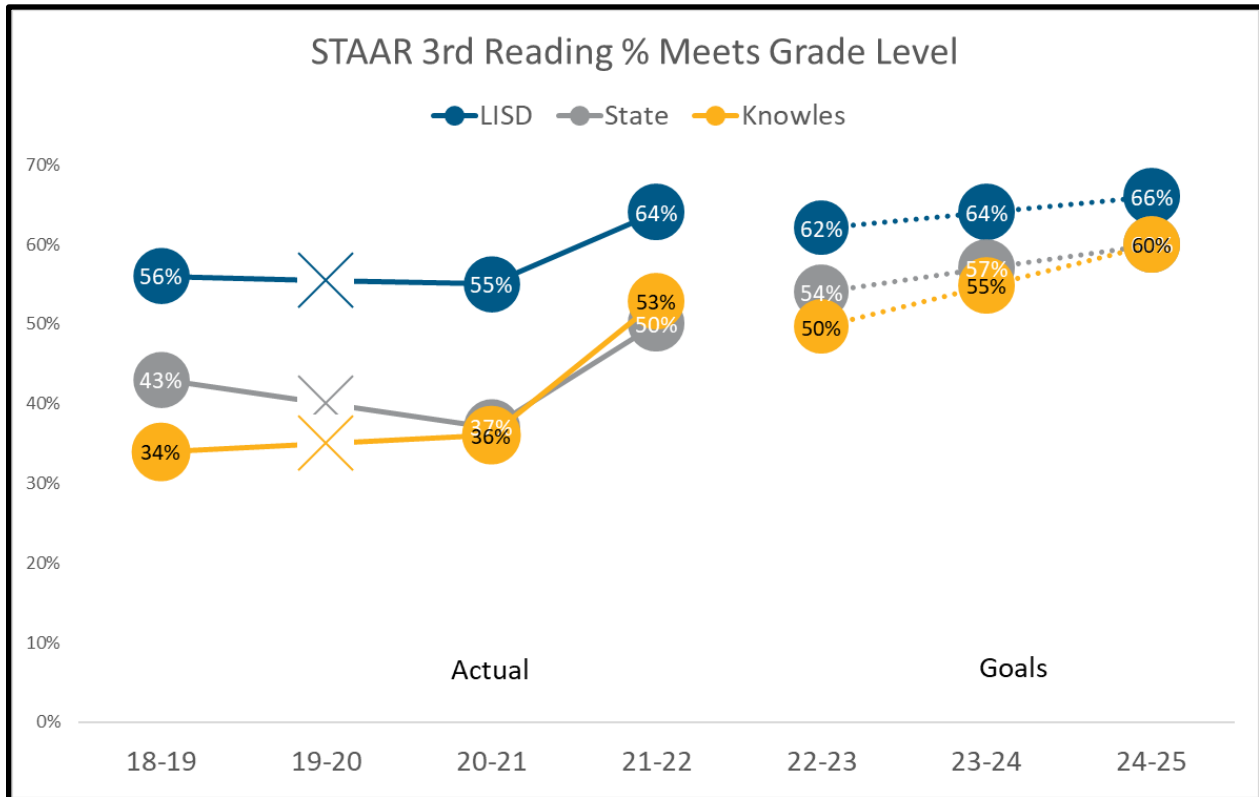
Knowles Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		28%	41%				29%	25%
2019-20	39%		34%	44%				35%	32%
2020-21	39%		34%	44%				35%	32%
2021-22	44%		40%	48%				41%	39%
2022-23	50%		47%	52%				47%	46%
2023-24	55%		54%	56%				53%	53%
2024-25	60%		60%	60%				60%	60%

Knowles *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		28%	41%				29%	25%
2019-20	✕		✕	✕				✕	✕
2020-21	36%		32%	46%				25%	16%
2021-22	53%		42%	73%			14%	46%	32%

Knowles Actual Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

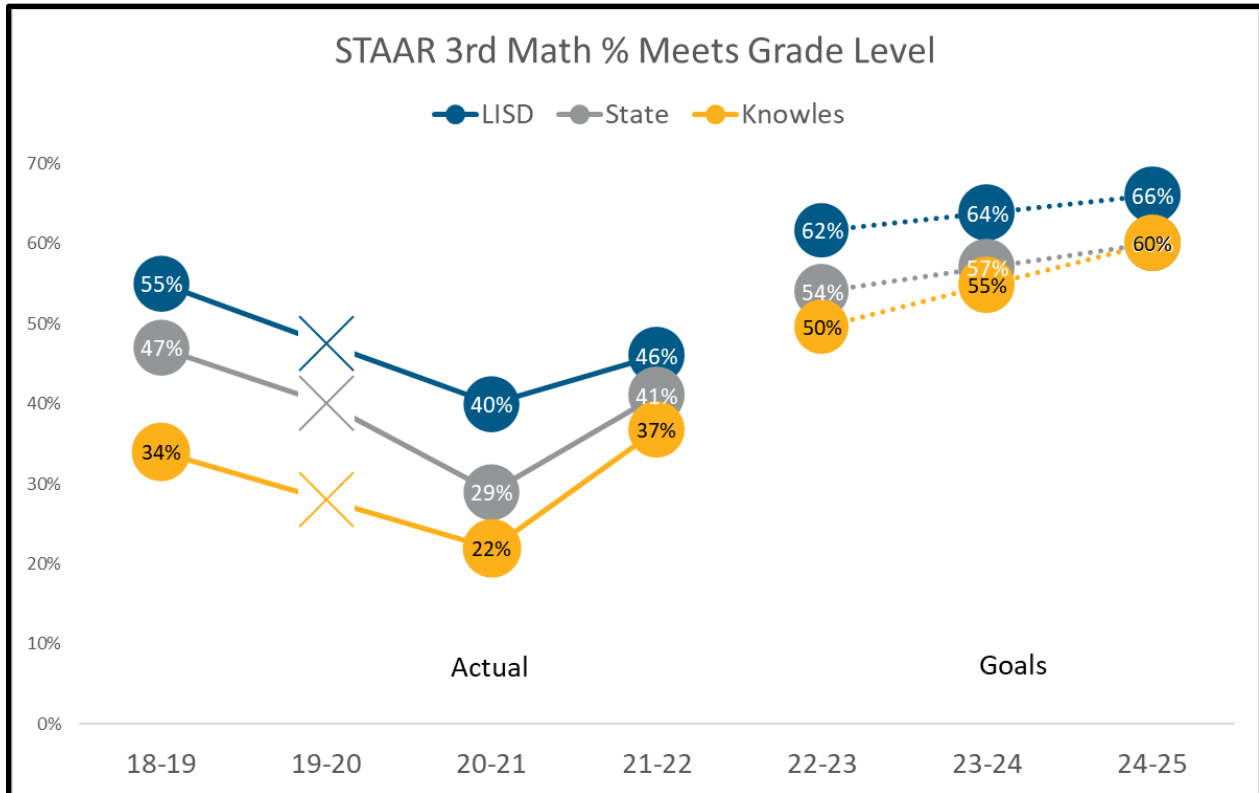
Knowles Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		33%	28%				25%	29%
2019-20	39%		38%	34%				32%	35%
2020-21	39%		38%	34%				32%	35%
2021-22	44%		43%	40%				39%	41%
2022-23	50%		49%	47%				46%	47%
2023-24	55%		55%	53%				53%	53%
2024-25	60%		60%	60%				60%	60%

Knowles *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		33%	28%				25%	29%
2019-20	✕		✕	✕				✕	✕
2020-21	22%		19%	31%				25%	17%
2021-22	37%		38%	38%			7%	39%	23%

Knowles Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Larkspur Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Minor Change

204

System Response 1 Details
<p><b>System Response 1:</b> We will build capacity among our staff regarding instructional practice using the Fundamental Five book.</p> <p><b>Evidence of Success:</b> Professional Learning trainings aligned to the Fundamental Five Walk through/observation data of the Fundamental Five being implemented in classrooms</p> <p><b>Staff Responsible:</b> Campus Admin/Leadership Team</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> We will promote Student Ownership of Learning through building student portfolios.</p> <p><b>Evidence of Success:</b> All students in grades Pre-K - 5th grade will create a student portfolio that will include student individual goals, tracking progress, and showcase individual celebrations during the 22-23 school year.<sup>205</sup></p> <p><b>Staff Responsible:</b> Campus Leaders &amp; Grade Level Teachers</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Major Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Eliminate barriers and silos to equitable pathways through collective responsibility.</p> <p><b>Evidence of Success:</b> Evidence of students making individual progress/growth through teacher data trackers.</p> <p><b>Staff Responsible:</b> Classroom teachers</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	206

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Larkspur Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

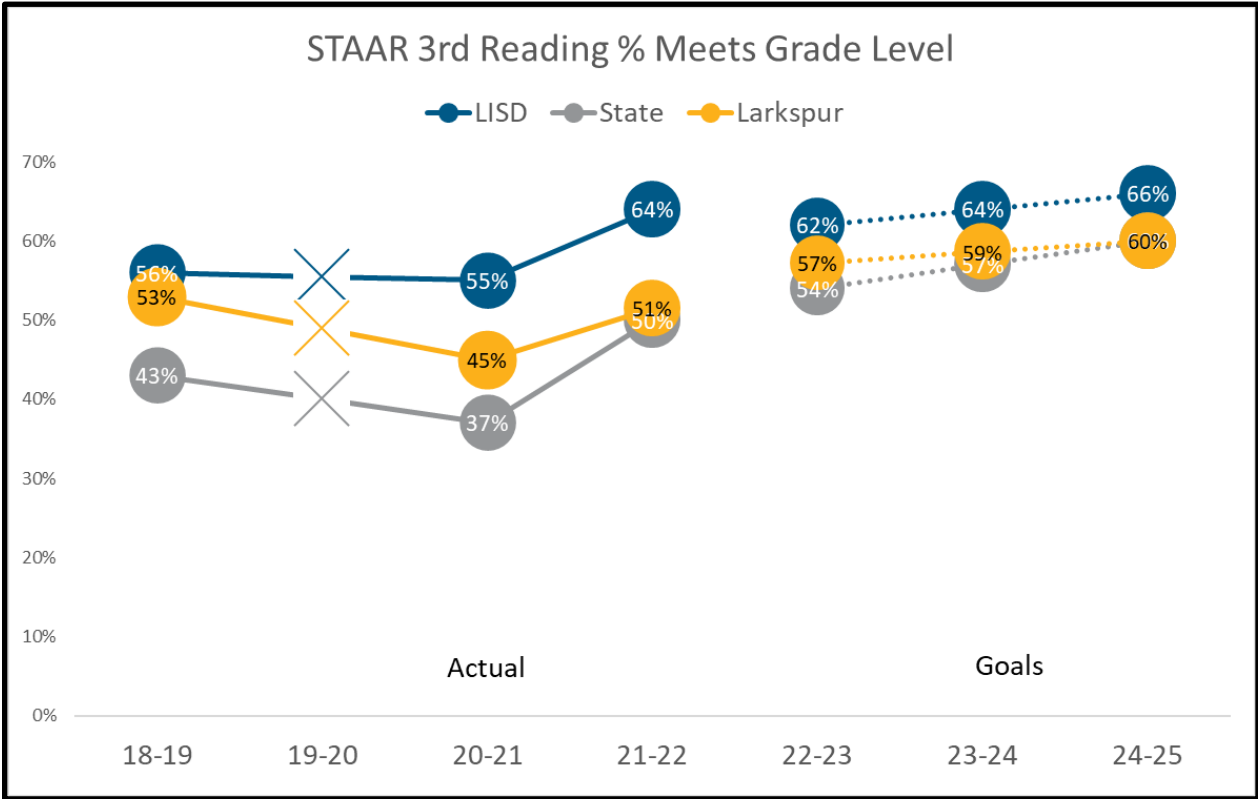
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	54%		47%	60%				43%	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	62%				47%	
2022-23	57%		53%	63%				51%	
2023-24	59%		56%	64%				55%	
2024-25	60%		60%	65%				60%	

Plain 2018-19 Data & Larkspur 2019-2022 *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	✕		✕	✕				✕	
2020-21	45%		46%	46%			27%	18%	
2021-22	51%	58%	60%	49%			18%	50%	58%

Plain (18-19) and Larkspur (19-20, 20-21, 21-22) Actual Reading Data and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

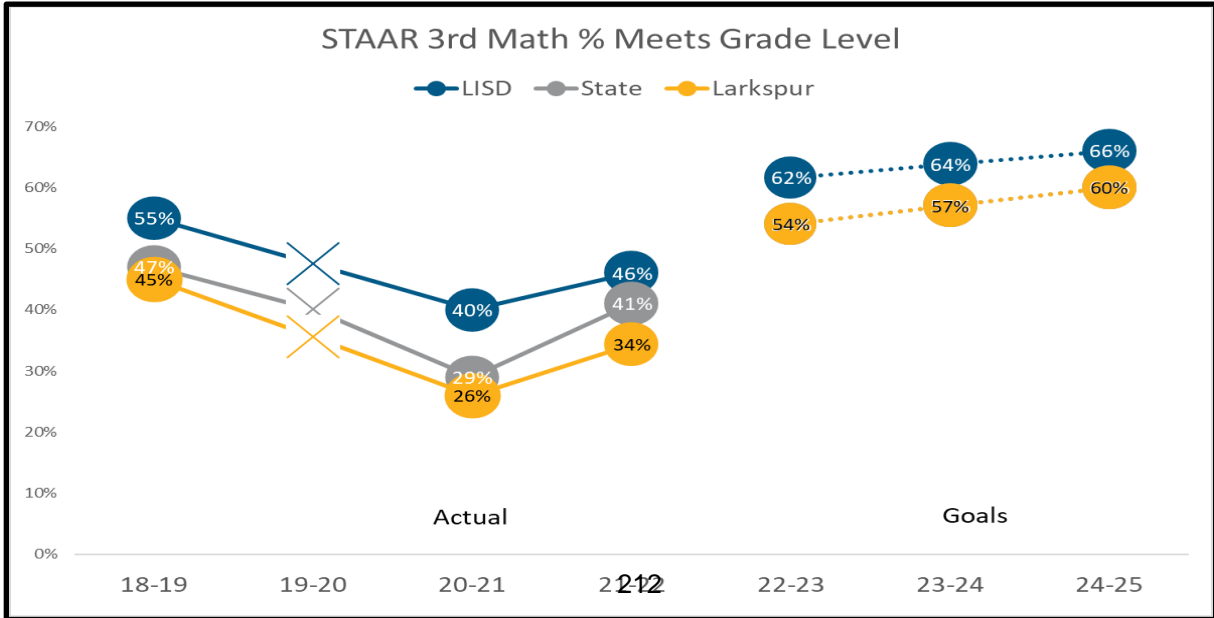
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	48%		39%	52%				37%	

2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	

Plain 2018-19 Data & Larkspur 2019-2022 Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	✕		✕	✕				✕	
2020-21	26%		26%	31%			9%	6%	
2021-22	34%	25%	33%	37%			23%	27%	25%

Plain (18-19) and Larkspur (19-20, 20-21, 21-22) Actual Math Data and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



# Laura Welch Bush Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 213

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> 85% of students will have leadership opportunities either inside of the classroom or schoolwide. 100% of students will have the opportunity to participate in service projects throughout the year.</p> <p><b>Staff Responsible:</b> Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Minor Change

System Response 1 Details	214
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved parent climate survey</p> <p><b>Staff Responsible:</b> Classroom Teachers Instructional Coach Principal Assistant Principal Counselor</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to ensure they are engaged and feel accepted.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey</p> <p><b>Staff Responsible:</b> Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	215

## HOUSE BILL 3 LEGISLATION

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Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Bush Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

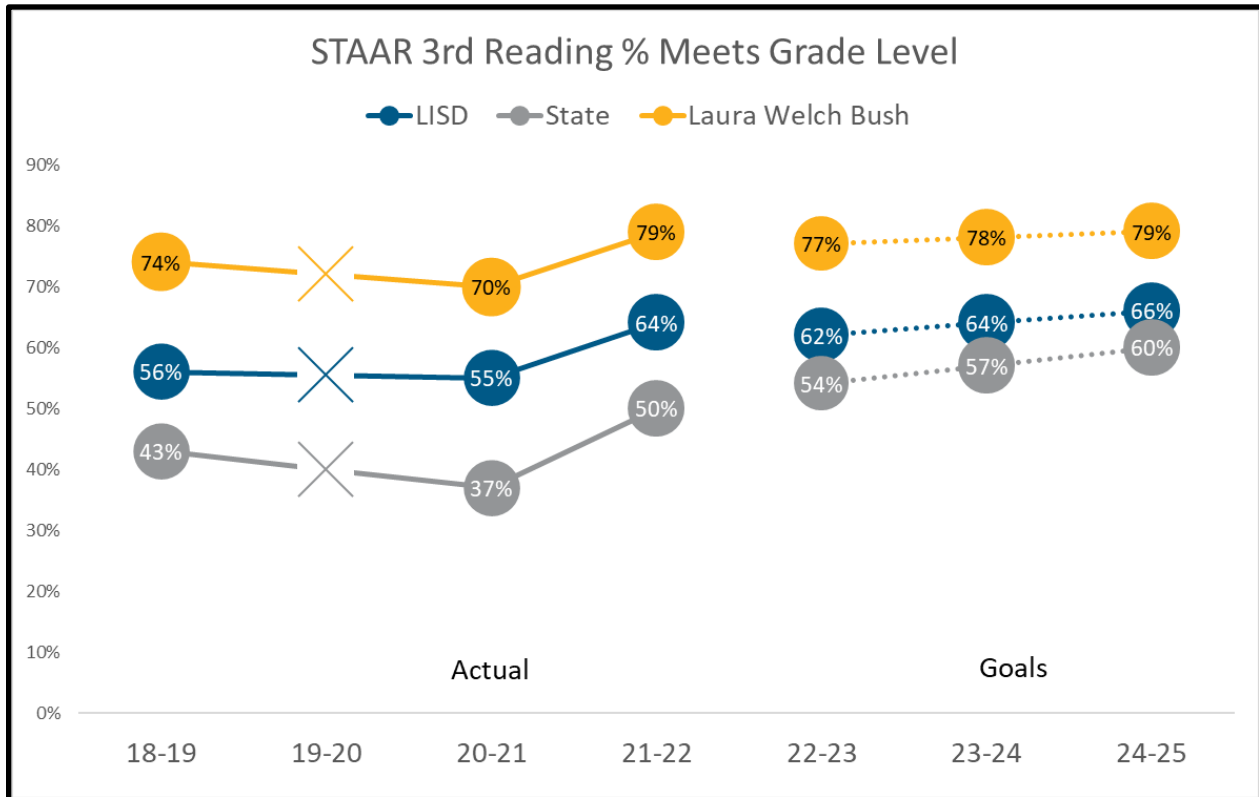
Laura Welch Bush Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
2019-20	75%			80%					
2020-21	75%			80%					
2021-22	76%			81%					
2022-23	77%			82%					
2023-24	78%			83%					
2024-25	79%			84%					

Laura Welch Bush *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
2019-20	✕			✕					
2020-21	70%		80%	64%	92%		46%		
2021-22	79%		74%	80%	100%				

Laura Welch Bush Actual Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Laura Welch Bush Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

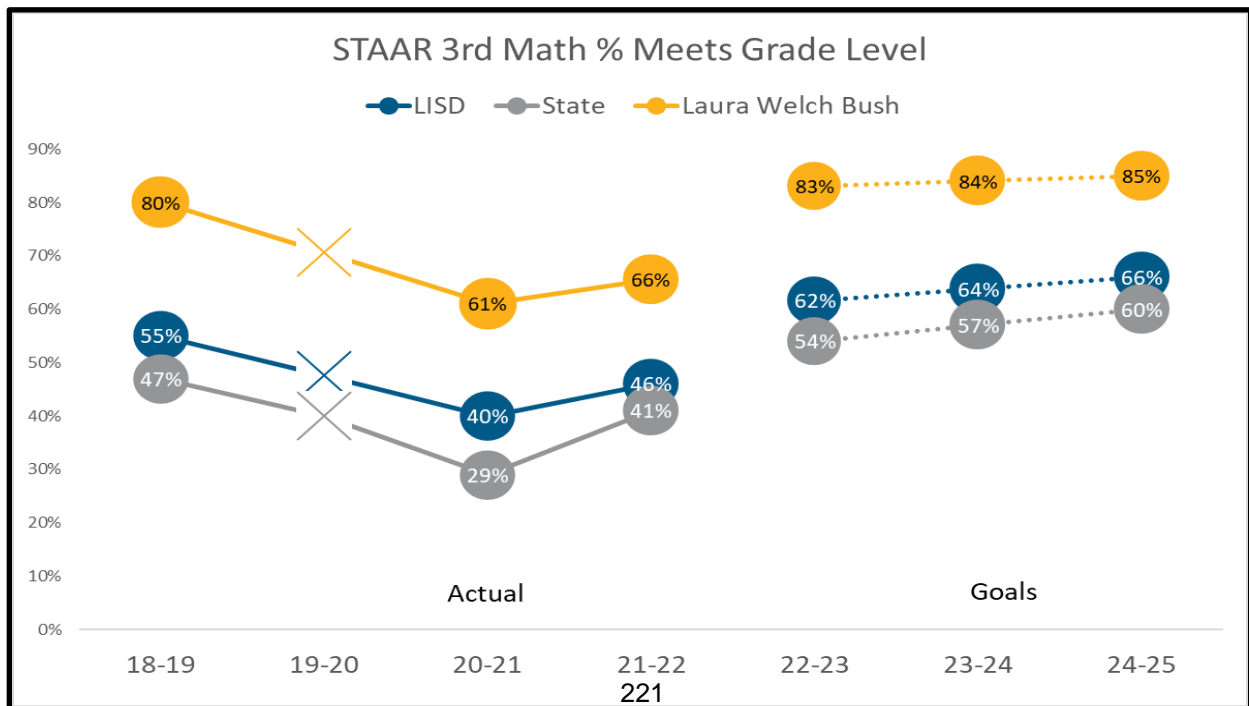
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
2019-20	81%			85%					
2020-21	62%		70%	56%	93%		31%		
2021-22	82%			86%					

2022-23	83%			87%					
2023-24	84%			88%					
2024-25	85%			89%					

Laura Welch Bush Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
2019-20	X			X					
2020-21	61%		70%	56%	93%		31%		
2021-22	66%		68%	61%	87%				

Laura Welch Bush Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Leander Extended Opportunity Center (LEO)

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 222

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Academic and Social/Emotional Learning</p> <p><b>Evidence of Success:</b> Marked improvement in grades, and compared entry and exit resilience surveys. Continued monitoring of student success in recovered courses and continuing courses transitioned back to home campuses</p> <p><b>Staff Responsible:</b> Administrators, counselors, teachers and credit recovery staff</p> <p><b>Opportunity Statements:</b> Demographics 1, 2 - Student Learning 2, 3 - School Processes &amp; Programs 3, 4</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile for all students while focusing on students identified at-risk. This focus will be specifically on the students identified that receive Special Education services and how we incorporate the graduate profile attributes into their lessons and targeted interventions.</p> <p><b>Evidence of Success:</b> Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p><b>Staff Responsible:</b> All</p> <p><b>Opportunity Statements:</b> Demographics 1, 2 - Student Learning 2, 3 - School Processes &amp; Programs 3, 4</p>	<p>223</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> LEO staff will identify students who do not feel they have a positive connection with a staff member both at LEO and on their home campus. They will then seek to help the student build a connection with our staff to ensure positive outcomes academically, socially, and emotionally while at LEO. Their LEO connection will help them identify and connect with someone on their home campus.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey</p> <p><b>Staff Responsible:</b> All staff</p>	224

# Leander High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

225

### **HB3 Goal**

**Initial Status:** Maintain

## System Response 1 Details

### System Response 1: Promote Student Ownership of Learning

#### Evidence of Success: System-wide adoption of MAP assessments & Positive Growth with HB 3

Leander HS has already met and exceeded HB 3 Goals and we will continue to strive to make positive growth through the Class of 2024 Cohort.

#### LHS HB 3 Baseline data:

All Students 79% (Class of 2019: 87%, Class of 2020: 90%; Class of 2021: 82%)  
African American 69% (Class of 2019: 74%, Class of 2020: 81%; Class of 2021: 70%)  
Hispanic 71% (Class of 2019: 86%, Class of 2020: 85%; Class of 2021: 79%)  
White 84% (Class of 2019: 89%, Class of 2020: 93%, Class of 2021: 83%)  
Asian 84% (Class of 2019: 82%, Class of 2020: 96%, Class of 2021: 96%)  
Two or more races 80% (Class of 2019: 86%, Class of 2020: 87%, Class of 2021: 85%)  
Special Education 93% (Class of 2019: 96%, Class of 2020: 87%, Class of 2021: 100%)  
Economical Disadvantage 71% (Class of 2019: 81%, Class of 2020: 82%, Class of 2021: 70%)  
English Language Learners 57% (Class of 2019: 81%, Class of 2020: no data, Class of 2021: 81%)

226

#### Class of 2022 Goals (actual data not yet received):

All students 82%  
African American 72%  
Hispanic 74%  
White 87%  
Asian 87%  
Two or more races 83%  
Special Education 94%  
Economically Disadvantage 74%  
English Language Learners 60%

**Staff Responsible:** Administrative Team, Instructional Coach, Transition Coordinator

**Opportunity Statements:** Demographics 1, 2 - Student Learning 1, 2, 3

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Maintain

System Response 1 Details	
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff.</p> <p><b>Staff Responsible:</b> Administrative Team</p> <p><b>Opportunity Statements:</b> Perceptions 1, 2</p>	<p>227</p>

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Maintain

System Response 1 Details	
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> Increased participation in all student groups in advanced programming and/or Career &amp; Technical education courses</p> <p><b>Staff Responsible:</b> Transition Coordinator, Administrative Team, Counseling Team</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 2</p>	228

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain

System Response 1 Details	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> In the student and parent survey data, we would like to maintain and/or increase the 92% of responses indicating they feel safe on campus.</p> <p><b>Staff Responsible:</b> Administration Team</p> <p><b>Opportunity Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1, 2</p>	229

[HOUSE BILL 3 LEGISLATION](#)

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

# Leander High School

## CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
    - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
    - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
    - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
    - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
    - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
  - Completion of Career and Technical Education Programs of Study
    - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
    - Work with District CTE staff and campus to adapt Program of Study student recruitment and retention plans including branding and marketing initiatives.
    - Implement achievement recognitions for IBC earners and Program of Study completers.
  - Data analysis and action planning
    - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
    - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
    - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.
- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
    - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
    - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning, and program implementation.
  - Student recruitment, participation, and performance in AP/IB.
    - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
    - Support engagement and student success in AP and IB using AVID instructional support system.
    - Promote participation by communicating AP/IB program success district wide.
    - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
    - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
  - Data analysis and action planning
    - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
    - Monitor and communicate legislative AP/IB program changes to campuses.
    - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
  - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
    - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
    - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
    - Provide cross-district professional learning opportunities for CPM/CPE teachers.
    - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
  - Professional Learning
    - Coordinate College Board SAT Workshops for teachers.
    - Provide professional learning opportunities for counselors and administrators related to TSI.
    - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
  - Student Performance and Action Planning
    - Monitor TSI completion rate monthly.
    - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
    - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
    - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
    - Analyze MAP Growth data in relation to TSI readiness.
    - Develop district wide communication and plan to identify and support junior students after school day SAT in March.<sup>231</sup>

- College Entrance Exam Opportunities
  - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
  
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation, and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

## Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%

Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

## Leander HS 2020-21 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

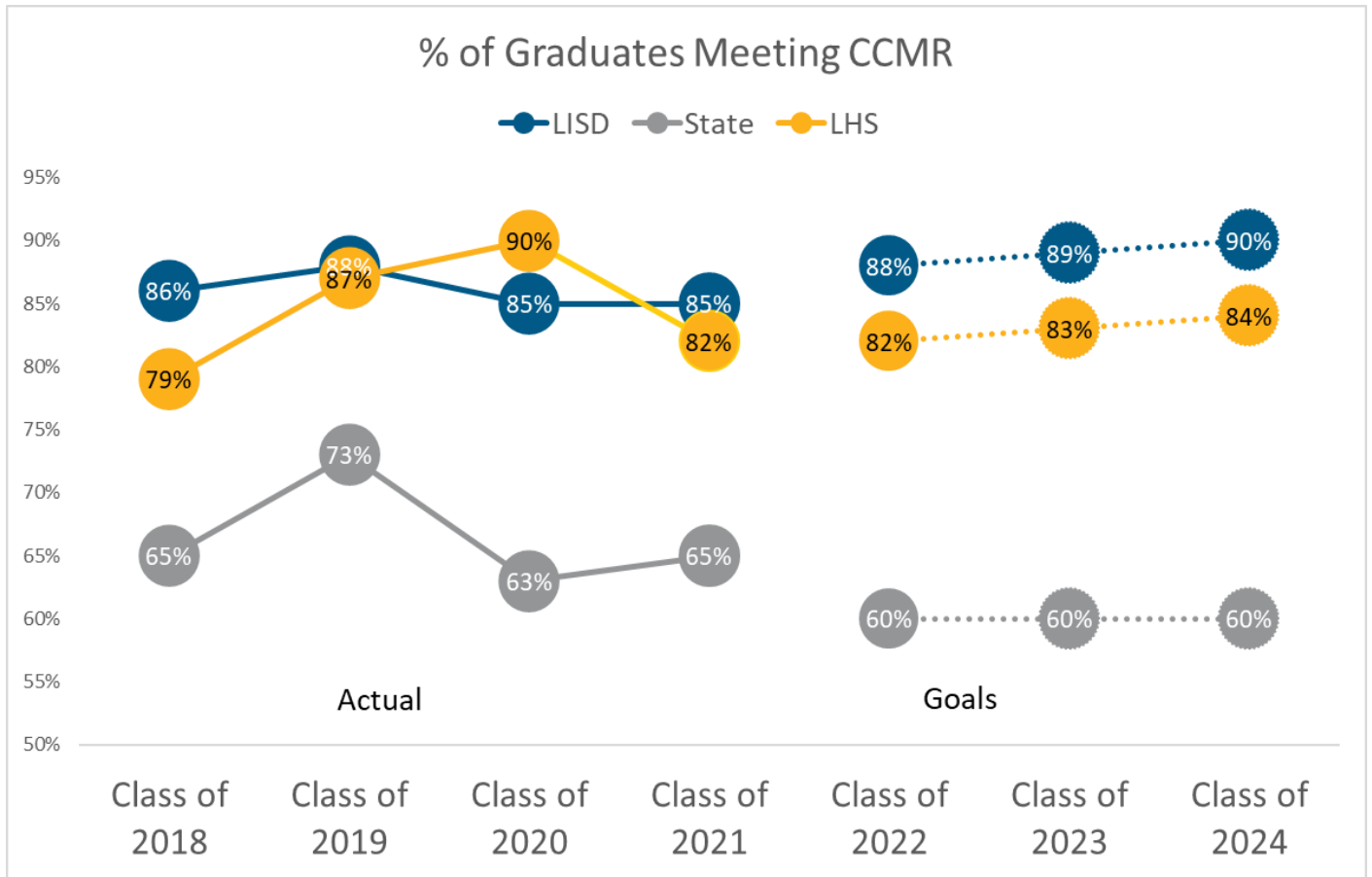
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2020 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2021 Goal	81%	71%	73%	86%	86%	82%	94%	73%	59%
Class of 2022 Goal	82%	72%	74%	87%	87%	83%	94%	74%	60%
Class of 2023 Goal	83%	73%	75%	88%	88%	84%	95%	75%	61%
Class of 2024 Goal	84%	74%	76%	89%	89%	85%	95%	76%	62%

## Leander HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Actual	87%	74%	86%	89%	82%	86%	96%	81%	81%
Class of 2020 Actual	90%	81%	85%	93%	96%	87%	100%	82%	
Class of 2021 Actual	82%	70%	79%	83%	96%	85%	100%	70%	81%

## Leander High School Actual Data and Proposed Goals



# Leander Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 235

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Support the differentiated needs of ALL learners.</p> <p><b>Evidence of Success:</b> Improvement/Positive Trend in ISIP/MAP Data across all three grade levels.</p> <p>Increase in the percentage of students approaching grade level standard on Reading.</p> <p>Increase in STAAR assessments campus wide.</p> <p><b>Staff Responsible:</b> Teachers, Student Success Facilitators, Instructional Coach, Instructional Assistants, Special Education Staff, and Campus Administration.</p> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

**System Response 1 Details**

**System Response 1:** Promote Collective Efficacy and Shared Ownership of attributes connected to the Graduate Profile.

**Evidence of Success:** Positive trends in student responses to survey questions related to student embodiment of the Leander ISD Graduate Profile, such as: "I have heard of the Leander ISD Graduate Profile."

Positive trends in parent responses to survey questions related to Empowered Student Learning, such as: "My child's teachers include my child in classroom decisions."<sup>236</sup>

Positive trends in student responses to survey questions related to Empowered Student Learning, such as: "My teacher asks me what I want to learn about."

**Staff Responsible:** Administration, Teachers, and Support Staff at LMS

**Opportunity Statements:** Perceptions 1

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Positive trends in student &amp; parent survey data reflecting they feel safe and included at school.</p> <p>Improvement in survey data related to students feeling respected and accepted at school.</p> <p>Utilization of Relational/Restorative practices in order to decrease the # of student referrals across the campus.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coach, Teachers, Coaches, Elective teachers, Club Sponsors</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>	<p>237</p>

# Mason Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Minor Change

238

### System Response 1 Details

**System Response 1:** Create a culture of curiosity and connection that permeates our environment and results in students and adults taking applicable action aligned to the interests and passions.

**Evidence of Success:** Survey data from students, staff and parents (2023); Walk through data; Reflections in IB planners; PLC planning and discussion; IB PYP Exhibition data (5th gr)

**Staff Responsible:** Campus staff, Campus administrative leadership, Campus Community (staff, students, parents)

**Opportunity Statements:** Student Learning 2

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of growth mindset in which students and adults are reflective, set individual goals and make adjustments in their pursuit of attaining those goals. <span style="float: right;">239</span></p> <p><b>Evidence of Success:</b> Survey data from students, staff and parents (2023); Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data specifically related to goal setting; Student Portfolios; LEADS (to measure adult growth)</p> <p><b>Staff Responsible:</b> Campus staff, Campus administrative leadership, Campus Community (staff, students, parents)</p> <p><b>Opportunity Statements:</b> Student Learning 2</p>

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Major Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> All students have access to a broad, balanced, and connected curriculum that serves the changing needs of the individual.</p> <p><b>Evidence of Success:</b> Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data; Reflections in IB planners; PLC planning and discussion; Complete Program of Inquiry (grade levels with 6 completed and revised planners with exception of Kinder with 4)</p> <p><b>Staff Responsible:</b> Campus staff, Campus administrative leadership, Campus Community (staff, students, parents)</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>	<p>240</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning, pursue interests and passions and collaborate with others.</p> <p><b>Evidence of Success:</b> Survey data from students, staff and parents (2023); Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data specifically related to goal setting; Student Portfolios; LEADS (to measure adult growth); Reflections in IB planners; PLC planning and discussion</p> <p><b>Staff Responsible:</b> IB Coordinator Instructional Coach Campus Administration</p> <p><b>Opportunity Statements:</b> Student Learning 2</p>	<p>241</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Mason Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

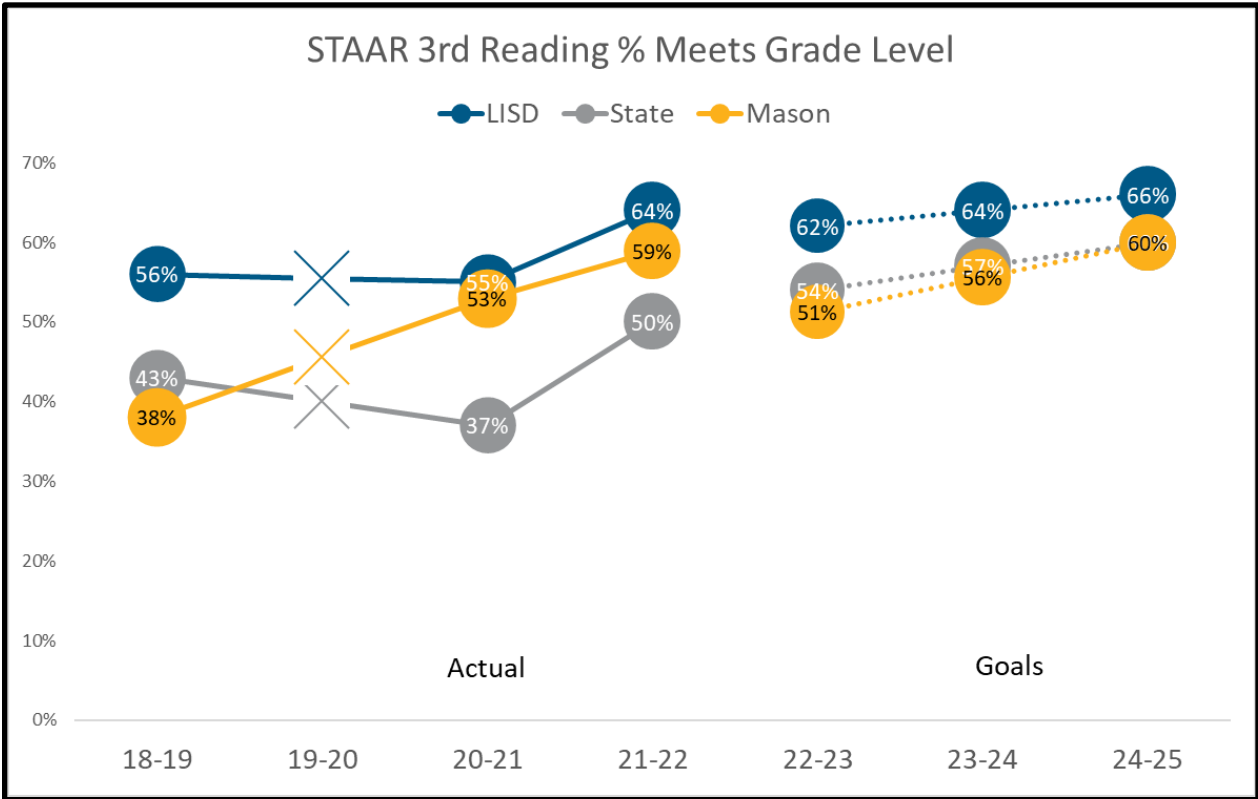
CC Mason Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		26%	41%				23%	
2019-20	42%		32%	44%				30%	
2020-21	42%		32%	44%				30%	
2021-22	47%		39%	48%				37%	
2022-23	51%		46%	52%				44%	
2023-24	56%		53%	56%				52%	
2024-25	60%		60%	60%				60%	

CC Mason *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		26%	41%				23%	
2019-20	✘		✘	✘				✘	
2020-21	53%		70%	57%			25%	40%	
2021-22	59%		57%	61%	73%		12%	35%	

CC Mason *Actual* Reading Data through 2022 and future goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

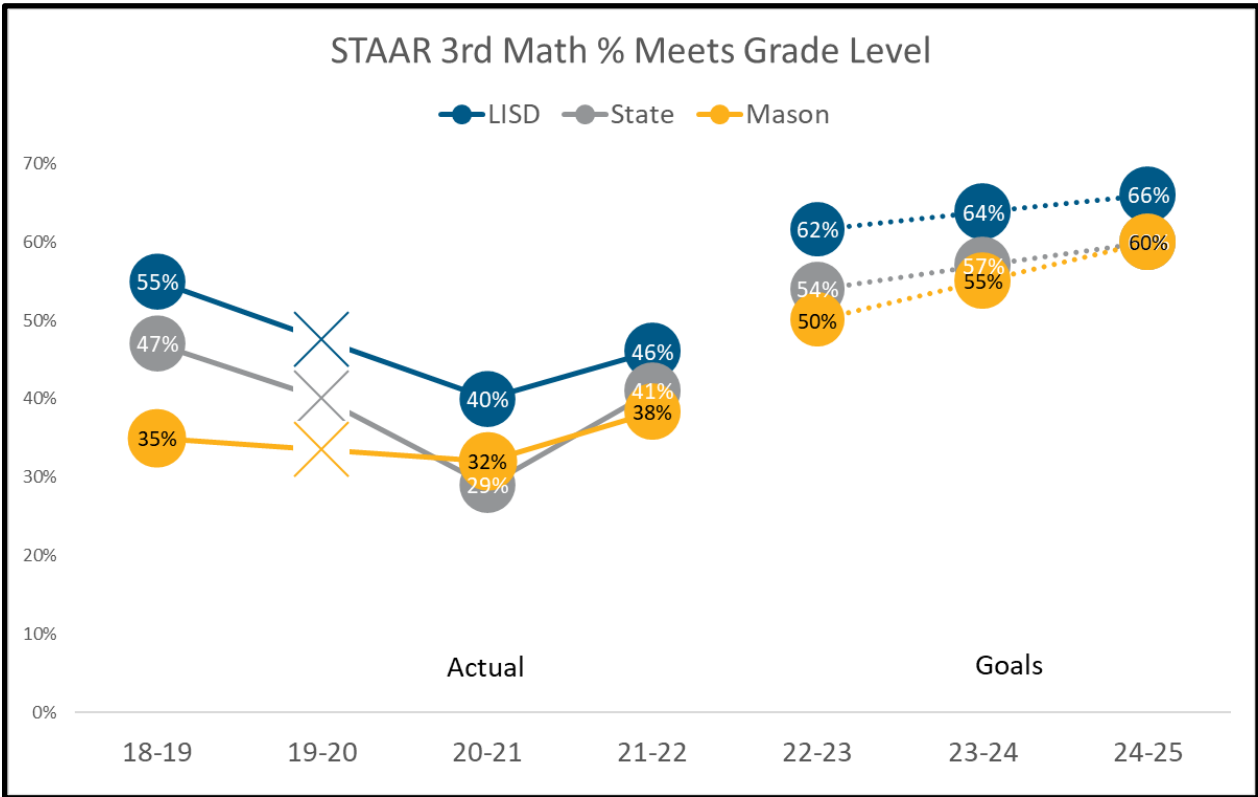
CC Mason Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	35%		30%	35%				11%	
2019-20	40%		36%	40%				20%	
2020-21	40%		36%	40%				20%	
2021-22	45%		42%	45%				30%	
2022-23	50%		48%	50%				40%	
2023-24	55%		54%	55%				50%	
2024-25	60%		60%	60%				60%	

CC Mason *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	35%		30%	35%				11%	
2019-20	40%		36%	40%				20%	
2020-21	32%		33%	36%			19%	27%	
2021-22	38%		30%	39%	55%		4%	15%	

CC Mason *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported



# Naumann Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 248

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards a year's growth in reading and math.</p> <p>Students will be able to self-reflect on their academic progress.</p> <p><b>Staff Responsible:</b> Teachers, Administrators, Instructional Coach</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

System Response 1 Details	249
<p><b>System Response 1:</b> Recognize and support staff.</p> <p><b>Evidence of Success:</b> UT Engagement Staff Survey increase in the number of staff that respond positively to the statement, "My supervisor recognizes outstanding work."</p> <p><b>Staff Responsible:</b> Administration</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	250
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved parent climate survey</p> <p><b>Staff Responsible:</b> All teachers, staff, administrators</p>	

## HOUSE BILL 3 LEGISLATION

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Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Naumann Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
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2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

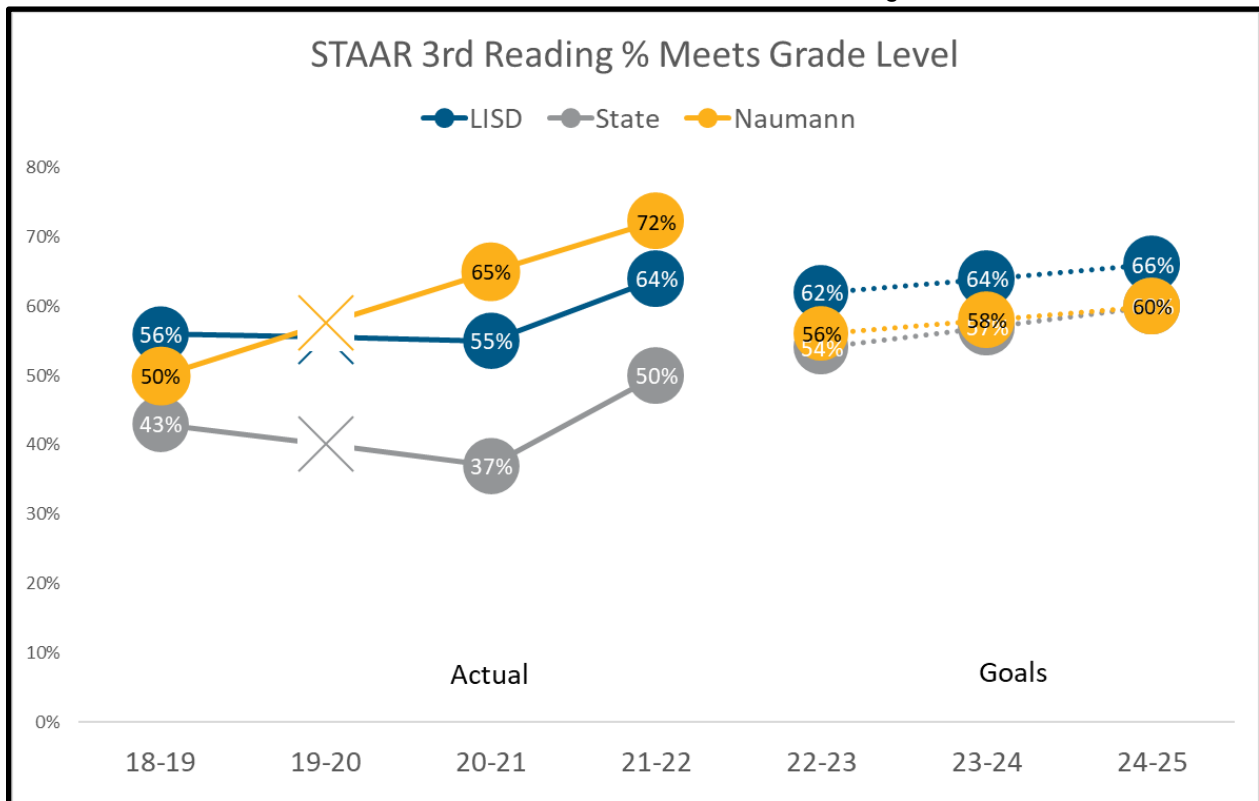
Naumann Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
2019-20	52%			56%					
2020-21	52%			56%					
2021-22	54%			57%					
2022-23	56%			58%					
2023-24	58%			59%					
2024-25	60%			60%					

Naumann *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
2019-20	✕			✕					
2020-21	65%		54%	73%				36%	
2021-22	72%		65%	82%			40%	50%	

Naumann *Actual* Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

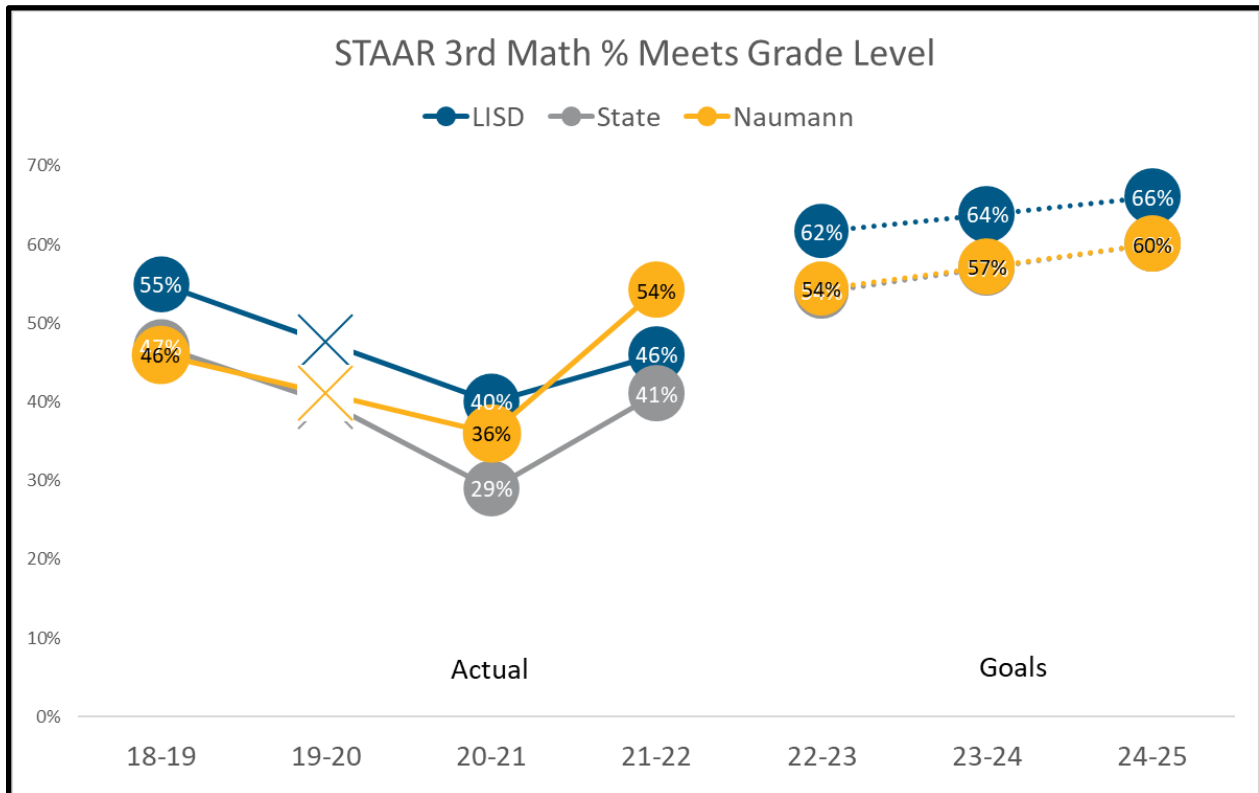
Naumann Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
2019-20	48%			52%					
2020-21	48%			52%					
2021-22	52%			54%					
2022-23	54%			56%					
2023-24	57%			58%					
2024-25	60%			60%					

Naumann *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
2019-20	X			X					
2020-21	36%		31%	45%				18%	
2021-22	54%		47%	68%			30%	42%	

Naumann *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# New Hope High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 257

### HB3 Goal

**Initial Status:** Maintain but Consider a Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Maintain

System Response 1 Details	258
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved parent climate survey</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain

System Response 1 Details
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey</p>

259

# North Elementary School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 260

### HB3 Goal

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> To promote students reading at or above grade level.</p> <p><b>Evidence of Success:</b> Literacy: Increase the percent of students reading on grade level (Levels 3-5) as evidenced by the May ISIP to at least 80%.</p> <p><b>Staff Responsible:</b> Instructional Staff</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>
System Response 2 Details
<p><b>System Response 2:</b> To promote students ability to solve problems by applying mathematics concepts.</p> <p><b>Evidence of Success:</b> Math: Increase the percent of students who gain typical RIT score growth from BOY to EOY as compared to their peers nationally. Students with lower starting achievement will grow at a rate greater than what is typical. (Incoming: 46% of students met expected or above RIT score growth in 21-22)</p> <p><b>Staff Responsible:</b> Instructional Staff</p>
System Response 3 Details
<p><b>System Response 3:</b> To promote student growth and achievement in academics.</p> <p><b>Evidence of Success:</b> STAAR: Increase the percent of students achieving at the meets level to at least 60% as evidenced on STAAR.</p> <p><b>Staff Responsible:</b> Instructional Staff</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Major Change

System Response 1 Details	261
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> At least 80% of students and parents report that they agree or strongly agree with feeling welcome and belonging to our school community.</p> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Major Change

System Response 1 Details	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions. <b>Evidence of Success:</b> 80% of parents and students mark agree or strongly agree with students being provided choice in their learning <b>Opportunity Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1	262

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## North Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	54%		47%	60%				43%	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	62%				47%	
2022-23	57%		53%	63%				51%	
2023-24	59%		56%	64%				55%	
2024-25	60%		60%	65%				60%	

Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	48%		39%	52%				37%	

2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	

# Parkside Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain

268

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)

**Staff Responsible:** Campus administrators, Instructional Coach

**Opportunity Statements:** Demographics 1 - Student Learning 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Improvement in/positive trend in perceptual survey of students, staff, and parents related to opportunities and supports for student ownership of learning (baseline in Spring &amp; Fall 2022). 269</p> <p><b>Staff Responsible:</b> Campus administrators, Instructional Coach, Classroom teachers &amp; Instructional Staff</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff.  <b>Opportunity Statements:</b> Perceptions 1	270

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Parkside Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
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2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
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  - b. Support campus PLCs to promote and support:
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    - ii. use of adopted curriculum resources within a workshop framework
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    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
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  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
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  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

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  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

## *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
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- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

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- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
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- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

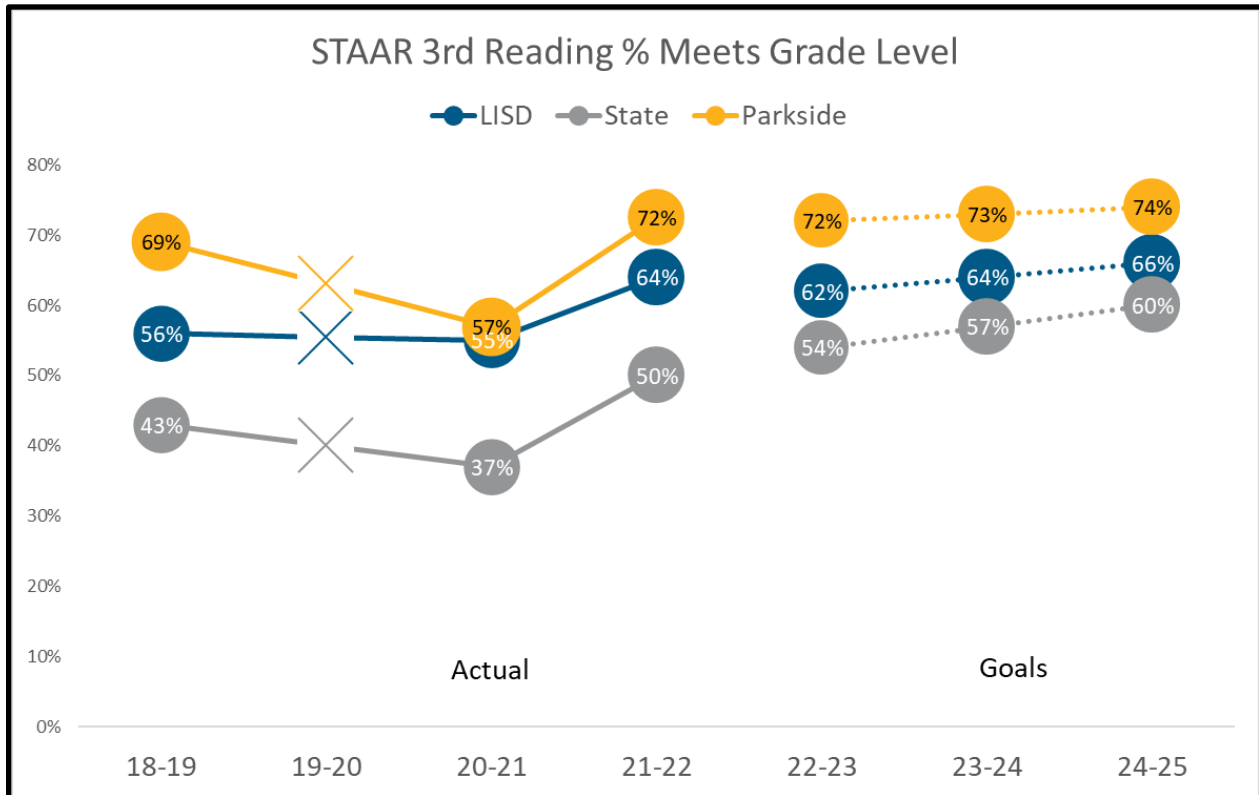
Parkside Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	70%			70%	86%				
2020-21	70%			70%	86%				
2021-22	71%			71%	87%				
2022-23	72%			72%	88%				
2023-24	73%			73%	89%				
2024-25	74%			74%	90%				

Parkside *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	✕			✕	✕				
2020-21	57%			53%	69%		36%		50%
2021-22	72%		85%	63%	81%		63%		78%

Parkside Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Parkside Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

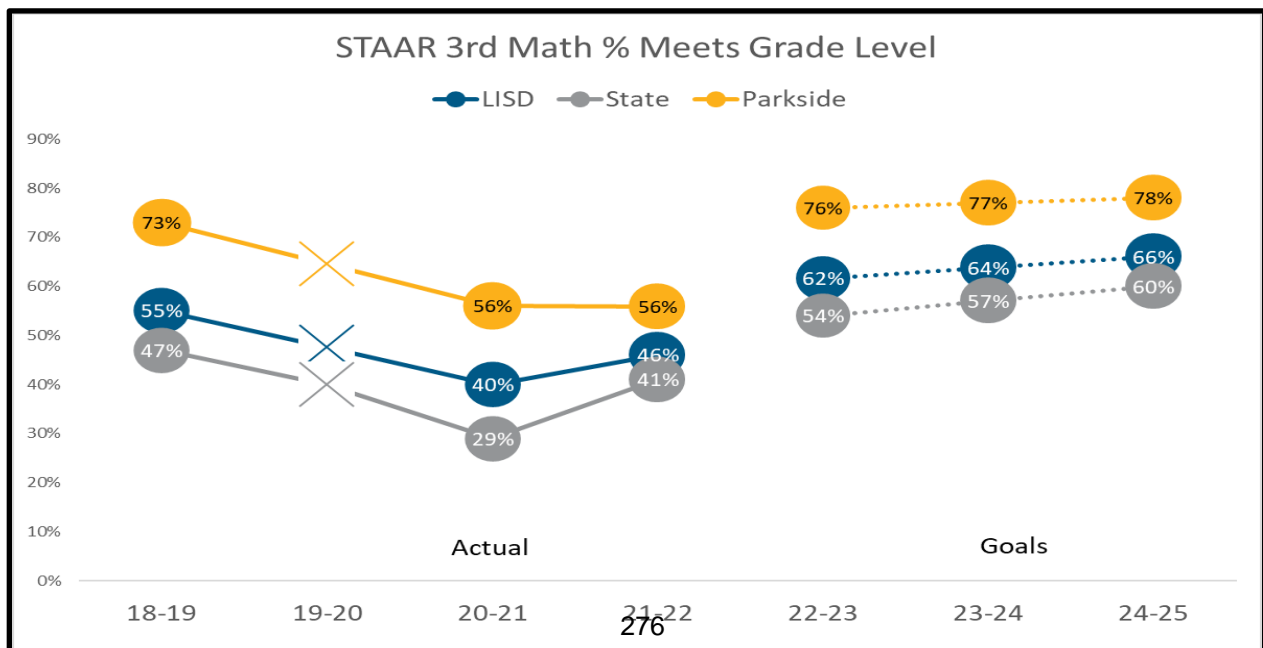
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	74%			71%	95%				
2020-21	74%			71%	95%				

2021-22	75%			72%	95%				
2022-23	76%			73%	95%				
2023-24	77%			74%	95%				
2024-25	78%			75%	95%				

Parkside Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	✕			✕	✕				
2020-21	56%			53%	62%		42%		50%
2021-22	56%		46%	39%	72%		25%		65%

Parkside Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Plain Elementary Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

277

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Students and staff will demonstrate understanding of Graduate Profile indicators and will apply "I can" statements increasingly throughout the school year.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coach</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning	
<b>Evidence of Success:</b> Students and staff will demonstrate understanding of Graduate Profile indicators and will apply "I can" statements increasingly throughout the school year.	278
<b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coach	
<b>Opportunity Statements:</b> School Processes & Programs 1 - Perceptions 1	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	279
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. Increase collaboration with PTA.</p> <p><b>Evidence of Success:</b> Improved parent climate survey, increase in number of parent volunteers and community involvement</p> <p><b>Staff Responsible:</b> Principal and Assistant Principals</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Plain Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

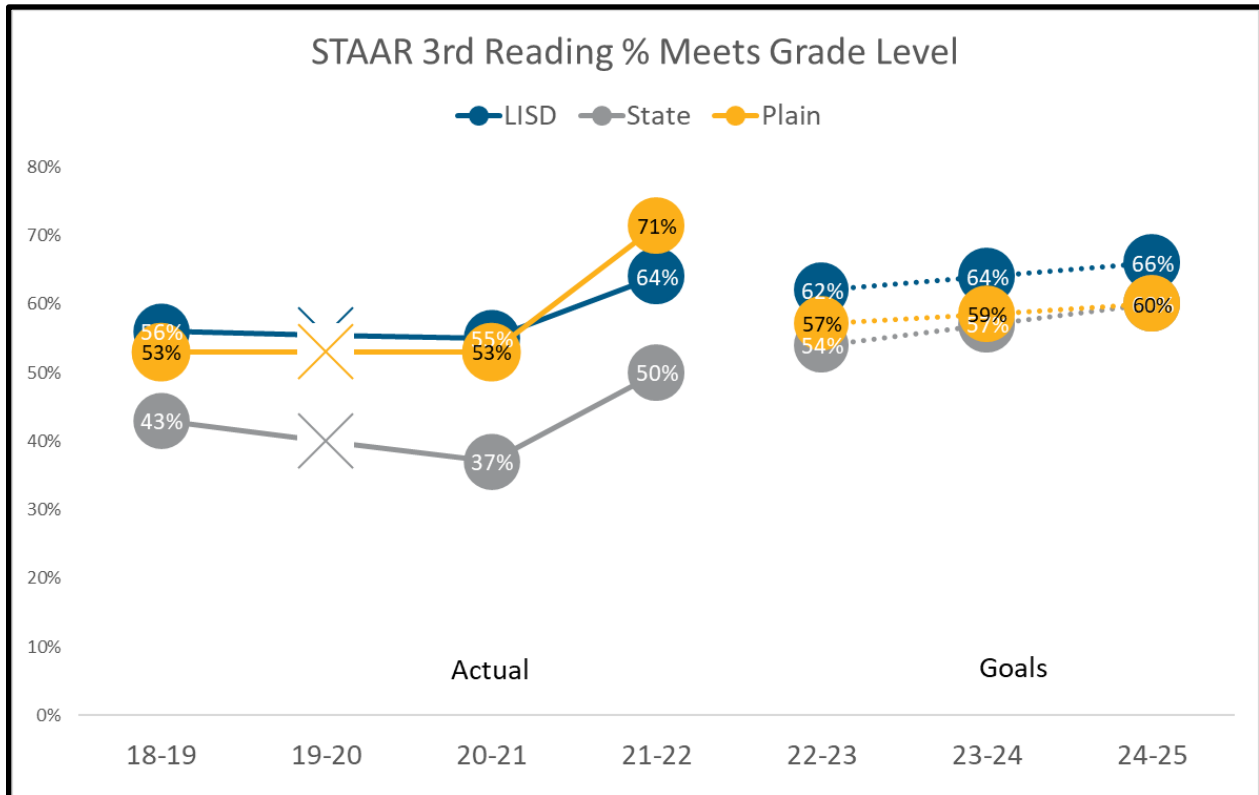
Plain Baseline Data & Proposed Annual Goals- Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	54%		47%	60%				43%	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	61%				47%	
2022-23	57%		53%	62%				51%	
2023-24	59%		56%	63%				55%	
2024-25	60%		60%	64%				60%	

Plain *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	✕		✕	✕				✕	
2020-21	53%	39%	36%	69%			25%	43%	
2021-22	71%		50%	74%	100%		18%	44%	77%

Plain Actual Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

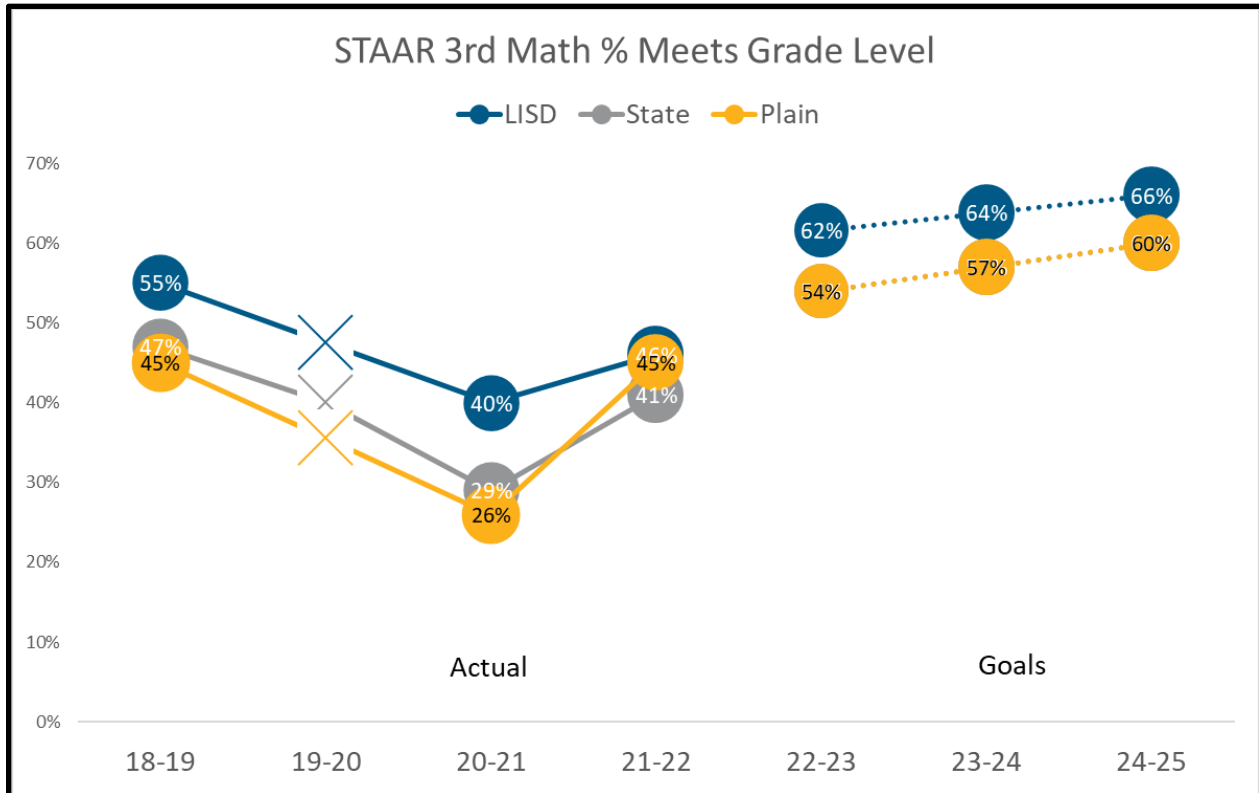
Plain Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	48%		39%	52%				37%	
2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	

Plain Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	26%	8%	23%	37%			12%	14%	
2021-22	45%		30%	46%	69%		6%	19%	69%

Plain Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Pleasant Hill Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 286

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 2, 3</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2 - Perceptions 2, 3</p>

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 3</p>

288

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey</p>

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## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Pleasant Hill Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

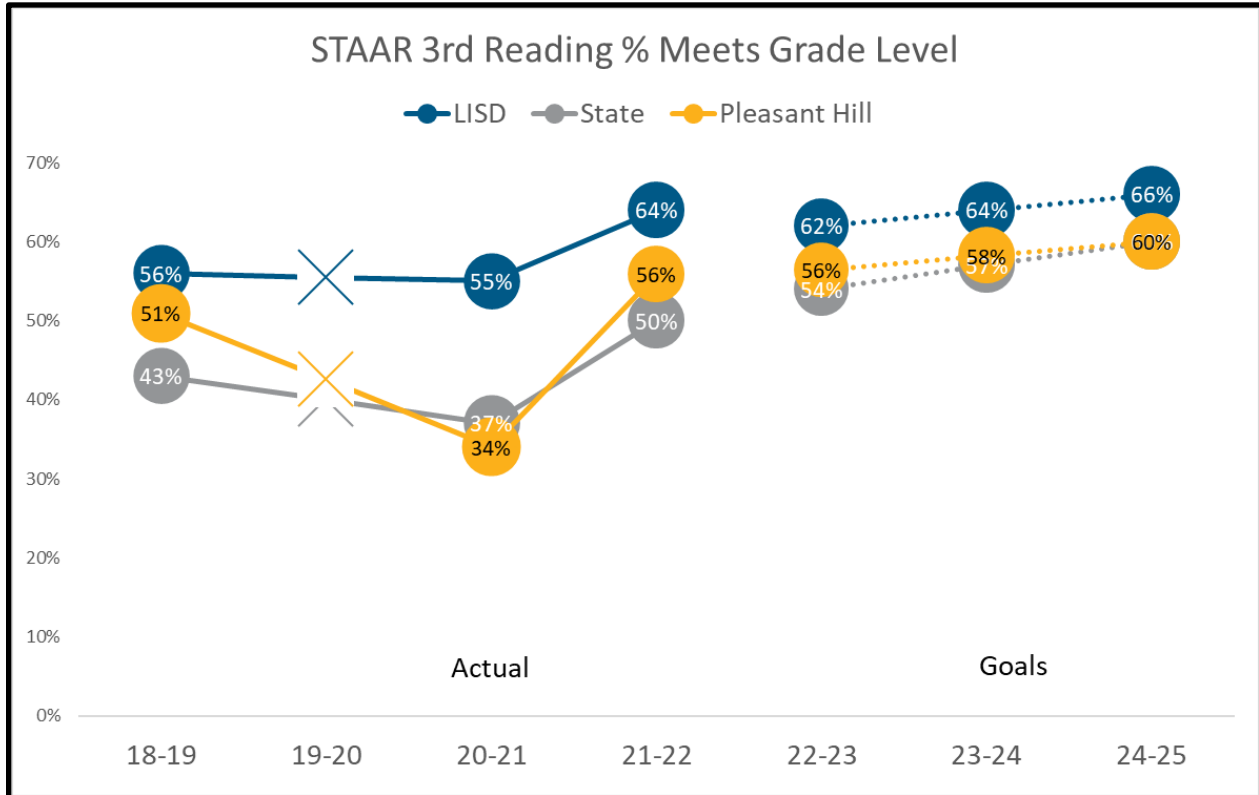
Pleasant Hill Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
2019-20	52%		47%	52%				43%	
2020-21	52%		47%	52%				43%	
2021-22	55%		50%	54%				47%	
2022-23	56%		53%	56%				51%	
2023-24	58%		56%	58%				55%	
2024-25	60%		60%	60%				60%	

Pleasant Hill *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
2019-20	✕		✕	✕				✕	
2020-21	34%		26%	38%			11%	19%	
2021-22	56%		33%	65%		50%	31%	48%	

Pleasant Hill Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

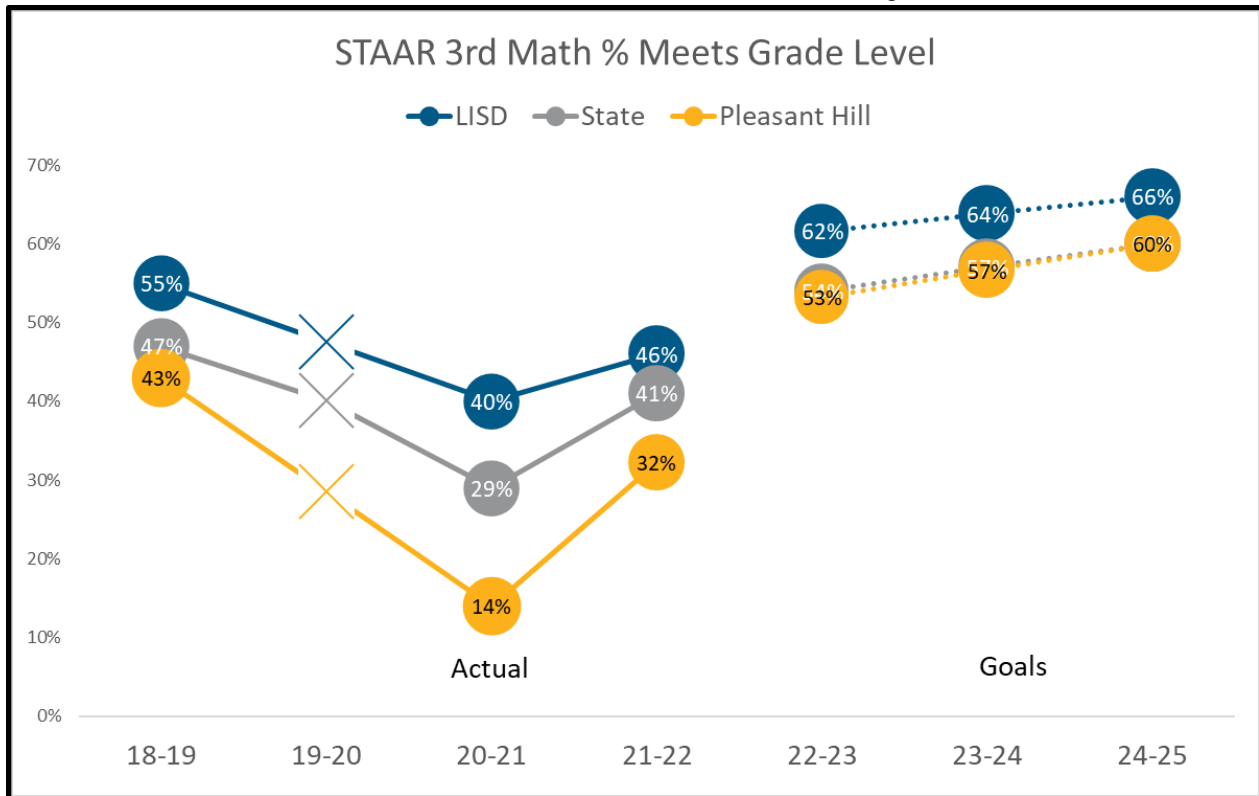
Pleasant Hill Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
2019-20	46%		38%	46%				36%	
2020-21	16%		16%	14%			17%	19%	
2021-22	50%		43%	49%				42%	
2022-23	53%		48%	52%				48%	
2023-24	57%		54%	56%				54%	
2024-25	60%		60%	60%				60%	

% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
2019-20	✘		✘	✘				✘	
2020-21	14%		16%	14%			17%	19%	
2021-22	32%		21%	37%		20%	25%	26%	

Pleasant Hill Actual Math Data through 2022 and Future Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR



# Reagan Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**HB3 Goal**

296

**Initial Status:** Maintain

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring &amp; Fall 2022)</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning	
<b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments	297
<b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach	
<b>Opportunity Statements:</b> Perceptions 1	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff. <b>Staff Responsible:</b> Principal, Assistant Principal, Counselor  <b>Opportunity Statements:</b> School Processes & Programs 1 - Perceptions 1	298

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Eliminate barriers to equitable access. <b>Evidence of Success:</b> Improved campus survey data. <b>Staff Responsible:</b> Principal, Assistant Principal, Counselor, instructional Coach, Parents and Students  <b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	299

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions. <b>Evidence of Success:</b> Student & parent survey <b>Staff Responsible:</b> Principal, Assistant Principal, Classroom Teacher  <b>Opportunity Statements:</b> Student Learning 1	300

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Reagan Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
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  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8 part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Reagan Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

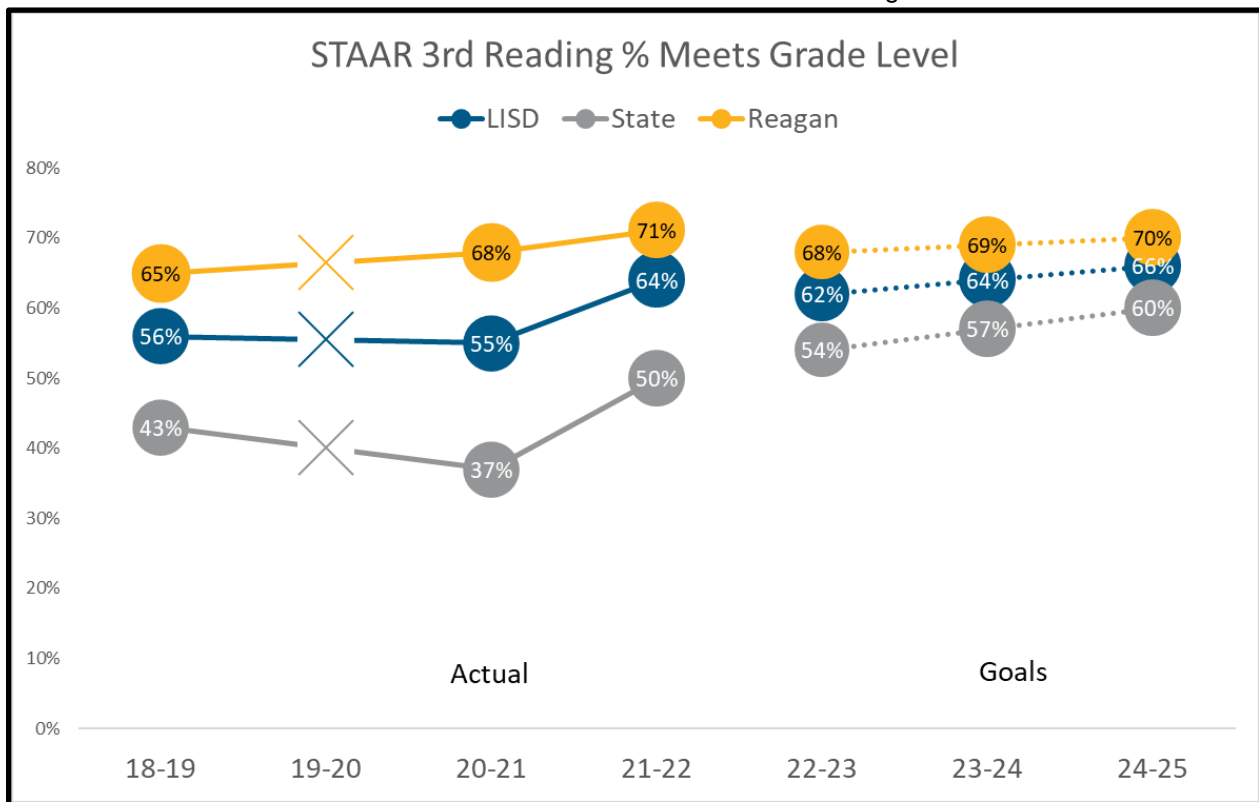
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	68%					
2019-20	66%		61%	69%					
2020-21	66%		61%	69%					
2021-22	67%		62%	70%					
2022-23	68%		63%	71%					
2023-24	69%		64%	72%					
2024-25	70%		65%	73%					

Reagan *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL

2018-19	65%		60%	68%					
2019-20	66%		61%	69%					
2020-21	68%		61%	76%	70%		62%	67%	41%
2021-22	71%		76%	67%	78%	77%	17%	42%	65%

Reagan Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Reagan Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

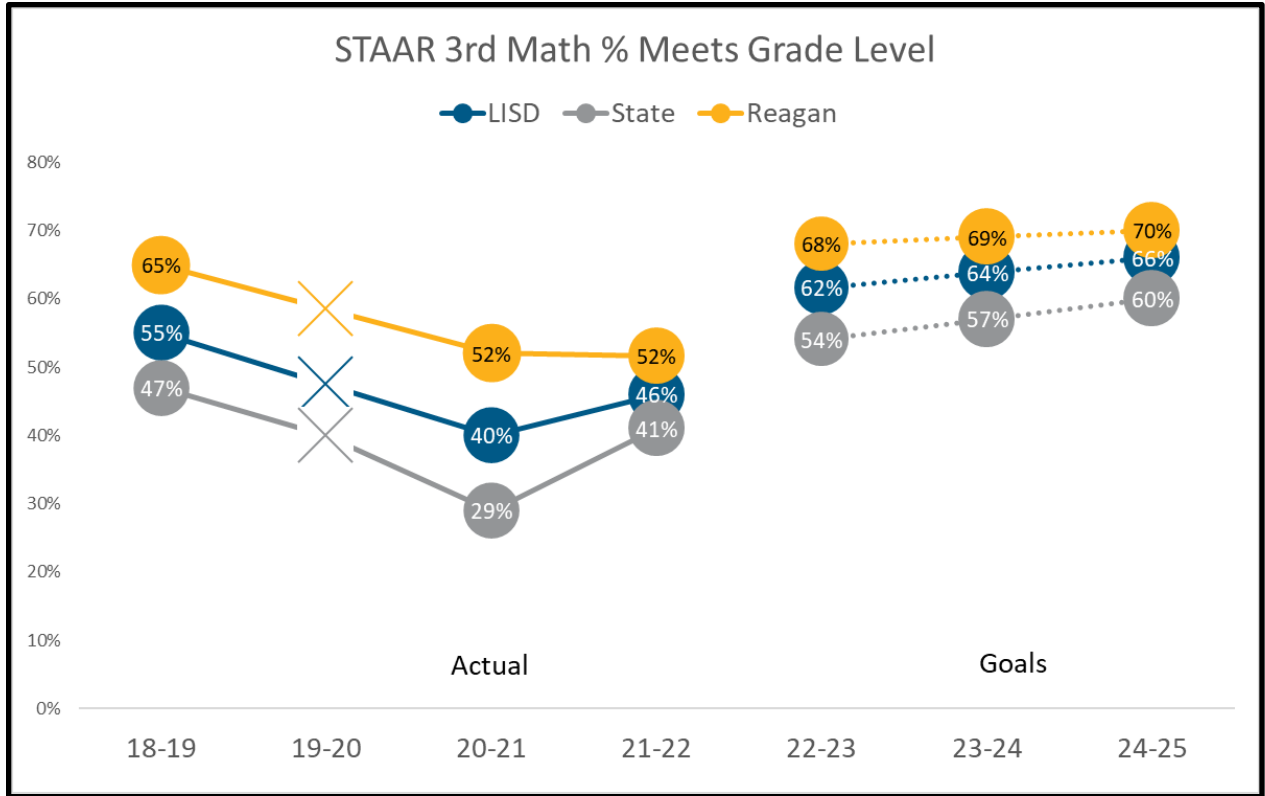
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
2019-20	66%		67%	63%					
2020-21	66%		67%	63%					
2021-22	67%		68%	64%					
2022-23	68%		69%	65% 305					

2023-24	69%		70%	66%					
2024-25	70%		71%	67%					

Reagan *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
2019-20	✘		✘	✘					
2020-21	52%		35%	59%	67%		31%	22%	55%
2021-22	52%		41%	43%	78%	31%	17%	33%	70%

Reagan Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Reed Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 308

### HB3 Goal

**Initial Status:** Maintain but Consider a Change

#### System Response 1 Details

**System Response 1:** Focus school-wide on improving student experiences.

**Evidence of Success:** Reed students will increase their opportunities to set academic goals, from 60% (baseline-yes) to 70% or more.

Reed 3rd grade students will increase STAAR Math passing rates from 54% (baseline-approaches) to 64% or more.

Reed 4th grade students will increase STAAR Math passing rates from 70% (baseline-approaches) to 75% or more.

Reed 5th grade students will increase STAAR Math passing rates from 71% (baseline-approaches) to 75% or more.

Reed 3rd grade students will increase STAAR Reading passing rates from 71% (baseline-approaches) to 75% or more.

Reed 4th grade students will increase STAAR Reading passing rates from 70% (baseline-approaches) to 75% or more.

Reed 5th grade students will increase STAAR Reading passing rates from 81% (baseline-approaches) to 85% or more.

**Staff Responsible:** Teachers and Administrators

**Opportunity Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Reed students will gain awareness of the graduate profile from 26% (baseline-yes) to 60% or more. Reed parents will gain awareness of the graduate profile from 27% (baseline- agree/strongly agree) to 50% or more.</p> <p><b>Staff Responsible:</b> Teachers and Administrators</p>	309

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Student survey Reed students will report an increased feeling from 48% (baseline-yes) to 60% or more of being respected in school. Reed students will report increased opportunities to learn about things that interest them from 51% (baseline-yes) to 60% or more.</p> <p>100% of Reed students will complete a student leadership conference by May 2023.</p> <p><b>Staff Responsible:</b> Teachers and Administrators</p> <p><b>Opportunity Statements:</b> Perceptions 2</p>	<p>310</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Reed Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA/SLA team with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

## Mathematics Action Plans

### *Promote student ownership of learning*

- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

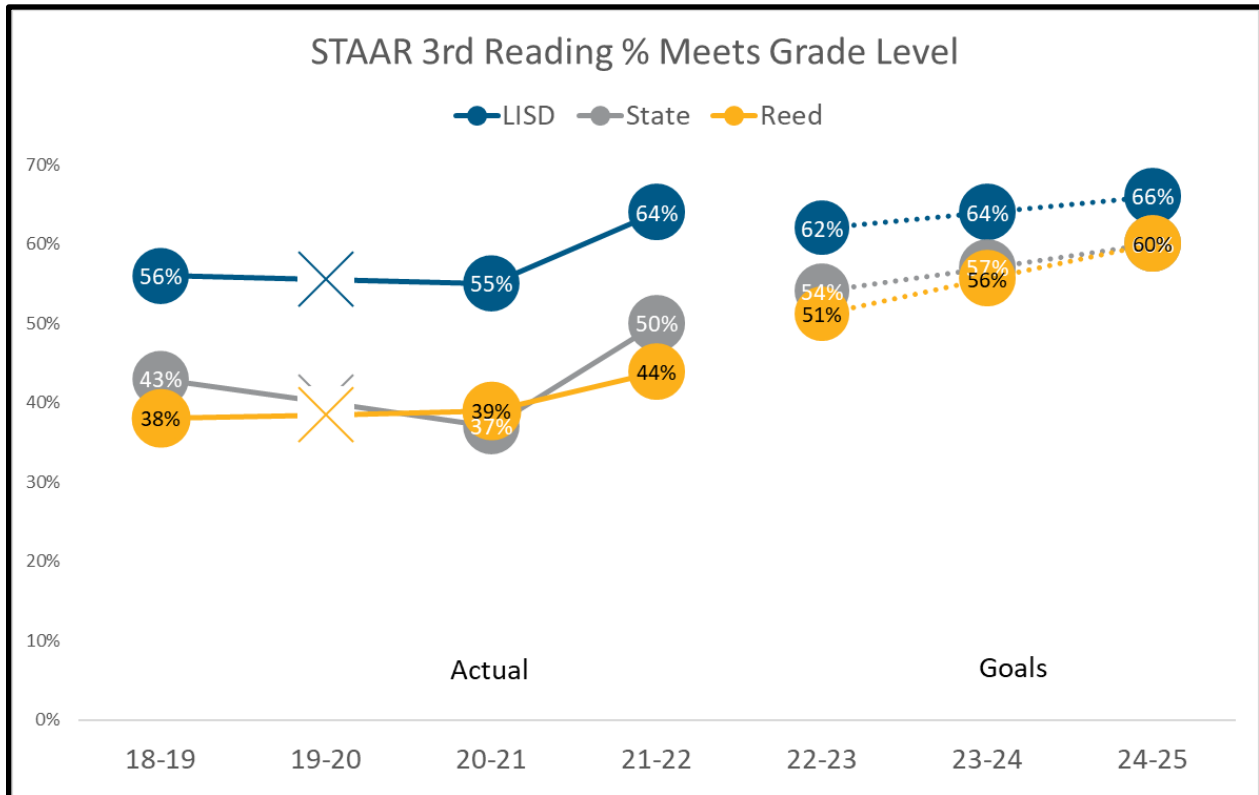
Reed Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		21%	55%				15%	21%
2019-20	42%		28%	56%				24%	28%
2020-21	42%		28%	56%				24%	28%
2021-22	47%		36%	57%				33%	36%
2022-23	51%		44%	58%				42%	44%
2023-24	56%		52%	59%				51%	52%
2024-25	60%		60%	60%				60%	60%

Reed *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		21%	55%				15%	21%
2019-20	42%		28%	56%				24%	28%
2020-21	39%		32%	47%			38%	22%	24%
2021-22	44%	27%	39%	65%			15%	31%	26%

Reed Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

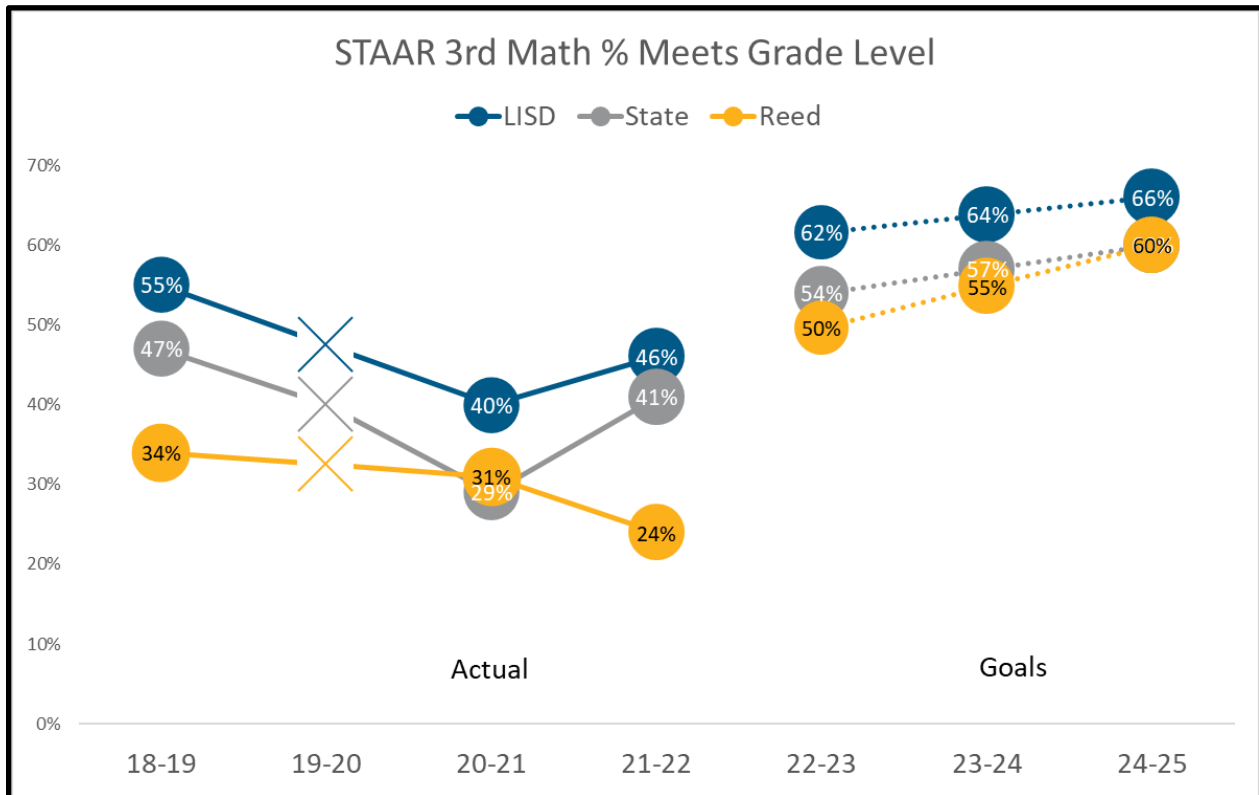
Reed Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		18%	58%				7%	15%
2019-20	39%		26%	59%				17%	24%
2020-21	39%		26%	59%				17%	24%
2021-22	44%		34%	60%				28%	33%
2022-23	50%		43%	61%				39%	42%
2023-24	55%		52%	62%				50%	51%
2024-25	60%		60%	63%				60%	60%

Reed *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		18%	58%				7%	15%
2019-20	39%		26%	59%				17%	24%
2020-21	31%		19%	53%			25%	15%	19%
2021-22	24%	18%	11%	55%			25%	11%	7%

Reed Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# River Place Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 317

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Educators will enhance student engagement in (at minimum) all math learning experiences by addressing barriers that are present before, during, and after instruction.</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness.</p> <p><b>Staff Responsible:</b> Educators</p>
System Response 2 Details
<p><b>System Response 2:</b> Students will set goals and track their learning as appropriate throughout the year in the core content area of math (at minimum) by collaborating with life changers throughout the year.</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness.</p> <p><b>Staff Responsible:</b> Life Changers</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	318
<p><b>System Response 1:</b> Throughout the school year, life changers will be recognized and celebrated in collaboration with the parent teacher association (PTA) and/or by campus administration and the campus community.</p> <p><b>Evidence of Success:</b> Staff Survey</p> <p><b>Staff Responsible:</b> Educators - specifically administration and office team</p>	
<b>System Response 2 Details</b>	
<p><b>System Response 2:</b> Campus and Grade/ Department Level Professional Learning Communities (PLCs) Implementation and Campus Committee involvement with campus and district support will empower staff to feel valued and connected to their campus/department throughout the district.</p> <p><b>Evidence of Success:</b> Staff Survey</p> <p><b>Staff Responsible:</b> Life Changers- specifically administration and office team</p>	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	319
<p><b>System Response 1:</b> Through various volunteer and committee opportunities provided by the district and campus, the Titan Community will feel welcome and gain a sense of belonging by partnering with our life changers.</p> <p><b>Evidence of Success:</b> Parent climate survey</p> <p><b>Staff Responsible:</b> Life Changers</p>	
<b>System Response 2 Details</b>	
<p><b>System Response 2:</b> Friday's Titan Time and Daily Announcements will allow avenues for students to feel welcome and grow a sense of belonging throughout the school year because these are times of celebration and communication of campus values and culture.</p> <p><b>Evidence of Success:</b> Improved parent climate survey</p> <p><b>Staff Responsible:</b> Life Changers</p>	

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## River Place Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
- Allocated campus budget funds for a tutor to pull small groups of students once a week in grades 3-5

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

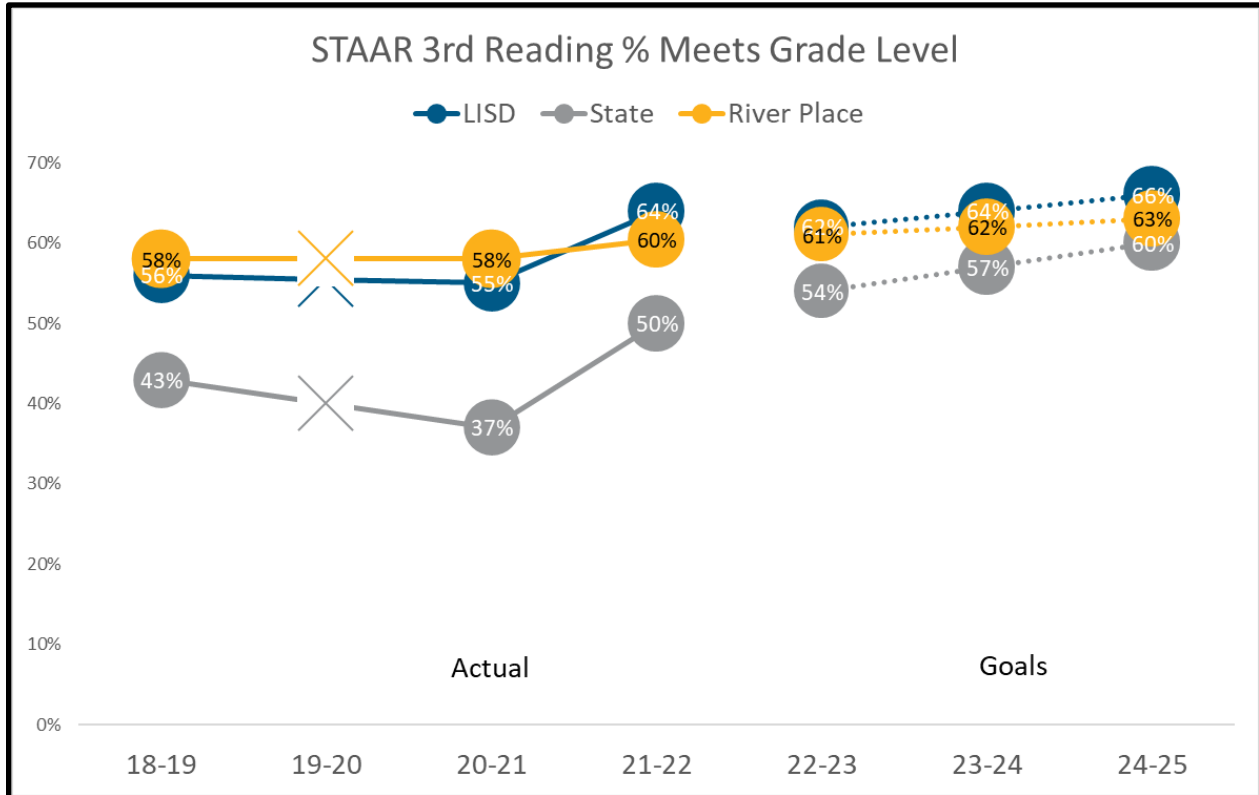
River Place Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
2019-20	59%		67%	64%				34%	
2020-21	59%		67%	64%				34%	
2021-22	60%		68%	65%				40%	
2022-23	61%		69%	66%				47%	
2023-24	62%		70%	67%				53%	
2024-25	63%		71%	68%				60%	

River Place *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
2019-20	✕		✕	✕				✕	
2020-21	58%		36%	64%	50%	91%	40%	35%	
2021-22	60%	36%	44%	70%			30%	52%	46%

River Place *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

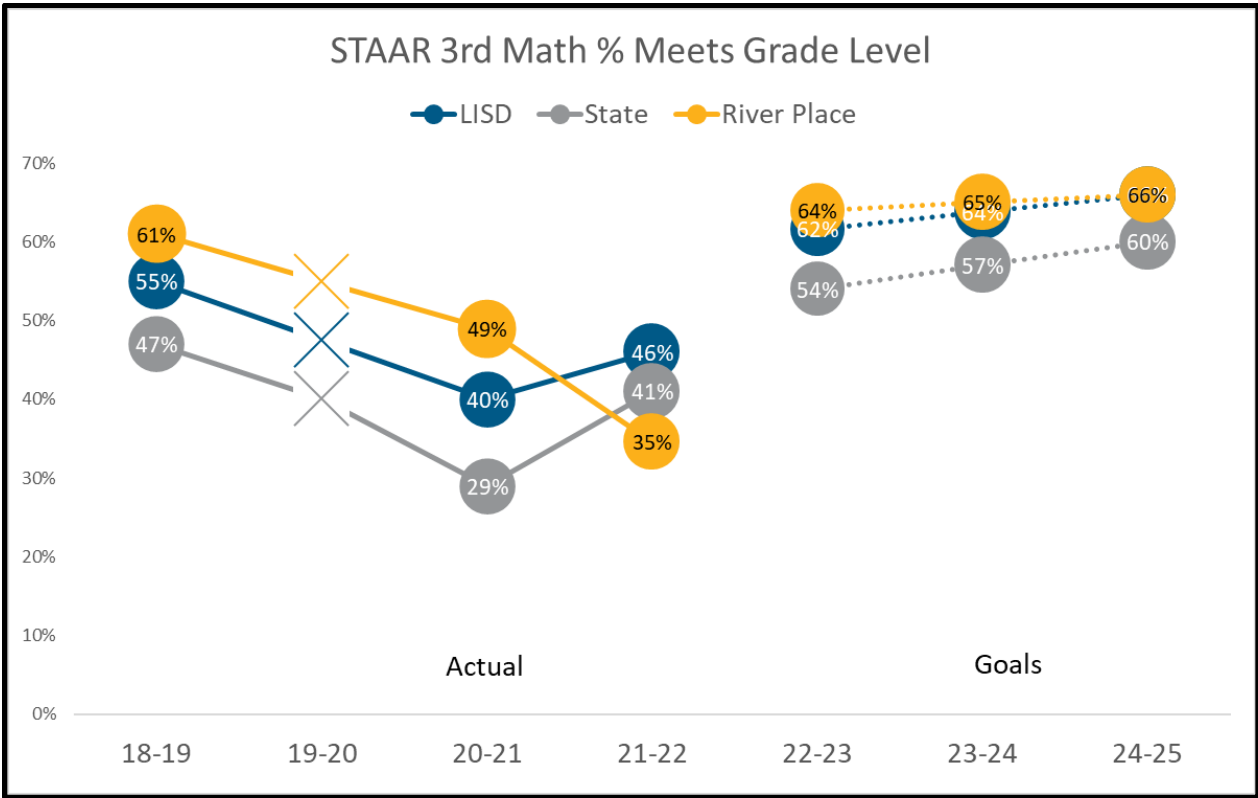
River Place Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
2019-20	62%		60%	64%				36%	
2020-21	62%		60%	64%				36%	
2021-22	63%		61%	65%				42%	
2022-23	64%		62%	66%				48%	
2023-24	65%		63%	67%				54%	
2024-25	66%		64%	68%				60%	

River Place *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
2019-20	X		X	X				X	
2020-21	49%		32%	57%	42%	73%	40%	35%	
2021-22	35%	0%	16%	50%			20%	8%	8%

River Place *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# River Ridge Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Major Change

326

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Greater than 5% increase of the overall average rate of students that answer yes to the "Empowered Student Learning" and "Enhanced Student Experiences" portions of the student perceptual survey (respective baselines of 83% and 85% from the Spring 2022 student survey).

**Staff Responsible:** All instructional staff, campus administration, and instructional coach.

**Opportunity Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 2

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Promote Student Ownership of Learning	
<b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy and mathematics.	327
<b>Staff Responsible:</b> All Instructional Staff	
<b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Create and ensure safe and inclusive spaces for all students.</p> <p><b>Evidence of Success:</b> Greater than 10% increase of the overall average rate of students that answer yes to the question "I feel accepted in this school" on the student perceptual survey (baseline of 65% from the Spring 2022 student survey).</p> <p><b>Staff Responsible:</b> All staff</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	<p>328</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## River Ridge Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

## *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

## *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

## *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

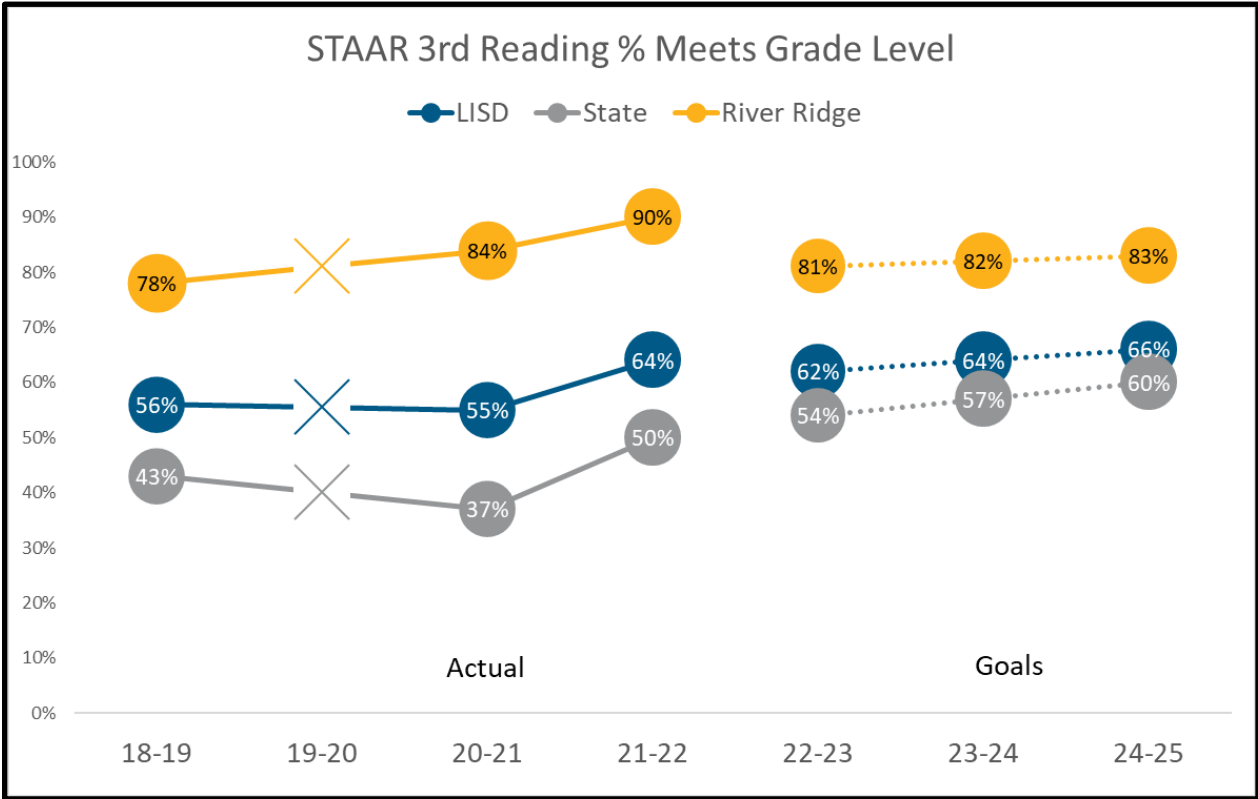
River Ridge Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
2019-20	79%			78%					
2020-21	79%			78%					
2021-22	80%			79%					
2022-23	81%			80%					
2023-24	82%			81%					
2024-25	83%			82%					

River Ridge *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
2019-20	✕			✕					
2020-21	84%		100%	78%					
2021-22	90%		100%	86%	86%	100%	73%		

River Ridge Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

River Ridge Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

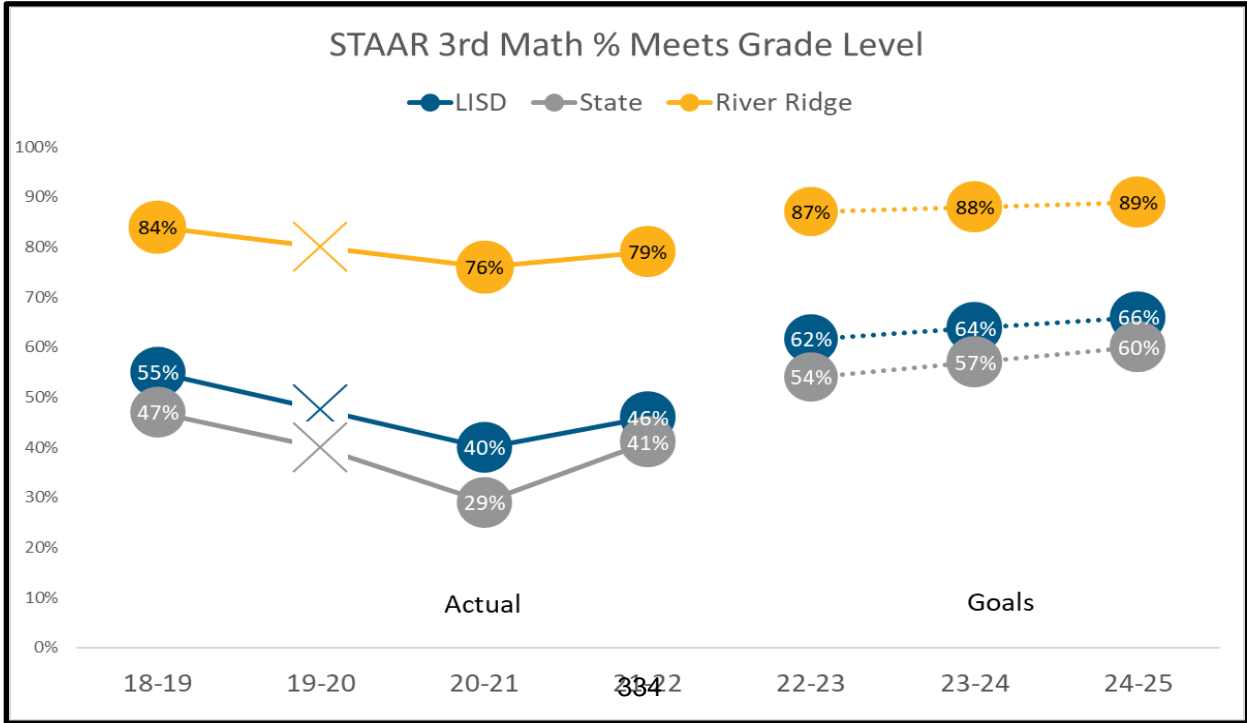
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
2019-20	85%			79%					
2020-21	76%		60%	77%					
2021-22	86%			80% 333					

2022-23	87%			81%					
2023-24	88%			82%					
2024-25	89%			83%					

River Ridge *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
2019-20	85%			79%					
2020-21	76%		60%	77%					
2021-22	79%		63%	80%	86%	91%	55%		

River Ridge Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



# Rouse High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 335

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards increasing the rate of the meet standard on EOCs, MAP growth data over time and TSI completion.</p> <p><b>Staff Responsible:</b> RHS Administration, RHS Teachers, SSFs</p> <p><b>Opportunity Statements:</b> Demographics 3 - Student Learning 1, 3, 5 - School Processes &amp; Programs 1, 3, 5 - Perceptions 1, 5</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Minor Change

System Response 1 Details	336
<p><b>System Response 1:</b> Ensuring PLC process is leveraged to promote collective efficacy and reflective practices.</p> <p><b>Evidence of Success:</b> Staff Survey, PLC Artifacts, Observations</p> <p><b>Staff Responsible:</b> RHS Administration, RHS Teachers,</p> <p><b>Opportunity Statements:</b> Perceptions 3, 4</p>	

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Minor Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Eliminate barriers to equitable access. <b>Evidence of Success:</b> EOC Data, Map Growth Data, AP Participation, and Performance Data <b>Staff Responsible:</b> RHS Administration, RHS Teachers  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 2, 4, 5 - School Processes & Programs 1, 4	337

[HOUSE BILL 3 LEGISLATION](#)

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Rouse High School

### CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
    - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
    - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
    - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
    - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
    - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
  - Completion of Career and Technical Education Programs of Study
    - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
    - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
    - Implement achievement recognitions for IBC earners and Program of Study completers.
  - Data analysis and action planning
    - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
    - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
    - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.
- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
    - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.
    - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.

- Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
  - Student recruitment, participation and performance in AP/IB.
    - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
    - Support engagement and student success in AP and IB using AVID instructional support system.
    - Promote participation by communicating AP/IB program success district wide.
    - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
    - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
  - Data analysis and action planning
    - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
    - Monitor and communicate legislative AP/IB program changes to campuses.
    - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
  - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
    - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
    - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
    - Provide cross-district professional learning opportunities for CPM/CPE teachers.
    - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
  - Professional Learning
    - Coordinate College Board SAT Workshops for teachers.
    - Provide professional learning opportunities for counselors and administrators related to TSI.
    - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
  - Student Performance and Action Planning
    - Monitor TSI completion rate monthly.
    - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
    - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
    - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
    - Analyze MAP Growth data in relation to TSI readiness.
    - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
  - College Entrance Exam Opportunities
    - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
    - Eleventh grade LISD students take the SAT school day at no cost to students or families.

- Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Rouse HS 2018-19 Baseline Data & Proposed Annual Goals  
 % Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

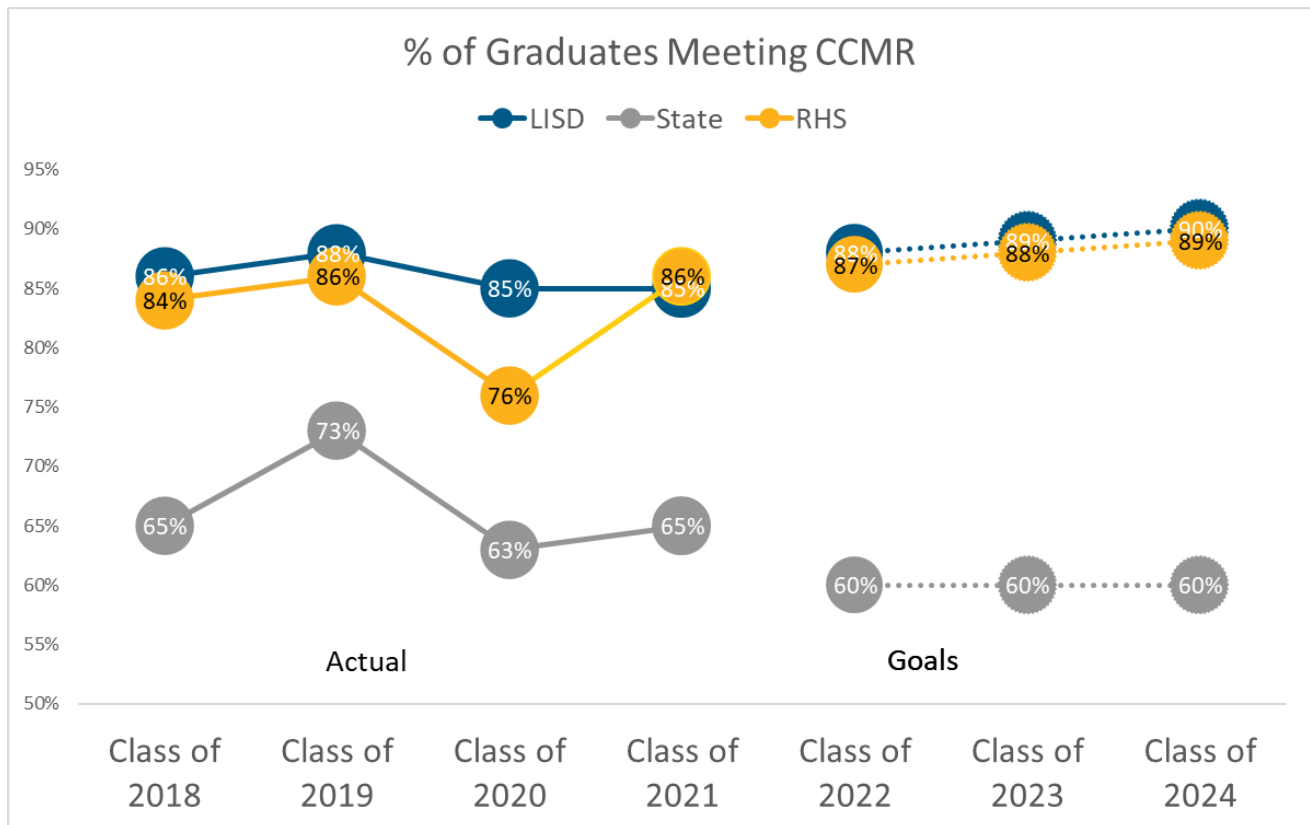
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2021 Goal	86%	83%	78%	88%	100%	95%	98%	81%	42%
Class of 2022 Goal	87%	84%	79%	89%	100%	95%	98%	82%	43%
Class of 2023 Goal	88%	85%	80%	90%	100%	95%	98%	83%	44%
Class of 2024 Goal	89%	86%	81%	91% 341	100%	95%	98%	84%	45%

## Rouse HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Actual	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Actual	76%	72%	69%	79%	94%	75%	64%	57%	62%
Class of 2021 Actual	86%	81%	87%	86%	100%	86%	94%	70%	

## Rouse High School Actual Data with Proposed Goals



# Running Brushy Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 343

### HB3 Goal

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> RBMS will increase the Overall Rating in the State Accountability Ratings by at least 3%. 21-22 Overall Rating: 85%</p> <p>RBMS will increase the course passing rates each semester (as compared to the previous year) by 2% annually. 21-22 S-1: ELA 95%, Math 95%, Science 96%, SS 92% 21-22 S-2: ELA 94%, Math 94%, Science 97%, SS 92%</p> <p>RBMS will show a presence of observed graduate profile skills and small group instruction in classroom walk-through data (22-23 will be baseline year).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Baseline data-22% of students agree or strongly agree that they have heard of the LIDS Graduate Profile.</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 1</p>	<p>344</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Recruit and retain high-quality staff.</p> <p><b>Evidence of Success:</b> Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff Baseline data - 38% of staff believe the amount of work they are asked to do is reasonable.</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>	<p>345</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey Baseline Data - 75% of Students report "always or often" feeling safe in their classroom while 69% report "always or often" feeling safe at school. Parents - 77% and 71% of parents report "always or often" to the same questions as students.</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, Teachers</p>	346

# Rutledge Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain

347

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall empowered student learning dimension score will increase from a baseline of 74 on spring 2022 Parent School Experience Survey to 76 or higher.

**Staff Responsible:** Principal and Instructional Coach and Lighthouse Facilitator

**Opportunity Statements:** Demographics 1 - Perceptions 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall empowered student learning dimension score will increase from a baseline of 88 on spring 2022 Student School Experience Survey to 90 or higher. 348 Reading: Using ISIP data, the percentage of students K-5 who demonstrate moderate or high growth will increase from an average of 76% to 80%. Math: Increase the percent of students who gain typical RIT score growth from BOY to EOY as compared to their peers nationally. (Incoming: 51% of students met expected or above RIT score growth in 21-22)</p> <p><b>Staff Responsible:</b> Principal</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2 - Perceptions 1</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Maintain

System Response 1 Details
<p><b>System Response 1:</b> Recruit and retain high-quality staff.</p> <p><b>Evidence of Success:</b> Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile and the Culture of Leadership. The student response score on the LiM Measurable Results Assessment in the area of Culture: Supportive Staff Environment will increase from 72 to 74. 349</p> <p><b>Staff Responsible:</b> Principal</p> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Rutledge Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

## Mathematics Action Plans

### *Promote student ownership of learning*

- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

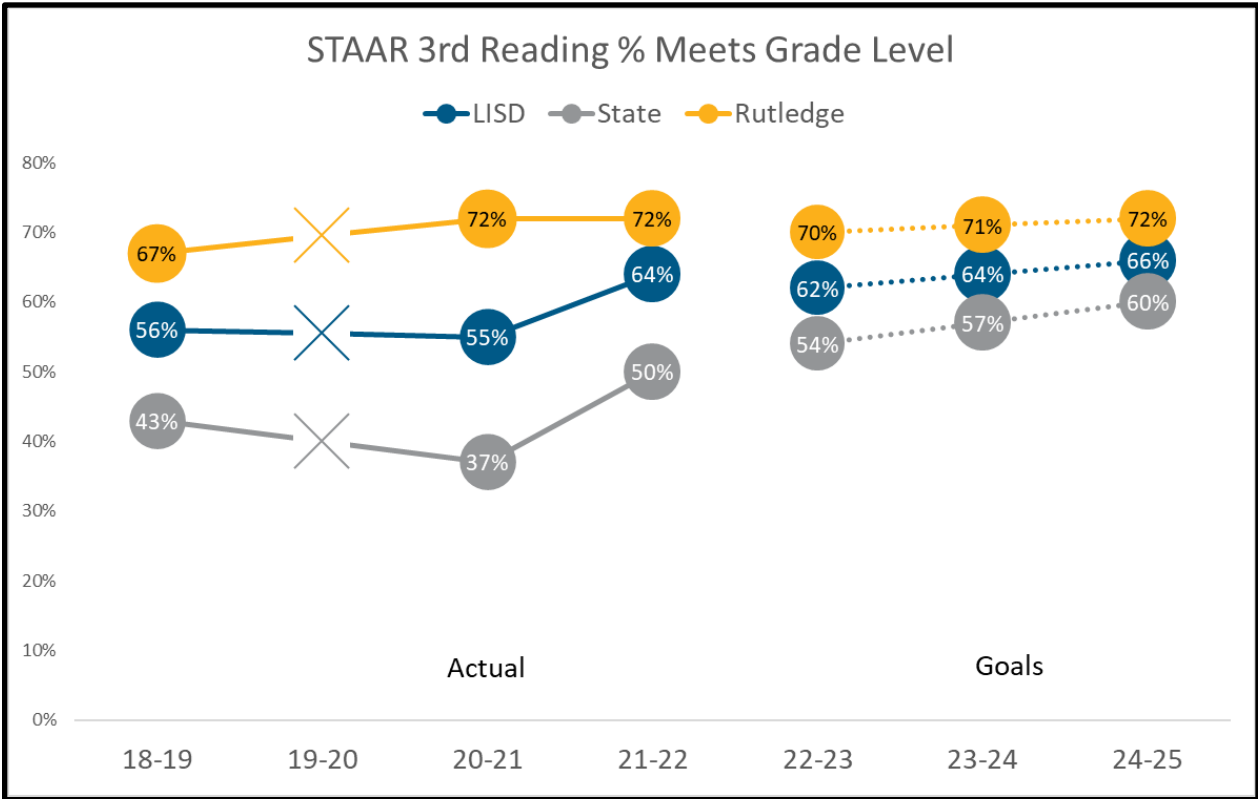
Rutledge Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			66%	78%		32%		
2019-20	68%			67%	79%		37%		
2020-21	68%			67%	79%		37%		
2021-22	69%			68%	80%		42%		
2022-23	70%			69%	81%		45%		
2023-24	71%			70%	82%		54%		
2024-25	72%			71%	83%		60%		

Rutledge *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			66%	78%		32%		
2019-20	68%			67%	79%		37%		
2020-21	72%		56%	79%	77%		43%		56%
2021-22	72%		76%	71%	71%	71%	57%	56%	63%

Rutledge Actual Reading Data through 2022 and Future Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

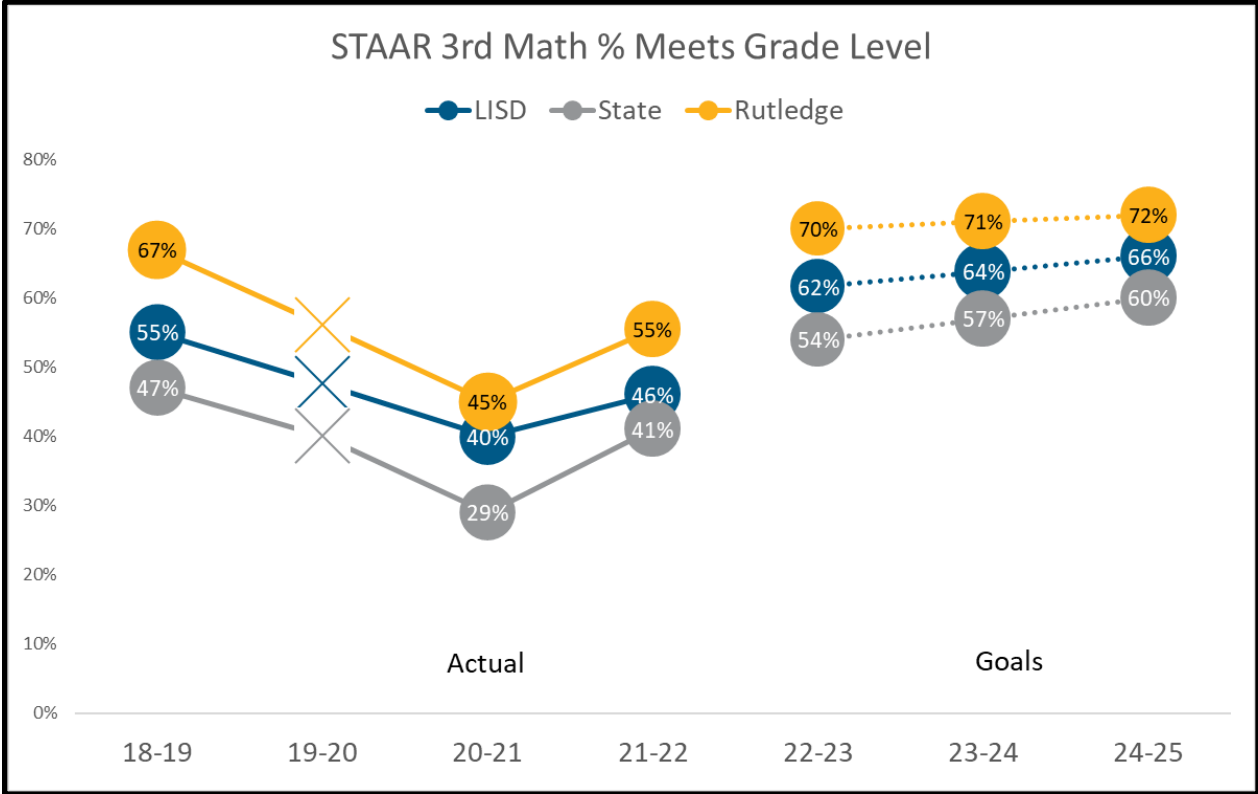
Rutledge Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			62%	81%		32%		
2019-20	68%			63%	82%		37%		
2020-21	68%			63%	82%		37%		
2021-22	69%			64%	83%		43%		
2022-23	70%			65%	84%		49%		
2023-24	71%			66%	85%		54%		
2024-25	72%			67%	86%		60%		

% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			62%	81%		32%		
2019-20	68%			63%	82%		37%		
2020-21	45%		25%	40%	76%		21%		32%
2021-22	55%		49%	54%	66%	36%	29%	28%	58%

Rutledge Actual Math Data through 2022 and Future Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR



# Steiner Ranch Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Major Change

356

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)

**Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Instructional Design Cadre, Empowered Student Learning Cadre

**Opportunity Statements:** School Processes & Programs 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy as indicated by ISIP and mathematics as indicated by MAP and other measures. 357</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Empowered Student Learning Cadre</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions. <b>Evidence of Success:</b> Student & parent perception survey, Campus student survey <b>Staff Responsible:</b> Principal, Assistant Principal, Counselor, Librarian, Quest Teacher, Inclusive Learning Environments Cadre, Innovative Learning Environments Cadre  <b>Opportunity Statements:</b> Perceptions 1	358

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Steiner Ranch Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Key Question: To what extent are Leander ISD 3rd grade students proficient in literacy performance?

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

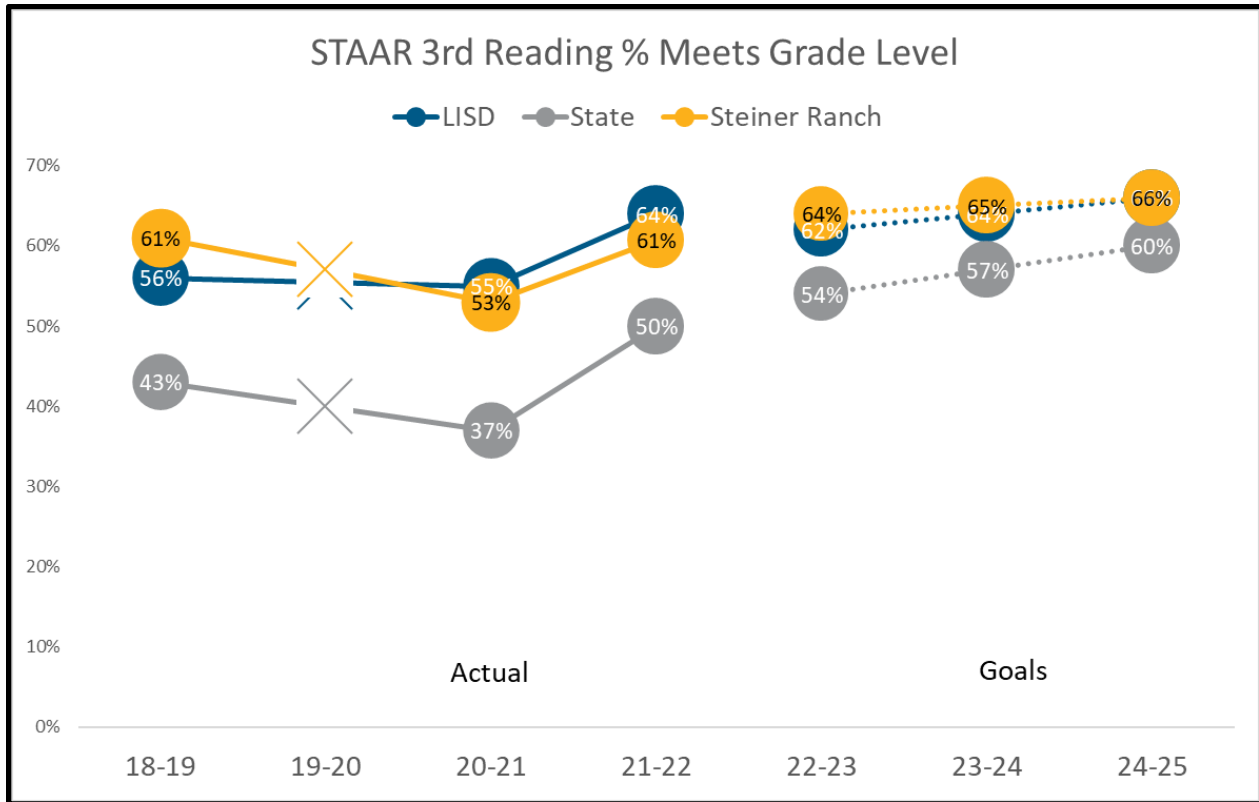
Steiner Ranch Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		56%	69%					
2019-20	62%		57%	70%					
2020-21	62%		57%	70%					
2021-22	63%		58%	71%					
2022-23	64%		59%	72%					
2023-24	65%		60%	73%					
2024-25	66%		61%	74%					

Steiner Ranch *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		56%	69%					
2019-20	✕		✕	✕					
2020-21	53%		50%	56%					46%
2021-22	61%		44%	61%	91%	67%	42%		

Steiner Ranch *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

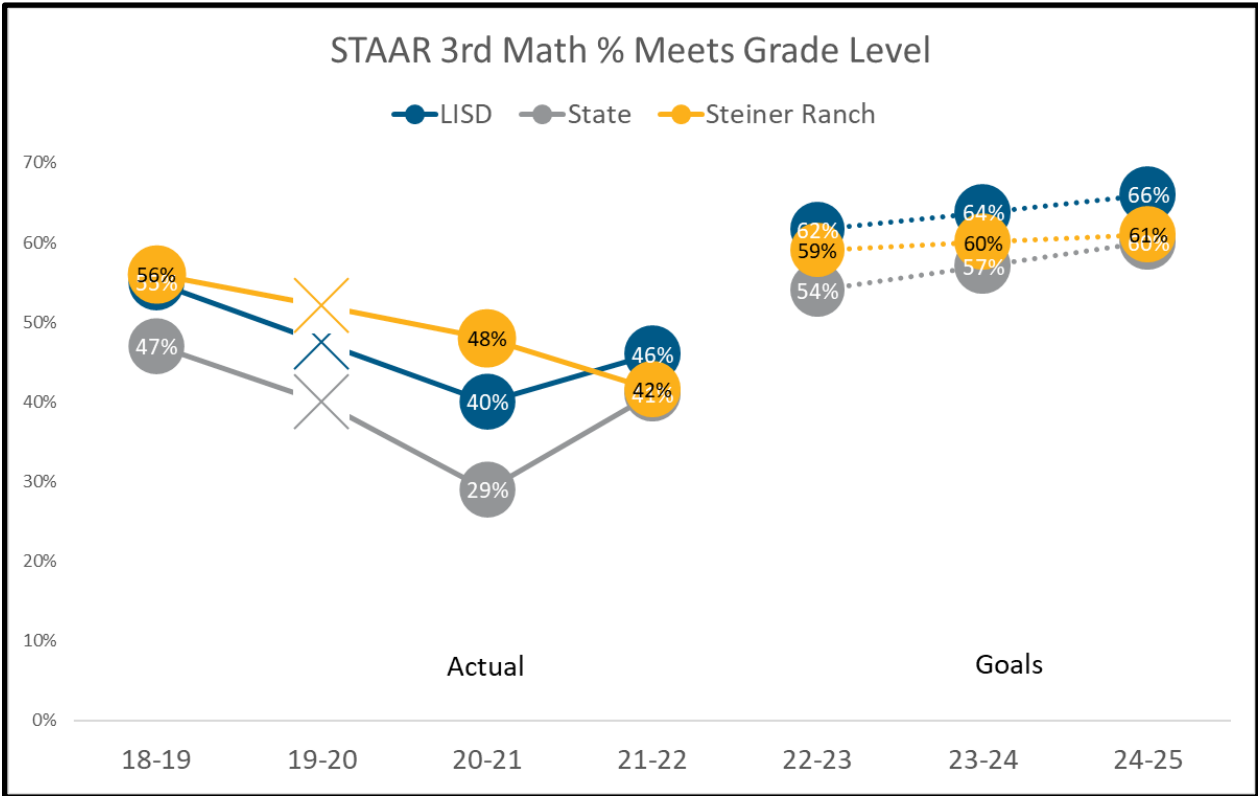
Steiner Ranch Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%		44%	59%					
2019-20	57%		47%	60%					
2020-21	57%		47%	60%					
2021-22	58%		50%	61%					
2022-23	59%		53%	62%					
2023-24	60%		57%	63%					
2024-25	61%		60%	64%					

Steiner Ranch *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%		44%	59%					
2019-20	X		X	X					
2020-21	48%		45%	47%					62%
2021-22	42%		31%	33%	91%	58%	17%		

Steiner Ranch *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Stiles Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

365

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in ISIP/MAP Data across all three grade levels.

Improvement/ positive trend in overall student growth and progress score on the state standardized assessment (STAAR).

PLC Unit Planning documents will illustrate instructional planning for enrichment and higher level questioning.

Administrative walk-throughs and collaborative learning walks will show evidence of higher order thinking and increased active student engagement.

**Staff Responsible:** Classroom teachers

Instructional coach

Instructional leaders

Campus Administration

**Opportunity Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Major Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Empower students to develop academic and executive functioning behavior skills to build student agency. <b>Evidence of Success:</b> Annual student survey results (i.e. Classroom activities keep me challenged in my learning 61%) Advisory observations data <b>Staff Responsible:</b> Classroom teachers Instructional coach Instructional leaders Campus Administration  <b>Opportunity Statements:</b> School Processes & Programs 1	366

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Major Change

System Response 1 Details	367
<p><b>System Response 1:</b> Staff will be empowered to leverage their individual strengths to lead and facilitate growth and progress among self, colleagues and students.</p> <p><b>Evidence of Success:</b> End of Year LEADs summative conferences and staff evaluations will reflect a common strengths language.</p> <p><b>Staff Responsible:</b> Campus Staff Administrative Team Instructional Coach Teaching and Learning Campus Support Staff</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	

# Tarvin Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

368

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Students will show evidence of questioning and researching based on data collected through walk-through forms.</p> <p><b>Staff Responsible:</b> Campus Principal, Assistant Principal, and Instructional Coach, teachers</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Focus school-wide on improving student experiences and ownership of learning. <b>Evidence of Success:</b> Positive school trend in math. Positive school trend in reading Positive school trend in student surveys. <b>Staff Responsible:</b> Campus leaders, instructional coach, and grade level teachers.  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1	369

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile. Tarvin students will focus on 6 traits: creators, communicators, collaborators, curious learners, problem solvers, and advocates.</p> <p><b>Evidence of Success:</b> Students will highlight at least one attribute in their portfolio. Additional evidence will be collected with walkthroughs and observations.</p> <p><b>Staff Responsible:</b> Campus administration and all staff</p> <p style="text-align: right;">370</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Tarvin Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

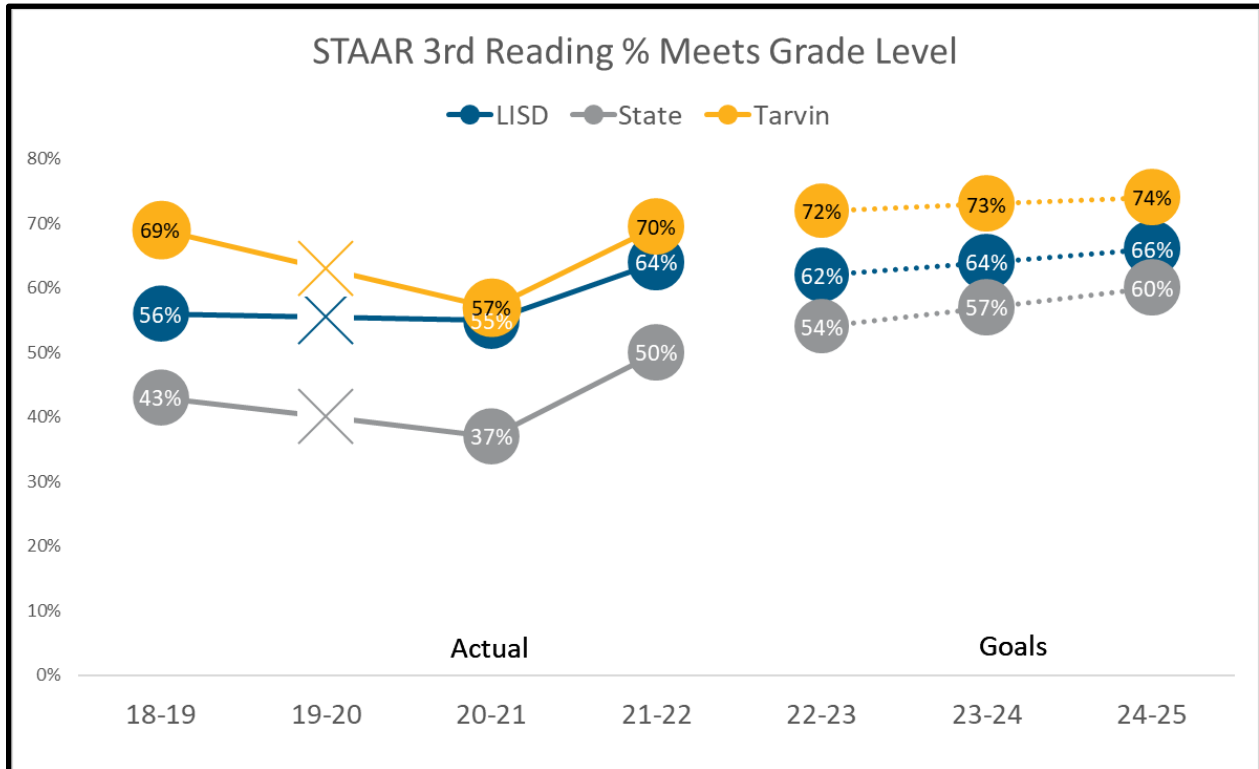
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	70%			70%	86%				
2020-21	70%			70%	86%				
2021-22	71%			71%	87%				
2022-23	72%			72%	88%				
2023-24	73%			73%	89%				
2024-25	74%			74%	90%				

Parkside 2018-19 & 2020-21 Data & Tarvin 2021-2022 *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	✕			✕	✕				
2020-21	57%			53%	69%		36%		50%
2021-22	70%		55%	71%	81%				70%

Parkside (18-21) and Tarvin (21-22) Actual Reading Data and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

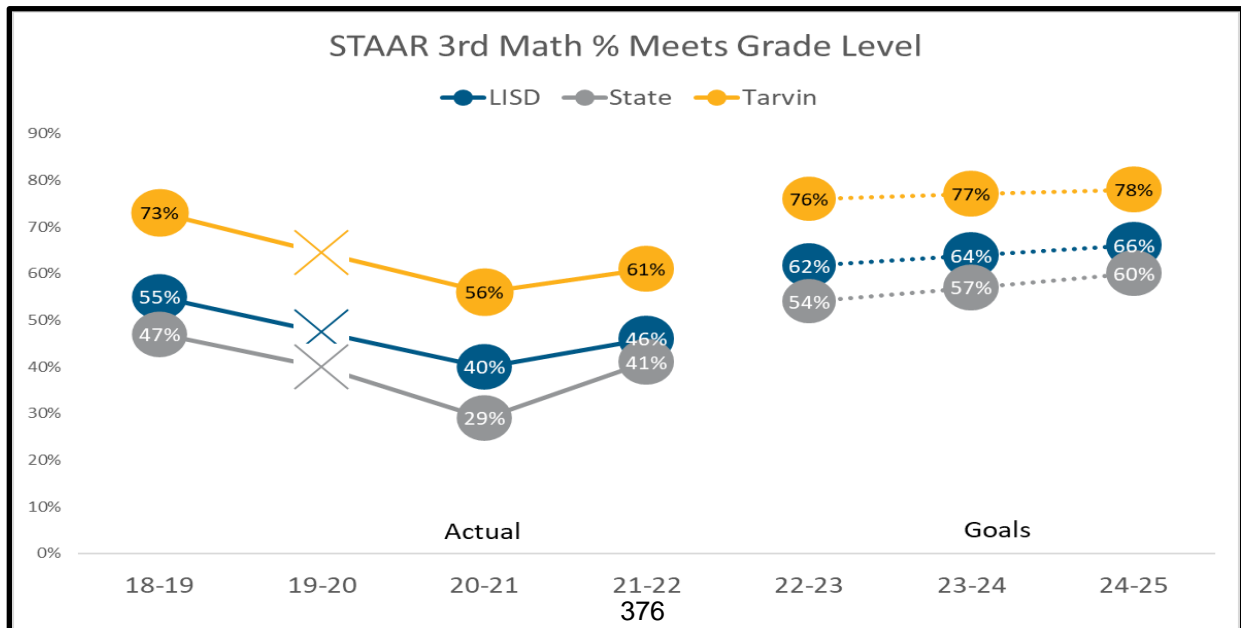
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	74%			71%	95%				
2020-21	74%			71%	95%				
2021-22	75%			72%	95%				

2022-23	76%			73%	95%				
2023-24	77%			74%	95%				
2024-25	78%			75%	95%				

Parkside 2018-19 & 2020-21 Data & Tarvin 2021-2022 *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	✕			✕	✕				
2020-21	56%			53%	62%		42%		50%
2021-22	61%		55%	50%	77%				80%

Parkside (18-21) and Tarvin (21-22) Actual Reading Data and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR





# Vandegrift High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 378

### HB3 Goal

**Initial Status:** Maintain but Consider a Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p><b>Staff Responsible:</b> Dean of Instruction</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Recruit and retain high-quality staff.</p> <p><b>Evidence of Success:</b> Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff</p> <p><b>Staff Responsible:</b> All hiring agents (district and campus administration)</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	<p>379</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<b>System Response 1:</b> Recognize and support staff. <b>Evidence of Success:</b> Staff Survey  <b>Opportunity Statements:</b> Perceptions 1	380

[HOUSE BILL 3 LEGISLATION](#)

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

# Vandegrift High School

## CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
    - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
    - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
    - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
    - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
    - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
  - Completion of Career and Technical Education Programs of Study
    - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
    - Work with District CTE staff and campus to adapt Program of Study student recruitment and retention plans including branding and marketing initiatives.
    - Implement achievement recognitions for IBC earners and Program of Study completers.
  - Data analysis and action planning
    - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
    - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
    - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.
- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
    - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.
    - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.

- Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
  - Student recruitment, participation and performance in AP/IB.
    - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
    - Support engagement and student success in AP and IB using AVID instructional support system.
    - Promote participation by communicating AP/IB program success district wide.
    - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
    - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
  - Data analysis and action planning
    - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
    - Monitor and communicate legislative AP/IB program changes to campuses.
    - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
  - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
    - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
    - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
    - Provide cross-district professional learning opportunities for CPM/CPE teachers.
    - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
  - Professional Learning
    - Coordinate College Board SAT Workshops for teachers.
    - Provide professional learning opportunities for counselors and administrators related to TSI.
    - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
  - Student Performance and Action Planning
    - Monitor TSI completion rate monthly.
    - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
    - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
    - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
    - Analyze MAP Growth data in relation to TSI readiness.
    - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
  - College Entrance Exam Opportunities
    - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
    - Eleventh grade LISD students take the SAT school day at no cost to students or families.

- Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
    - Student recruitment, participation and performance in Dual Credit.
      - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
      - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
      - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
      - Promote participation by communicating Dual Credit success district wide.
      - Promote participation by communicating course transferability, cost-savings, and student preparation.
    - Data analysis and action planning
      - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
      - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
      - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

## Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

## Vandegrift HS 2018-19 Baseline Data & Proposed Annual Goals

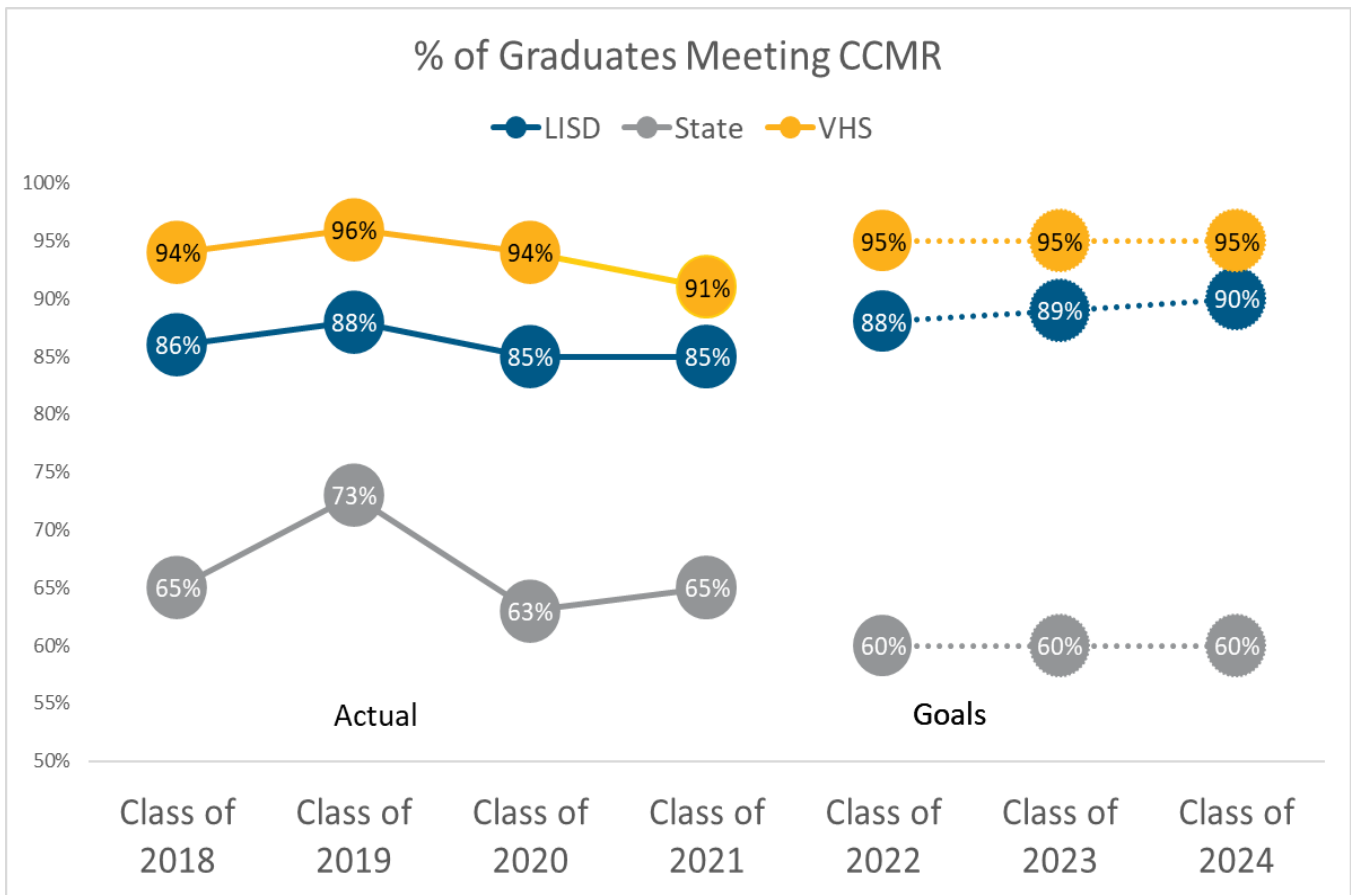
% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	94%	46%	87%	96%	98%	100%	91%	68%	40%
Class of 2019 Goal	95%	47%	88%	96%	98%	100%	92%	69%	41%
Class of 2020 Goal	95%	47%	88%	96%	98%	100%	92%	69%	41%
Class of 2021 Goal	95%	48%	89%	96%	98%	100%	93%	70%	42%
Class of 2022 Goal	95%	49%	90%	96%	98%	100%	94%	71%	43%
Class of 2023 Goal	95%	50%	91%	96%	98%	100%	95%	72%	44%
Class of 2024 Goal	95%	51%	92%	96%	98%	100%	95%	73%	45%

## Vandegrift HS Actual Data Proposed Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	94%	46%	87%	96%	98%	100%	91%	68%	40%
Class of 2019 Actual	96%	77%	94%	97%	99%	96%	88%	80%	98%
Class of 2020 Actual	94%	88%	87%	96%	100	92%	74%	71%	57%
Class of 2021 Actual	91%	70%	82%	93%	98%	92%	90%	74%	



# Virtual Learning Academy

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Major Change

386

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment.</p> <p><b>Staff Responsible:</b> AP, Counselor, Teachers, IC</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Major Change

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning <b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments <b>Staff Responsible:</b> Chief Academic Officer	387

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Major Change

System Response 1 Details	388
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved parent climate survey	

# Vista Ridge High School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain

389

System Response 1 Details
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Increase the number of students who complete a coherent sequence of CTE classes from 53% to 57% in three years. Walkthroughs data, PLC minutes, observations, and Instructional Rounds.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal for CTE, Transition Coordinator, Counselors, CTE department chair, CTE teachers</p>

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain

<b>System Response 1 Details</b>	
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Algebra 1-maintain 74% approaches rate on STAAR. MAP data and PLC collaborative assessments.</p> <p><b>Staff Responsible:</b> AP, PLCs, DOI, Instructional Coach</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	390
<b>System Response 2 Details</b>	
<p><b>System Response 2:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> English 1-maintain 85% approaches rate MAP data and PLC collaborative assessments.</p> <p><b>Staff Responsible:</b> AP, PLCs, DOI, Instructional Coach</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	
<b>System Response 3 Details</b>	
<p><b>System Response 3:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> lower the % of students enrolled in AP courses who are NOT taking the AP exam from 18% to 15%</p> <p><b>Staff Responsible:</b> AP, PLCs, DOI, Instructional Coach</p>	

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 2:** To what degree do our students and families feel welcome and have a sense of belonging in our school community?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	391
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.</p> <p><b>Evidence of Success:</b> Improved parent climate survey</p> <p><b>Staff Responsible:</b> All VRHS Faculty</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 2:** To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	
<p><b>System Response 1:</b> Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p><b>Evidence of Success:</b> A safe and secure campus, demonstrated by: -Complete initial security audits and exterior door audits by August 16th. -Complete weekly exterior door audits with 100% fidelity throughout the year. -Conduct interior door checks every other week on random doors with 15 out of 18 checks being 100% successful. -Create and distribute teacher and student safety training modules to be completed by August 26th.</p> <p><b>Staff Responsible:</b> Assistant Principals and teachers</p>	<p>392</p>

[HOUSE BILL 3 LEGISLATION](#)

Sec.A11.186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Vista Ridge High School

### CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
    - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
    - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
    - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
    - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
    - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
  - Completion of Career and Technical Education Programs of Study
    - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
    - Work with District CTE staff and campus to adapt Program of Study student recruitment and retention plans including branding and marketing initiatives.
    - Implement achievement recognitions for IBC earners and Program of Study completers.
  - Data analysis and action planning
    - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
    - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
    - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.
- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
  - Curriculum revisions, professional learning, and instructional resource alignment
    - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
    - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
    - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
  - Student recruitment, participation and performance in AP/IB.
    - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
    - Support engagement and student success in AP and IB using AVID instructional support system.
    - Promote participation by communicating AP/IB program success district wide.
    - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
    - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
  - Data analysis and action planning
    - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
    - Monitor and communicate legislative AP/IB program changes to campuses.
    - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
  - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
    - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
    - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
    - Provide cross-district professional learning opportunities for CPM/CPE teachers.
    - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
  - Professional Learning
    - Coordinate College Board SAT Workshops for teachers.
    - Provide professional learning opportunities for counselors and administrators related to TSI.
    - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
  - Student Performance and Action Planning
    - Monitor TSI completion rate monthly.
    - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
    - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
    - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
    - Analyze MAP Growth data in relation to TSI readiness.
    - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
  - College Entrance Exam Opportunities 394

- Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals  
 % Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Vista Ridge HS 2018-19 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

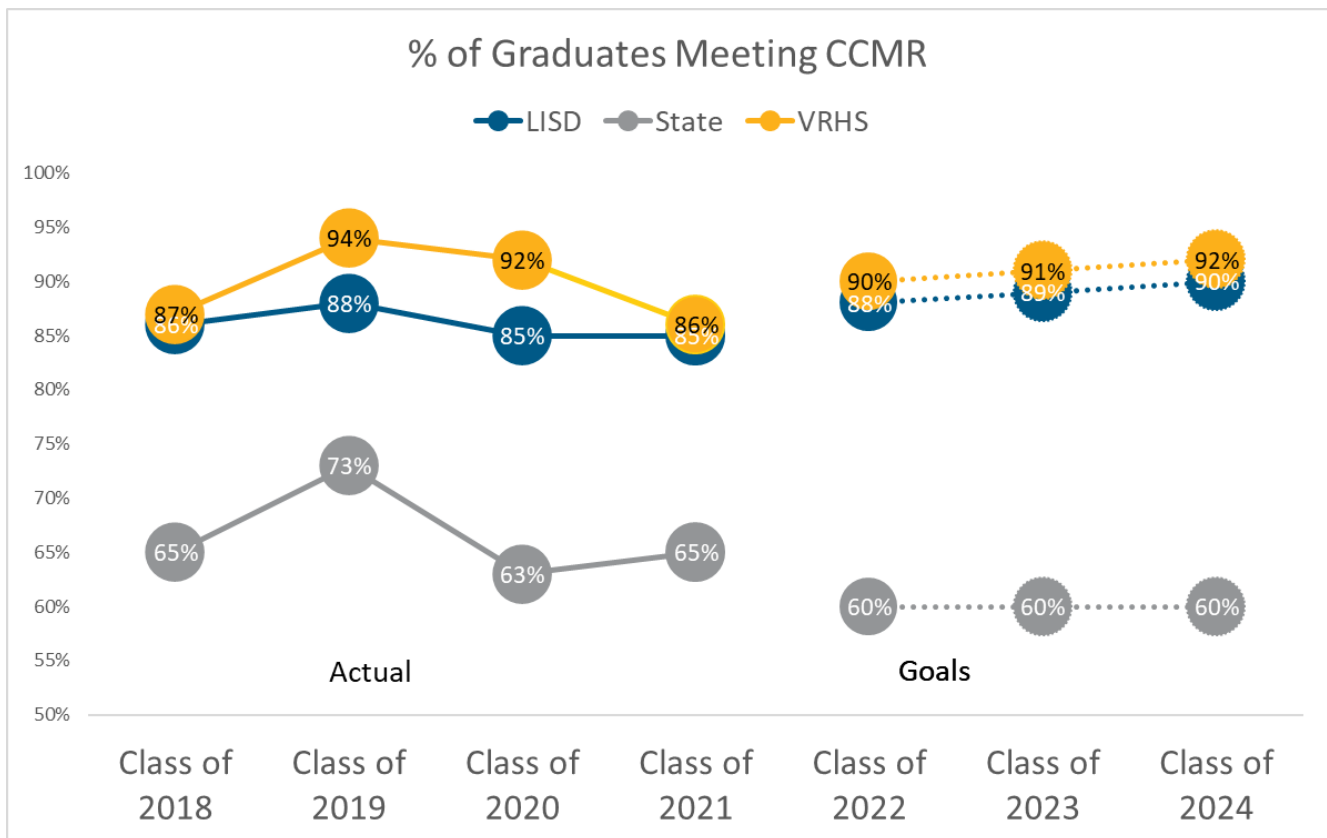
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2021 Goal	89%	67%	84%	93%	93%	89%	88%	76%	58%
Class of 2022 Goal	90%	68%	85%	94%	94%	90%	89%	77%	59%
Class of 2023 Goal	91%	69%	86%	95%	95%	91%	90%	78%	60%
Class of 2024 Goal	92%	70%	87%	95%	95%	92%	91%	79%	61%

## Vista Ridge HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Actual	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Actual	92%	81%	92%	91%	99%	95%	84%	82%	89%
Class of 2021 Actual	86%	67%	80%	88%	92%	95%	98%	73%	70%

## Vista Ridge HS Actual Data and Proposed Goals



# Westside Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Major Change

398

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Positive growth in our Leader in Me Measurable Results Assessment Student Survey in the category Academics Goal Achievement (Spring 2022: Setting Goal 44%, Making a Plan 28%, Following Plan 17%, Tracking Plan 25%)

Positive growth on MAPs Growth Quadrant Graph (Baseline: Spring 2022 High Achieving, Low Growth).

Improvement in perceptual survey of students related to opportunities and supports for Student Experience in the Empowered Student Learning section (Summer 2022 51%).

Positive growth in instructional practices centered around differentiation, Instructional Rounds (Baseline October 2022).

**Staff Responsible:** Instructional Leadership Team, All Staff

**Opportunity Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 1, 2, 3

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Promote Student Ownership of Learning	
<b>Evidence of Success:</b> Positive progress towards a year's growth in reading for each student (Spring 2022 84%). Positive progress towards student access to leadership opportunities that reflect their individual gifts and talents (Spring 2022 78%). All students will be able to self-reflect on their academic progress, individual gifts and talents, and impact on their classroom, school and community using a Leadership Notebook/Digital Portfolio.	399
<b>Staff Responsible:</b> All Staff	
<b>Opportunity Statements:</b> Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 1, 2	

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 3:** To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

**Initial Status:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Positive trends in Student Experience perceptual survey of students related to the acquisition of the LISD Graduate Profile (Spring 2022: 52% of students have heard of Graduate Profile, 62% see connections between learning and the Graduate Profile)</p> <p><b>Staff Responsible:</b> Instructional Leadership Team and All Staff</p> <p><b>Opportunity Statements:</b> Perceptions 4</p>	<p>400</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

System Response 1 Details	
<p><b>System Response 1:</b> Recruit and retain high-quality staff.</p> <p><b>Evidence of Success:</b> Positive growth on the Leander ISD's Collaborative Team PLC Reflection Tool (Spring 2022: Implementing Level 4.0).</p> <p><b>Staff Responsible:</b> All Staff</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 1</p>	<p>401</p>

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Westside Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

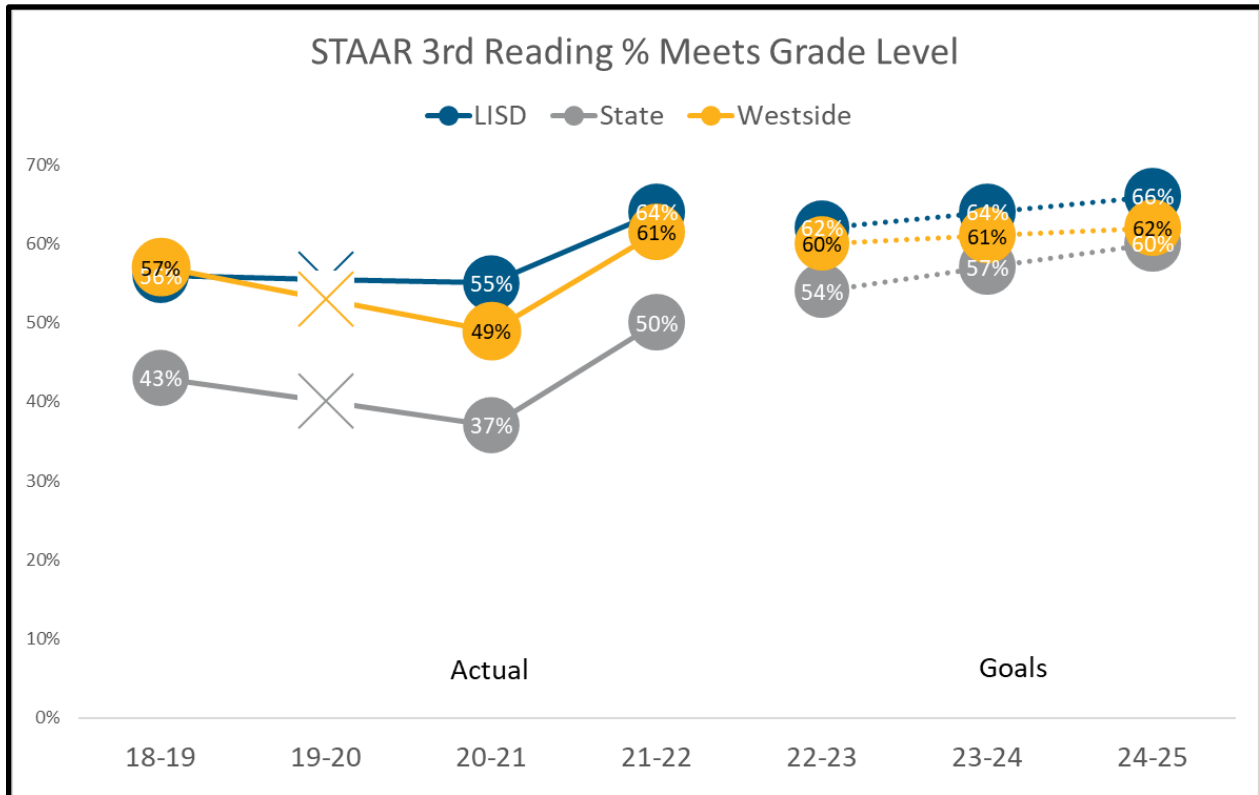
Westside Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	57%			60%					
2019-20	58%			61%					
2020-21	58%			61%					
2021-22	59%			62%					
2022-23	60%			63%					
2023-24	61%			64%					
2024-25	62%			65%					

Westside *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	57%			60%					
2019-20	✕			✕					
2020-21	49%			48%			21%		
2021-22	61%		44%	66%			33%		

Westside Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Westside Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

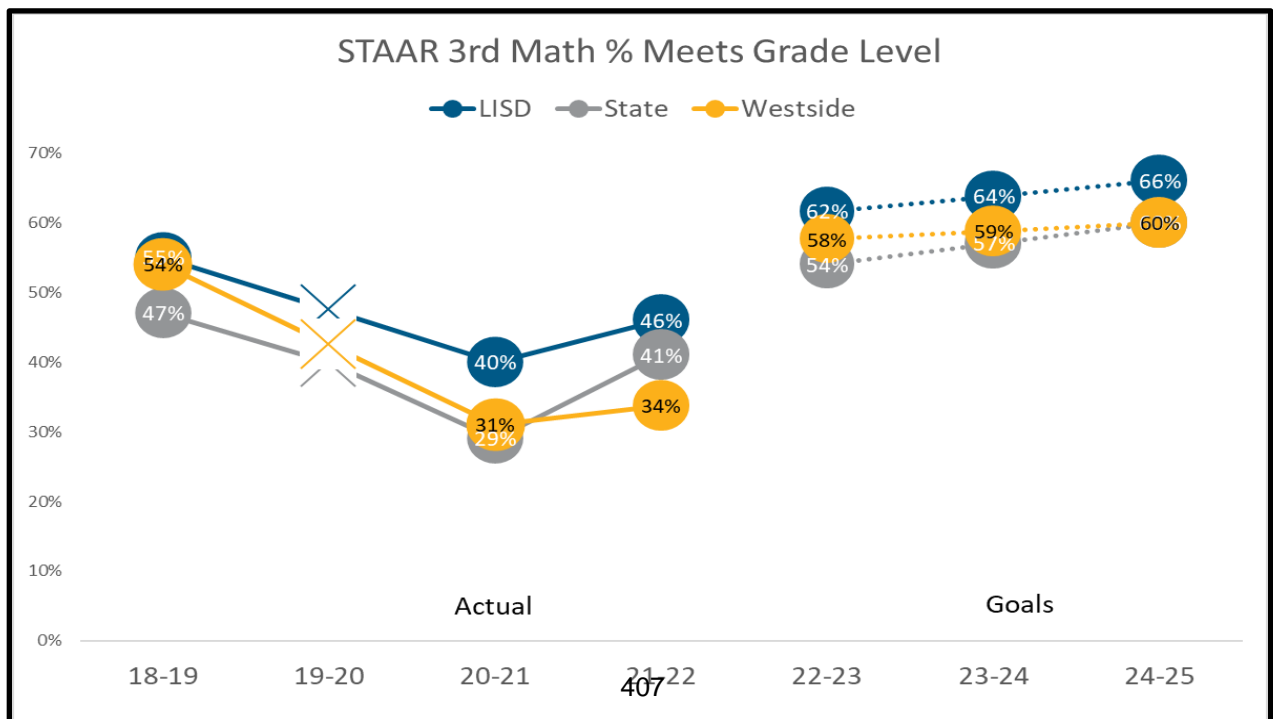
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
2019-20	55%			54%					
2020-21	55%			54%					
2021-22	56%			55% 406					

2022-23	58%			56%					
2023-24	59%			58%					
2024-25	60%			60%					

Westside Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
2019-20	✕			✕					
2020-21	31%		10%	34%			21%		
2021-22	34%		25%	34%			25%		

Westside Actual Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Whitestone Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 408

### HB3 Goal

**Initial Status:** Major Change

#### System Response 1 Details

**System Response 1:** Empower each child's literacy skills including language to access learning.

**Evidence of Success:** LITERACY

#### PHONICS/WORD STUDY Istation

Kindergarten Letter Knowledge Subtest: 17% May 2022 scored as Level 1 & 2  
1st Grade Alphabetic Decoding Subtest.: 42% in May 2022 scored as Level 1 & 2  
2nd Grade Alphabetic Spelling Subtest: 44% in May 2022 scored as Level 1 & 2  
3rd Grade Alphabetic Spelling Subtest: 38% in May 2022 scored as Level 1 & 2  
4th Grade Alphabetic Spelling Subtest: 38% in May 2022 scored as Level 1 & 2  
5th Grade Alphabetic Spelling Subtest: 39% in May 2022 scored as Level 1 & 2

#### MATH and SCIENCE STAAR Data

3rd Grade Math Meets Standard 56%  
4th Grade Math Meets Standard 49%  
5th Grade Math Meets Standard 49%  
5th Grade Science Meets Standard 43%

**Staff Responsible:** Instructional Staff

**Opportunity Statements:** Demographics 1 - Student Learning 1, 2

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 1:** To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

**Initial Status:** Minor Change

System Response 1 Details	
<b>System Response 1:</b> Recruit and retain high-quality staff. <b>Evidence of Success:</b> PLC Campus Feedback from Instructional Staff Campus Instructional Walks LEADS Domain 1 Instructional Planning: % Scoring Proficient <b>Staff Responsible:</b> Campus Administration  <b>Opportunity Statements:</b> School Processes & Programs 1	409

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Maintain

**System Response 1 Details**

**System Response 1:** Support safe, inclusive spaces for students to own their learning and pursue interests and passions.

**Evidence of Success:** Spring 2022 Student Survey

61% of students report that "My experiences this year in school have helped me become a better communicator."

% of staff trained Kagan Collaborative Day 1 and Day 2

**Staff Responsible:** Campus Administration

**Opportunity Statements:** Perceptions 1

410

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Whitestone Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

# Mathematics Action Plans

## *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

## *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

## *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Key Question: To what extent are Leander ISD 3rd grade students proficient in literacy performance?

Leander ISD Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

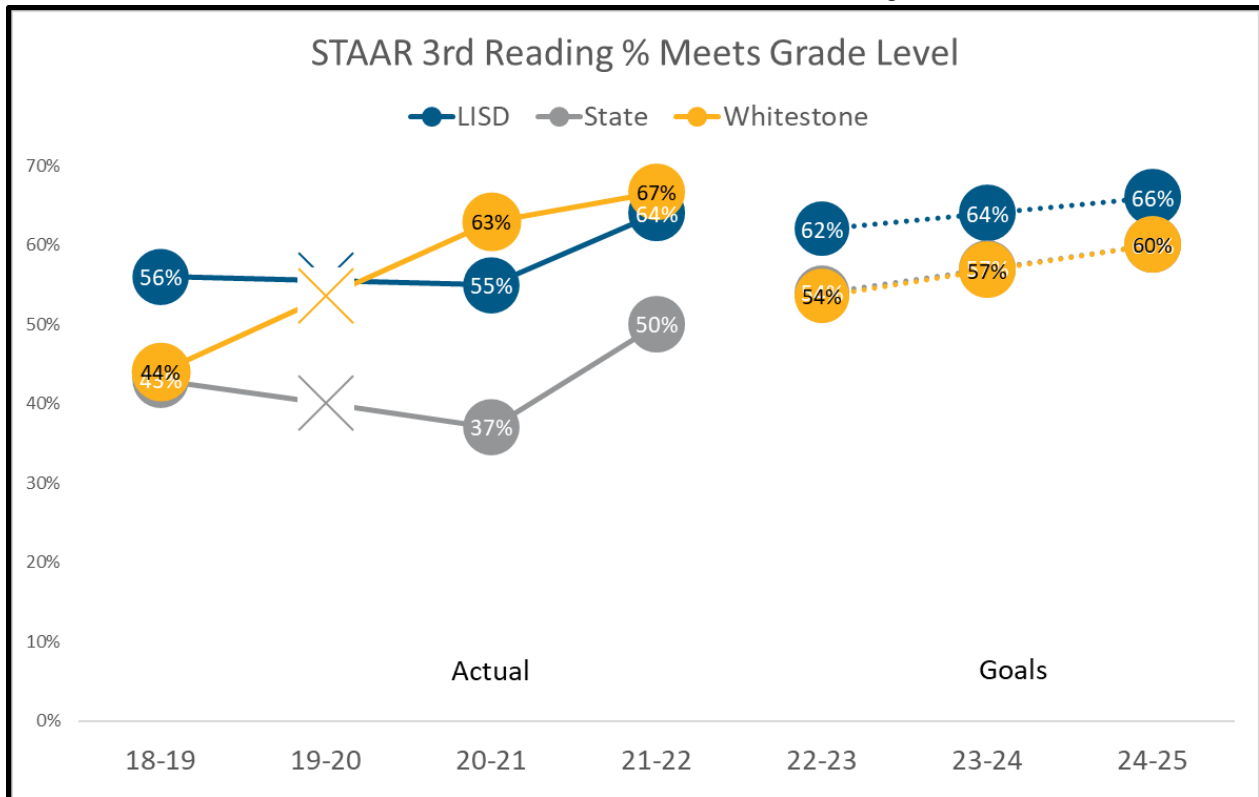
Whitestone *Baseline* Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
2019-20	47%		50%	46%				37%	41%
2020-21	47%		50%	46%				37%	41%
2021-22	50%		52%	50%				43%	46%
2022-23	54%		55%	53%				48%	50%
2023-24	57%		57%	57%				54%	55%
2024-25	60%		60%	60%				60%	60%

Whitestone *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
2019-20	✕		✕	✕				✕	✕
2020-21	63%		55%	66%			25%	41%	47%
2021-22	67%		52%	73%	85%	80%	44%	31%	32%

Whitestone *Actual* Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Leander ISD Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

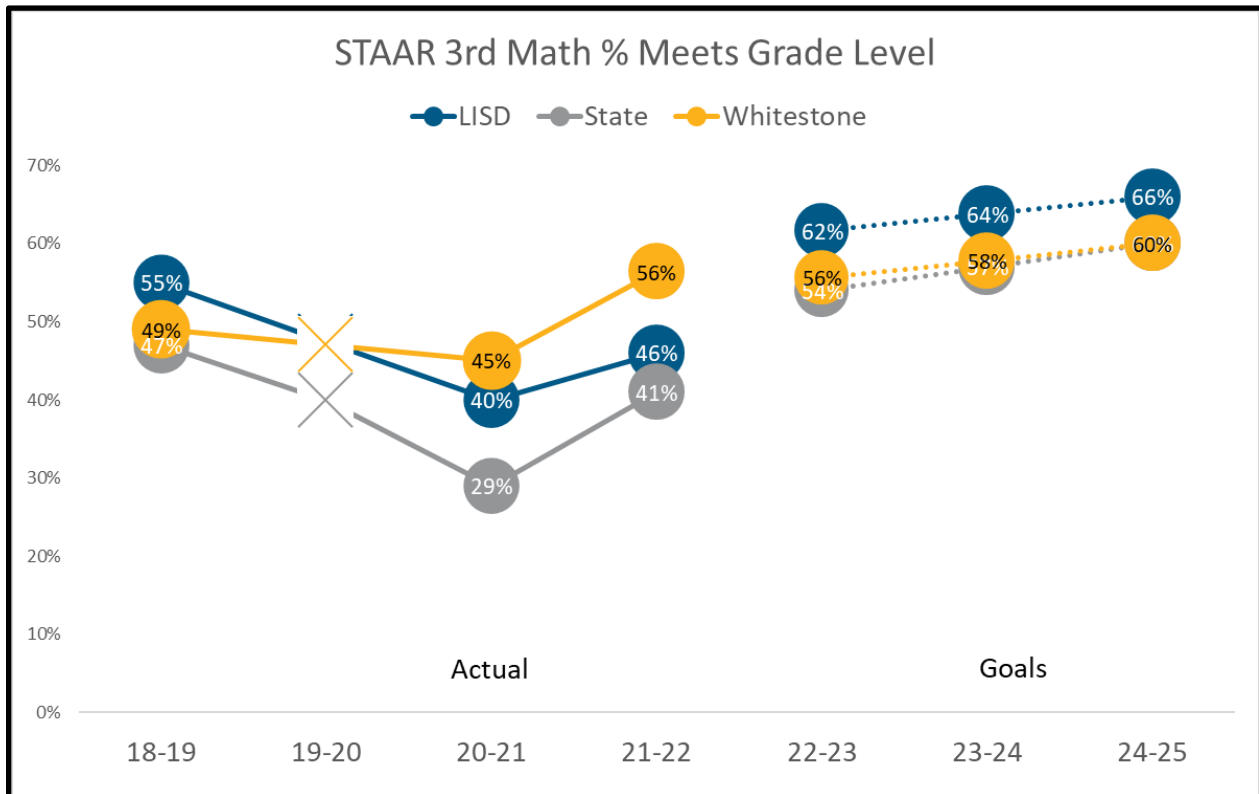
Whitestone Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%		47%	49%				38%	36%
2019-20	51%		50%	51%				42%	41%
2020-21	51%		50%	51%				42%	41%
2021-22	53%		52%	53%				47%	46%
2022-23	56%		55%	56%				51%	50%
2023-24	58%		57%	58%				56%	55%
2024-25	60%		60%	60%				60%	60%

Whitestone *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%		47%	49%				38%	36%
2019-20	51%		50%	51%				42%	41%
2020-21	45%		49%	39%			12%	40%	56%
2021-22	56%		52%	56%	83%	70%	17%	41%	50%

Whitestone *Actual* Math Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Wiley Middle School

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 417

### HB3 Goal

**Initial Status:** Major Change

System Response 1 Details
<p><b>System Response 1:</b> Support student learning through intentional interventions for individual needs</p> <p><b>Evidence of Success:</b> Increase percentage of students who score at or above grade level on the MAP and ISIP assessments and/or approaches on Reading STAAR in 6th, 7th, and 8th grade.</p> <p><b>Staff Responsible:</b> Teachers Instructional Coach SSFs Assistant Principals Principal</p>

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Goal 2:** Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

**Key Question 2:** To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

**Initial Status:** Maintain

<b>System Response 1 Details</b>	<b>418</b>
<p><b>System Response 1:</b> Recognize and support staff by providing campus and district professional development, time with instructional support staff and opportunities for growth.</p> <p><b>Evidence of Success:</b> Staff Surveys Retention of Staff</p> <p><b>Staff Responsible:</b> Administrative Team</p>	

**Goal 4:** Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

**Key Question 1:** To what extent are we identifying, measuring, and responding to the barriers to access within programs?

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Increase student access to different programs and activities through recruitment and a creation of groups.</p> <p><b>Evidence of Success:</b> Increase in student representation and participation in rigorous classes and programs based on their current level of mastery, involvement in at least one extracurricular activity, campus group, or programming.</p> <p><b>Staff Responsible:</b> Principal, leadership team, teachers</p>

**Goal 5:** Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

**Key Question 1:** To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

**Initial Status:** Minor Change

System Response 1 Details
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey, campus walkthroughs, and focus groups.</p> <p><b>Staff Responsible:</b> Administrators, Teachers, Support Staff.</p>
420

# Winkley Elementary

## Goals

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 1:** To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

**Initial Status:** Maintain but Consider a Change

421

### System Response 1 Details

**System Response 1:** Create a culture of Deeper Learning for all students and staff.

**Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022). We will utilize data gathered during instructional walkthroughs as well.

**Staff Responsible:** Campus Administrators and Instructional Coach

**Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1

**Goal 1:** Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

**Key Question 2:** To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

**HB3 Goal**

**Initial Status:** Maintain but Consider a Change

System Response 1 Details
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Improvement in/positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for student ownership of learning (baseline in Spring &amp; Fall 2022). We will also use observational data from the Learner Portfolios created by 3rd-5th grade students.</p> <p><b>Staff Responsible:</b> Campus Administrators, Instructional Coach, Classroom Teachers, Instructional Staff</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1</p>

**Goal 3:** Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

**Key Question 1:** To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

**Initial Status:** Maintain but Consider a Change

<b>System Response 1 Details</b>	
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and open lines of communication. <b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff. <b>Staff Responsible:</b> Campus Administrators, Classroom Teachers, Instructional Coach  <b>Opportunity Statements:</b> School Processes & Programs 1 - Perceptions 1	423

## HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

Key Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

## Winkley Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the PWS Alignment across the year
  - b. Add components to enhance student agency in the written curriculum
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
    - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
  - b. Support campus PLCs to promote and support:
    - i. best instructional practices and implementation of written curriculum
    - ii. use of adopted curriculum resources within a workshop framework
    - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
    - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
    - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
  - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.
  
3. *Provide ongoing support for Early Childhood through Professional Learning*
  - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
  - b. Support for the utilization student portfolios to increase student ownership of learning
  - c. Participate in and support Professional Learning Communities
  - d. promote developmentally appropriate literacy practices across all early childhood programs
  
4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
  - a. Support curriculum implementation with fidelity through PLCs and campus walks
  - b. Provide support for integrating reading and writing experiences throughout the day
  - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

## Mathematics Action Plans

### *Promote student ownership of learning*

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

### *Support the acquisition of the Leander ISD Graduate Profile*

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

### *Eliminate barriers to equitable access*

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

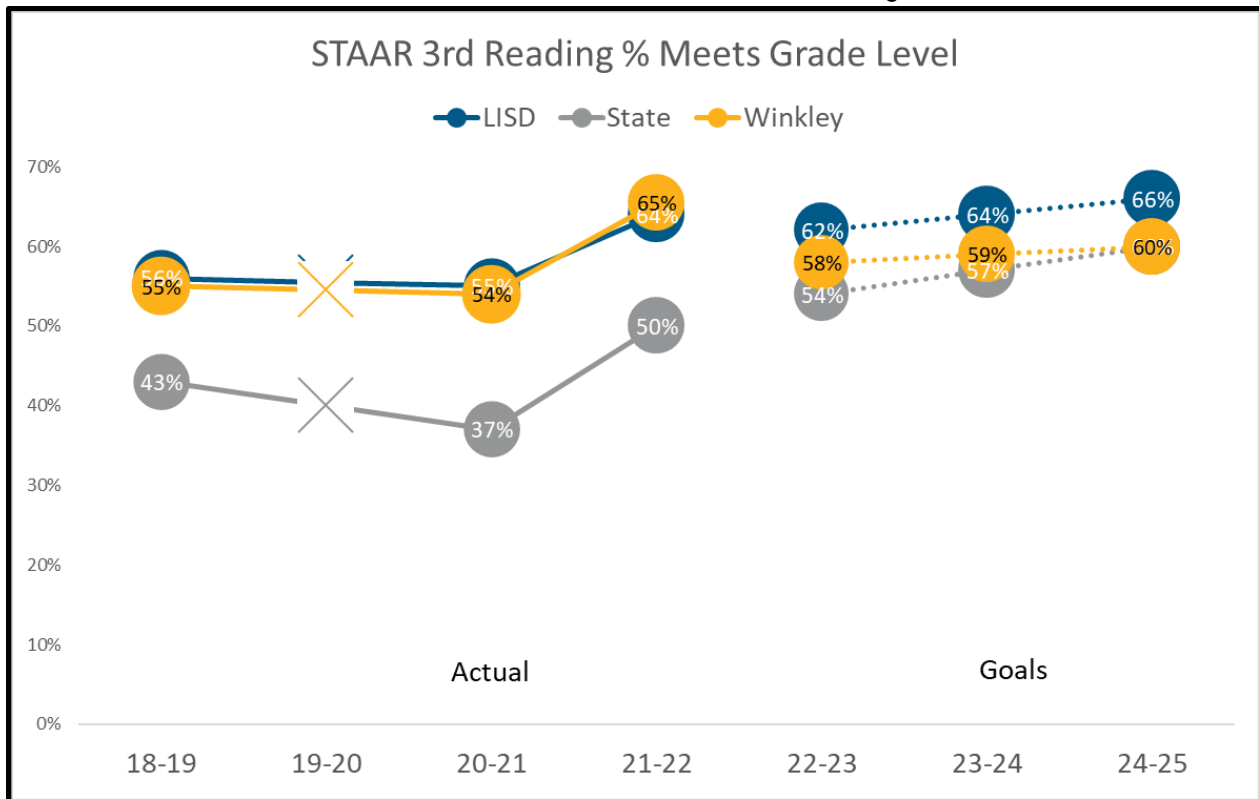
Winkley Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
2019-20	56%			58%					
2020-21	56%			58%					
2021-22	57%			59%					
2022-23	58%			60%					
2023-24	59%			61%					
2024-25	60%			62%					

Winkley *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
2019-20	X			X					
2020-21	54%		32%	57%	64%				
2021-22	66%		59%	63%	71%	90%	28%	40%	

Winkley Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

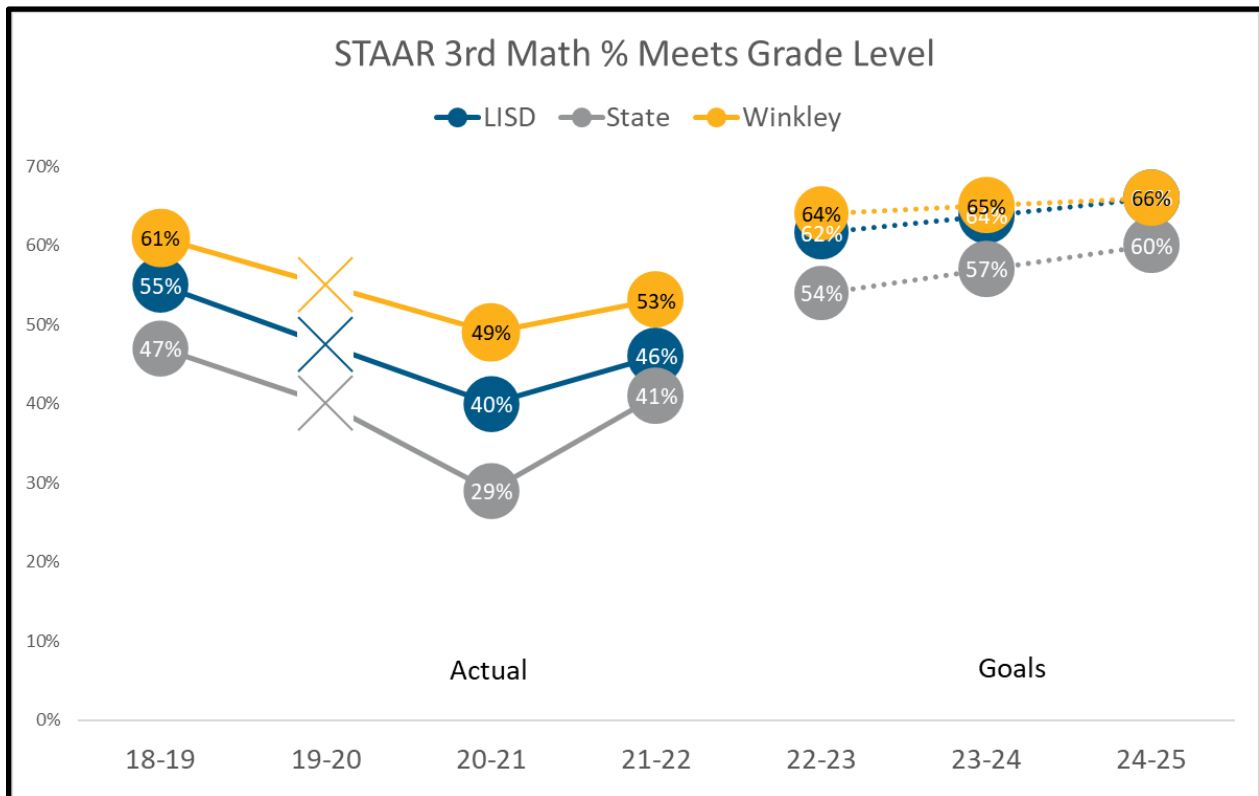
Winkley Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
<del>2019-20</del>	<del>62%</del>			<del>58%</del>					
2020-21	50%		42%	55%	45%				
2021-22	63%			59%					
2022-23	64%			60%					
2023-24	65%			61%					
2024-25	66%			62% <sup>428</sup>					

Winkley Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	X			X					
2020-21	49%		42%	55%	45%				
2021-22	53%		37%	54%	76%	70%	39%	40%	

Winkley Actual Reading Data through 2022 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Academic Data Update: House Bill 3, Early Reading Instruments, IStation Indicator of Progress, & Measures of Academic Progress
<b>Purpose (this meeting):</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Jennifer Collins
<b>Attachments:</b>	Academic Data Update: House Bill 3, Early Reading Instruments, IStation Indicator of Progress & Measures of Academic Progress Presentation

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## **Background Information:**

The purpose of this presentation is to provide the Board of Trustees an overview of academic data including student performance data on state and national standardized assessments. State and national achievement data have been designated as evidence to be provided for LISD Strategic Plan: Goal 1- Empowered Student Learning.

Included in this report are 2021-2022 Early Reading Instrument Report (ERI) data as well as an update on House Bill 3 (HB 3) Goals and Plans. House Bill 3 includes goals and plans for early reading and math proficiency as well as College Career and Military Readiness (CCMR).

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# ACADEMIC DATA UPDATE: HB3, ERI, ISIP, & MAP

431

October 27, 2022

# PURPOSE

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The purpose of this presentation is to provide the board of trustees an overview of student academic performance data on state and national standardized assessments.\* Included in this report is 2021-22 Early Reading Instrument (ERI) report data as well as an update on our House Bill 3 (HB 3) Goals and Plans.

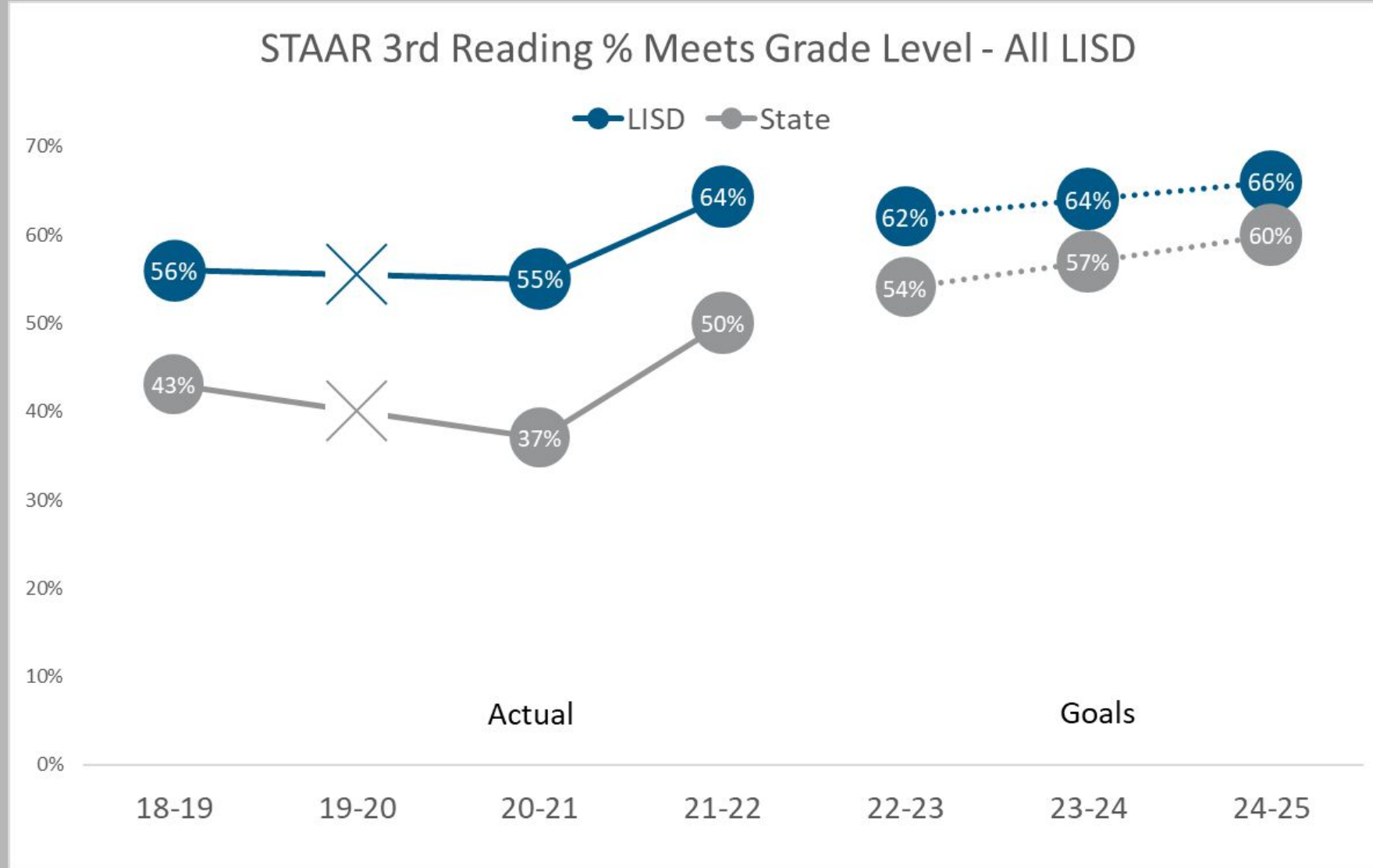
432

*\*Evidence for Goal 1: Empowered Student Learning*

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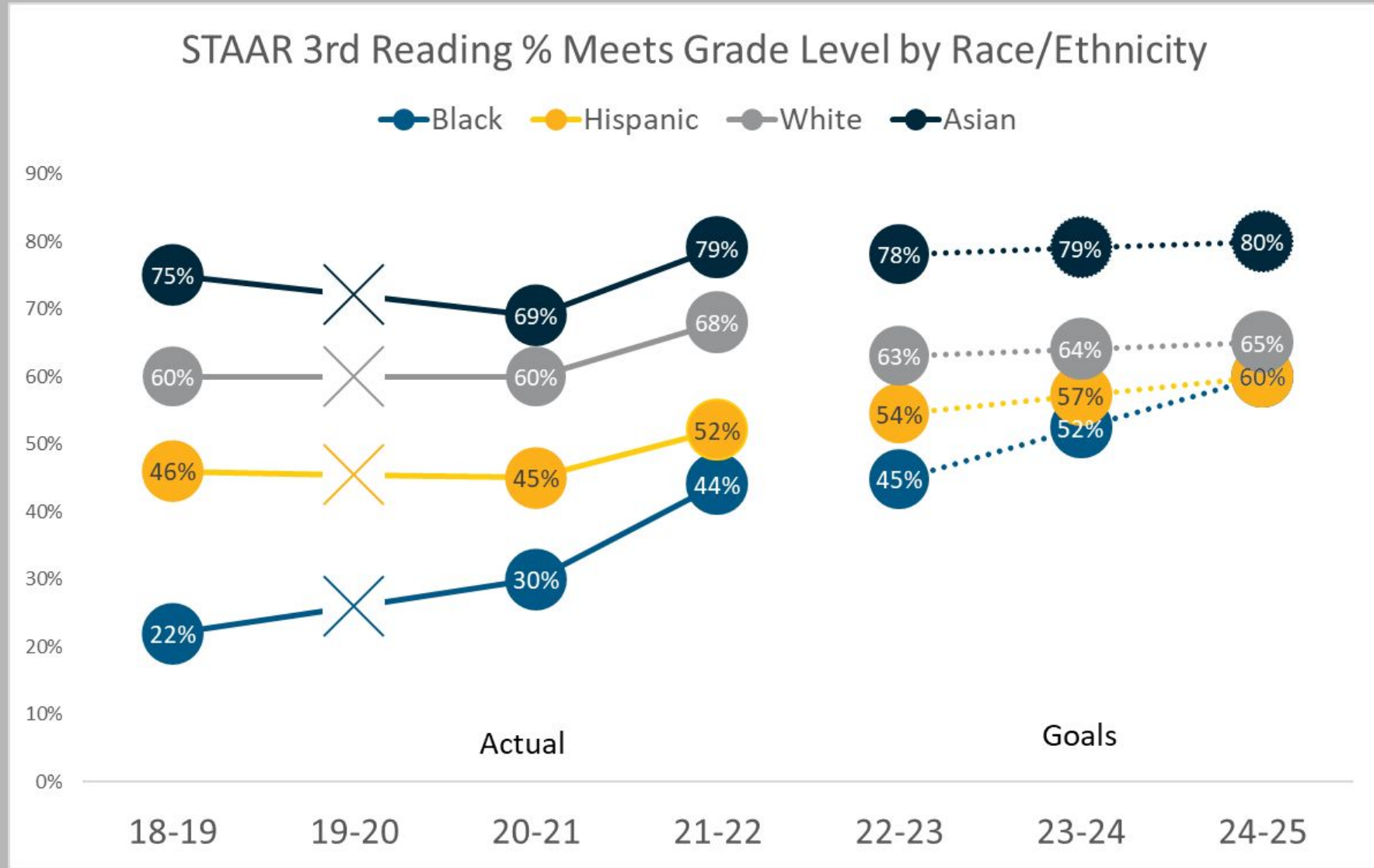
# END OF YEAR HOUSE BILL 3 READING DATA 21-22

# EARLY CHILDHOOD READING

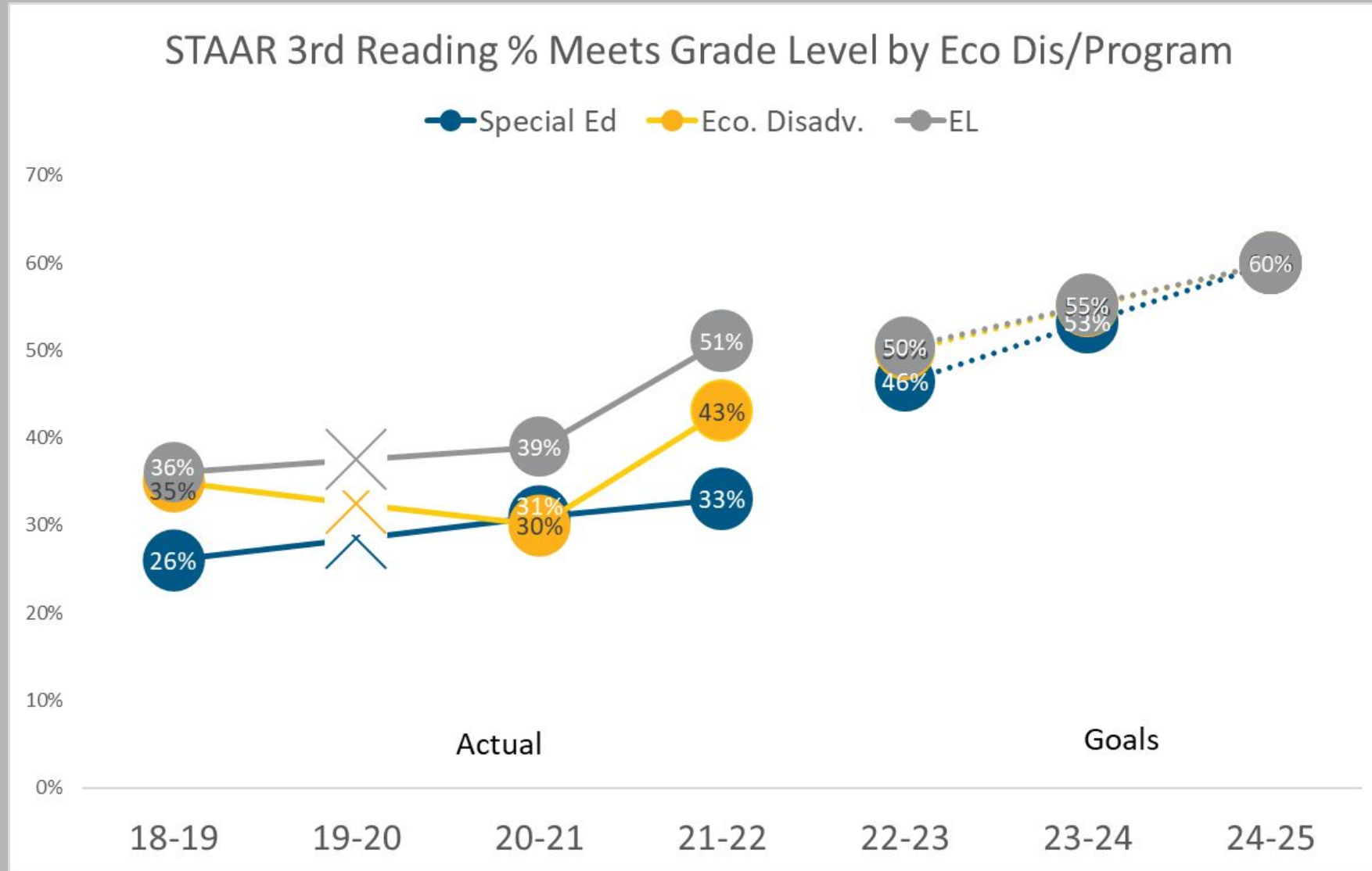


434

# EARLY CHILDHOOD READING



# EARLY CHILDHOOD READING

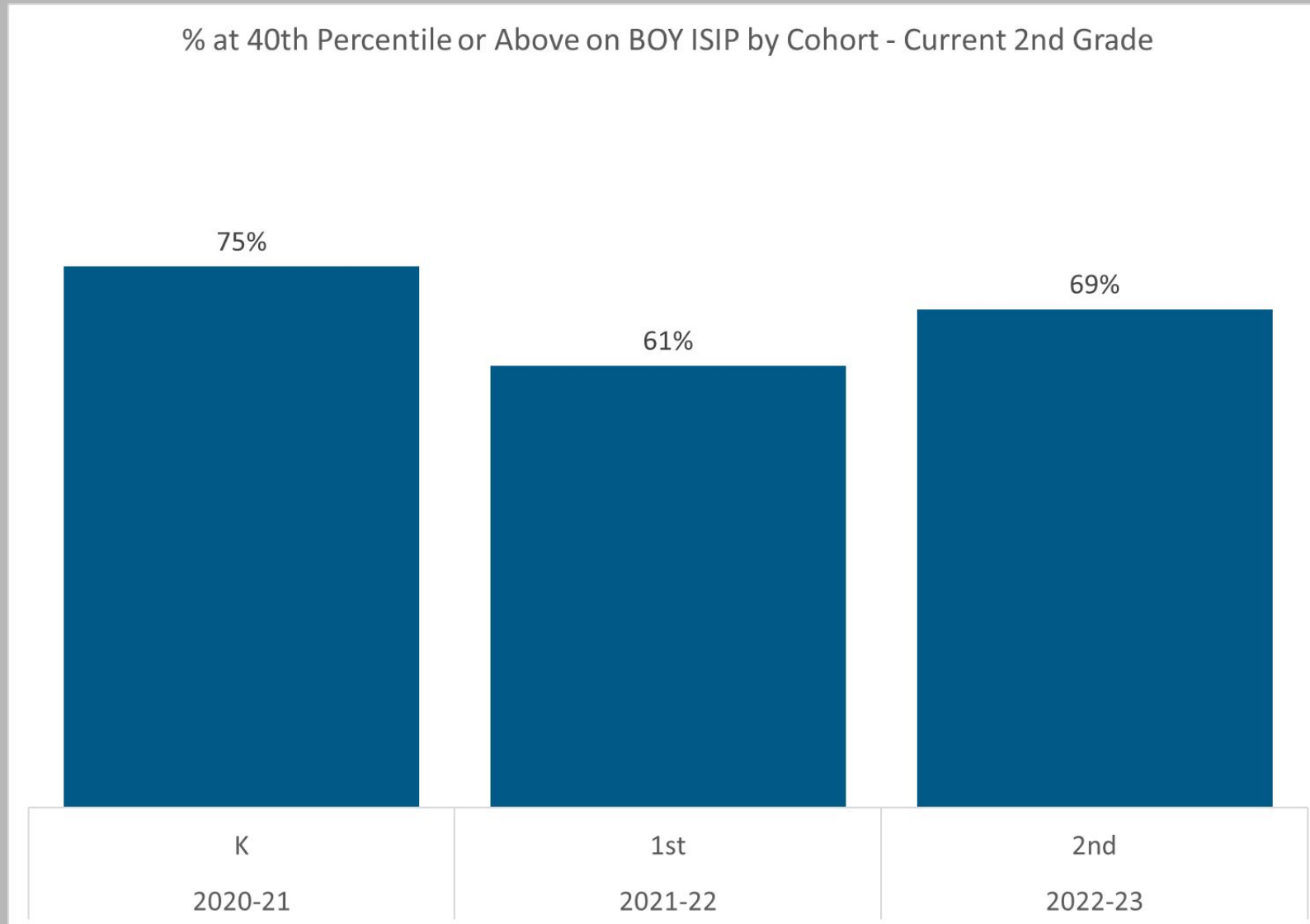


436

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# BEGINNING OF YEAR READING DATA 22-23

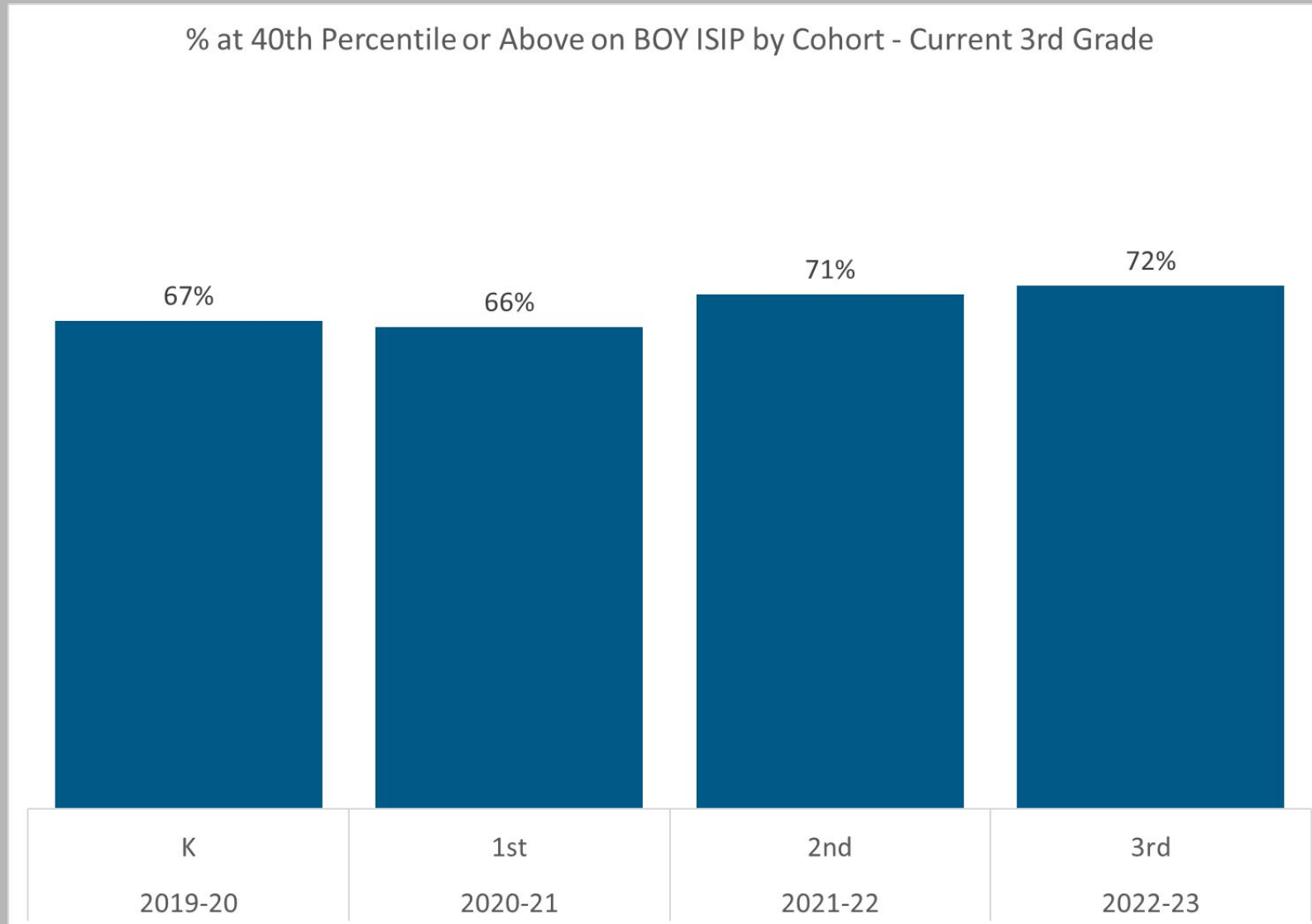
# ELEMENTARY READING



438

# ELEMENTARY READING

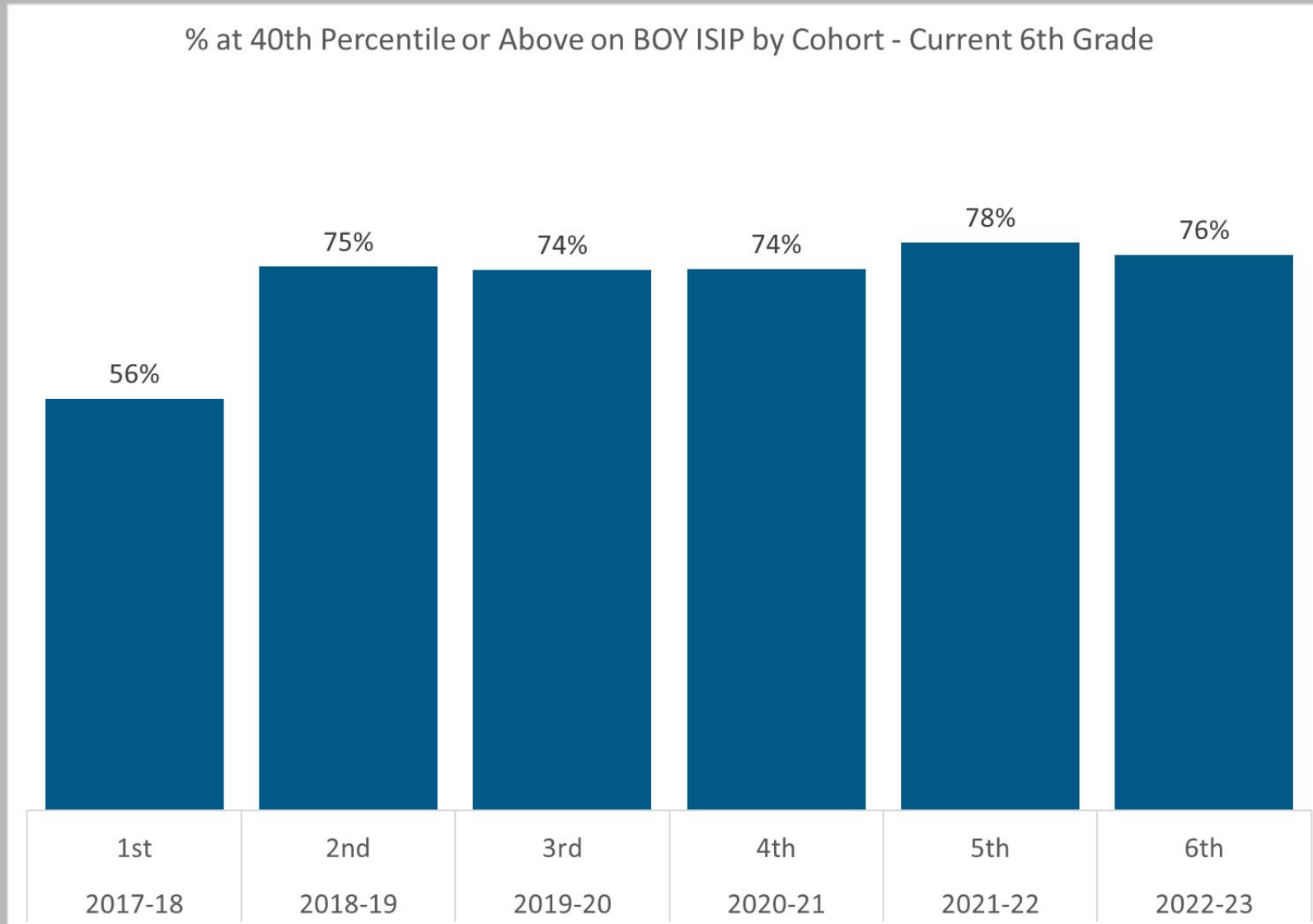
% at 40th Percentile or Above on BOY ISIP by Cohort - Current 3rd Grade



439

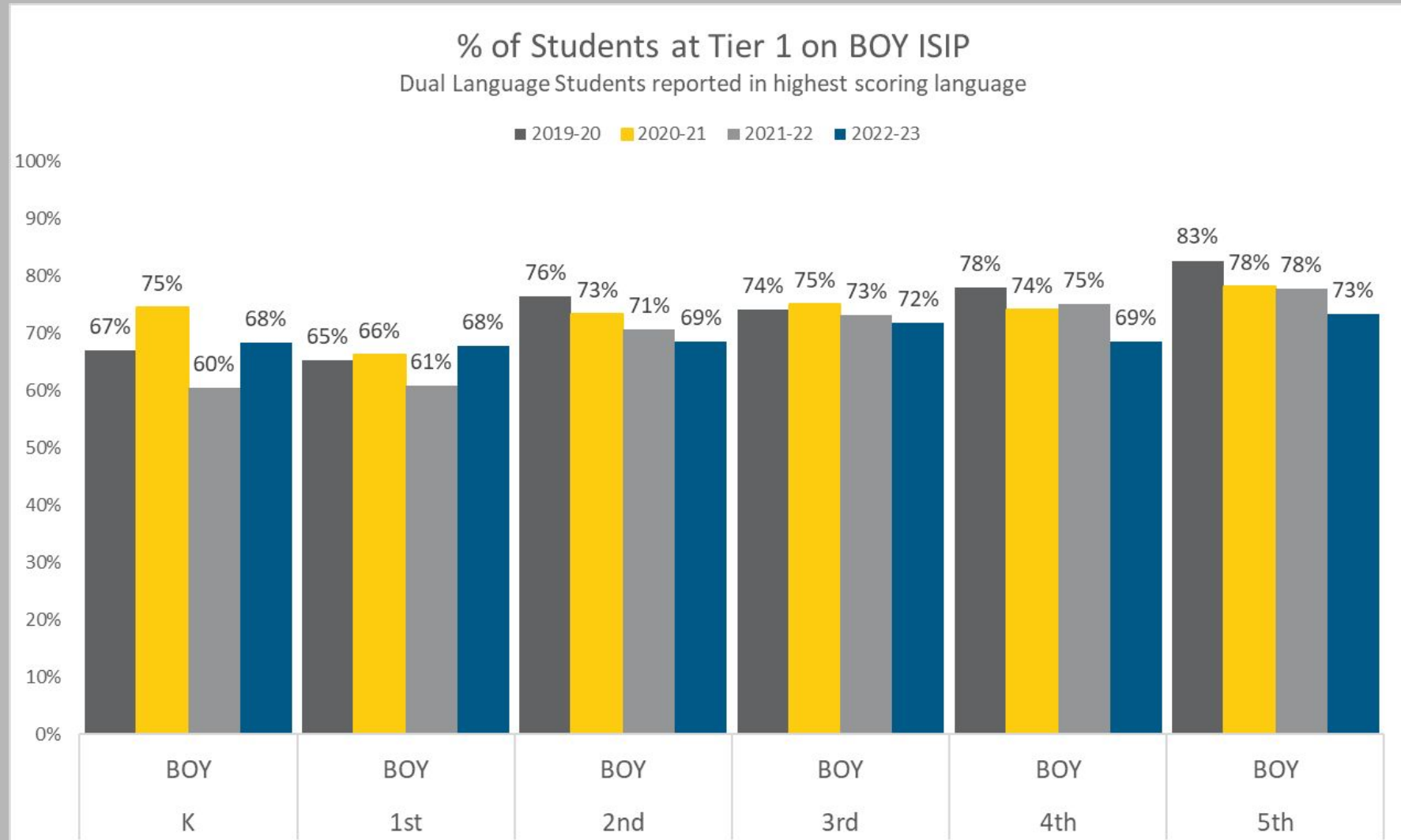
# ELEMENTARY READING

% at 40th Percentile or Above on BOY ISIP by Cohort - Current 6th Grade

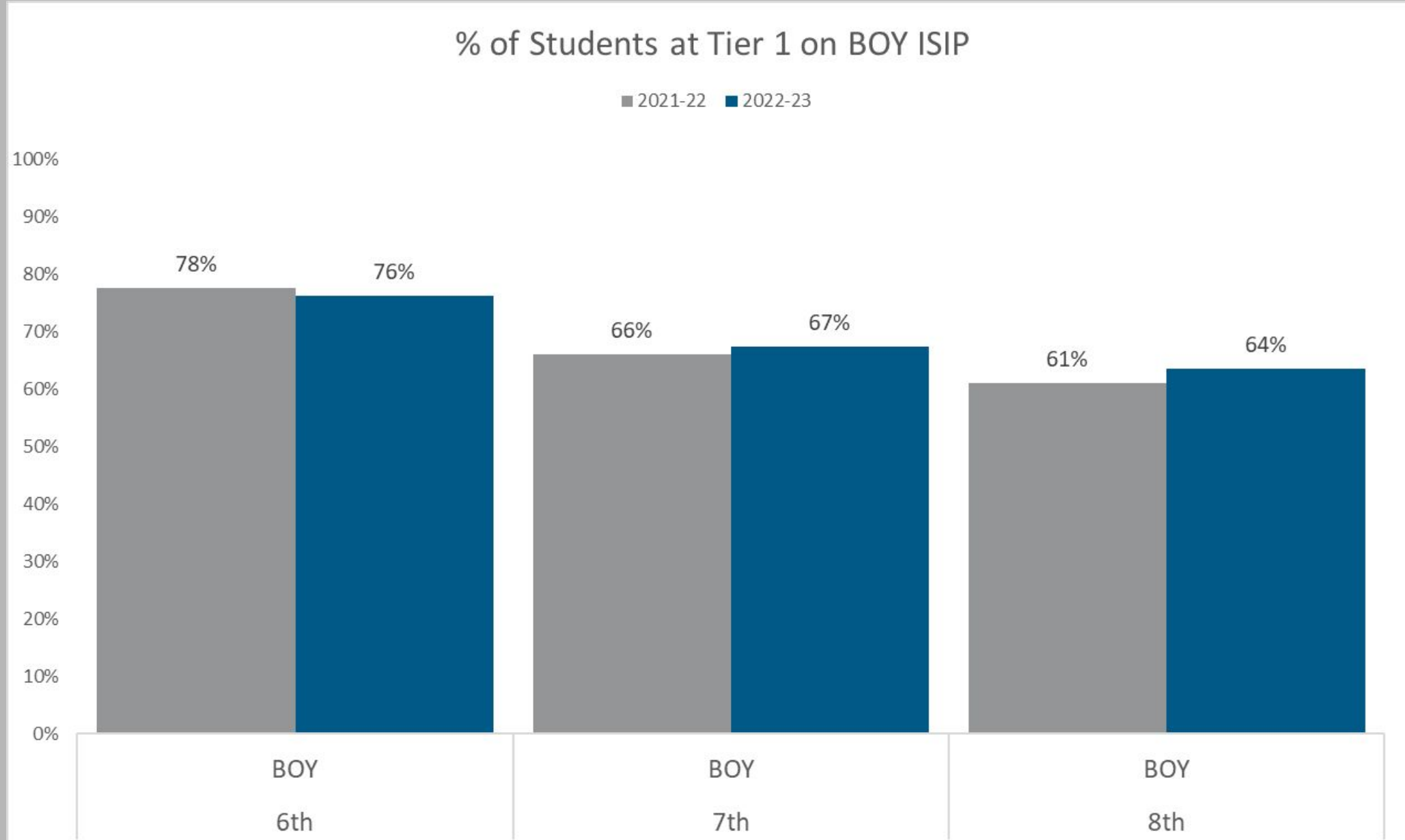


440

# ELEMENTARY READING



# MIDDLE SCHOOL READING

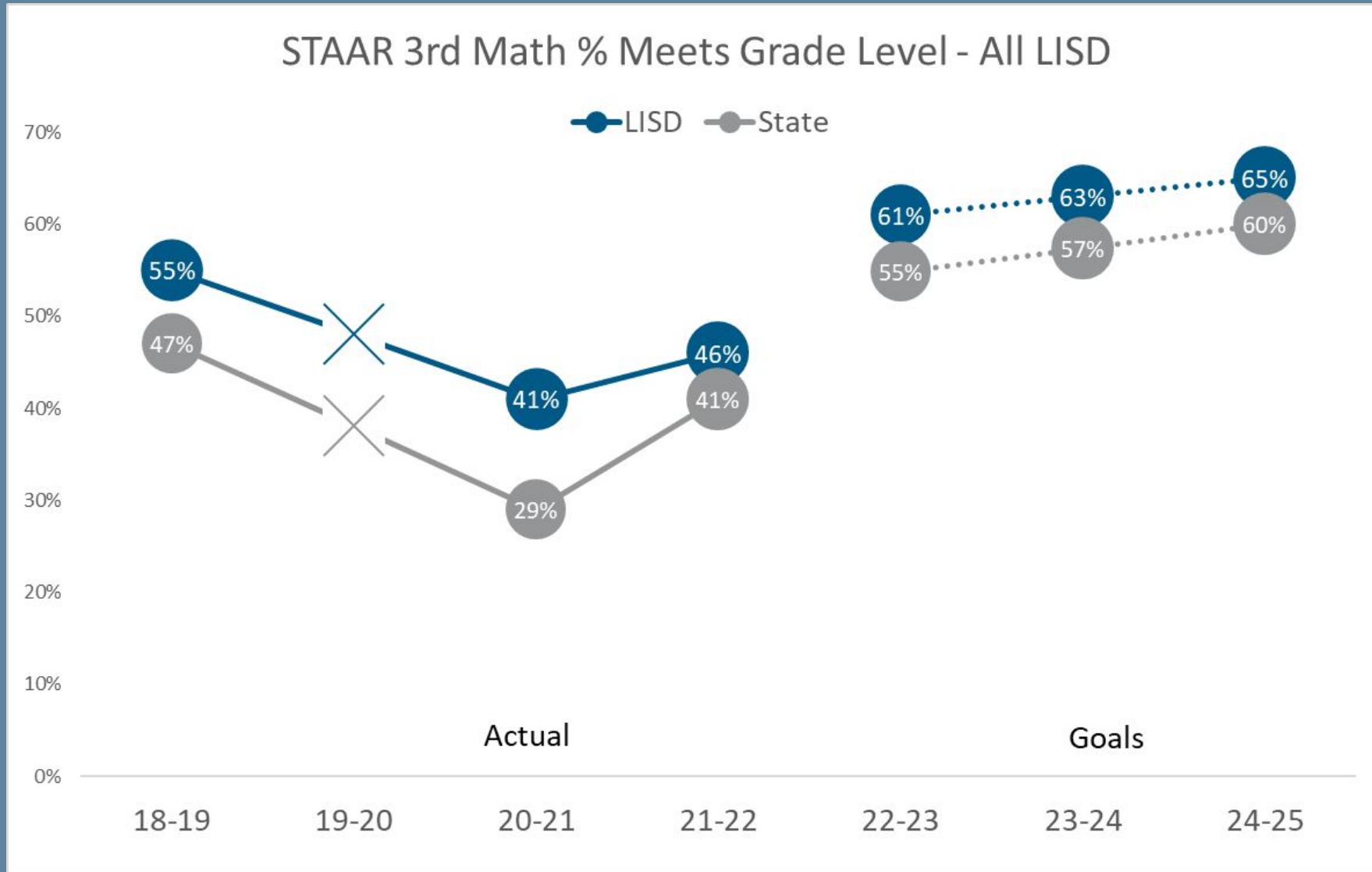


442

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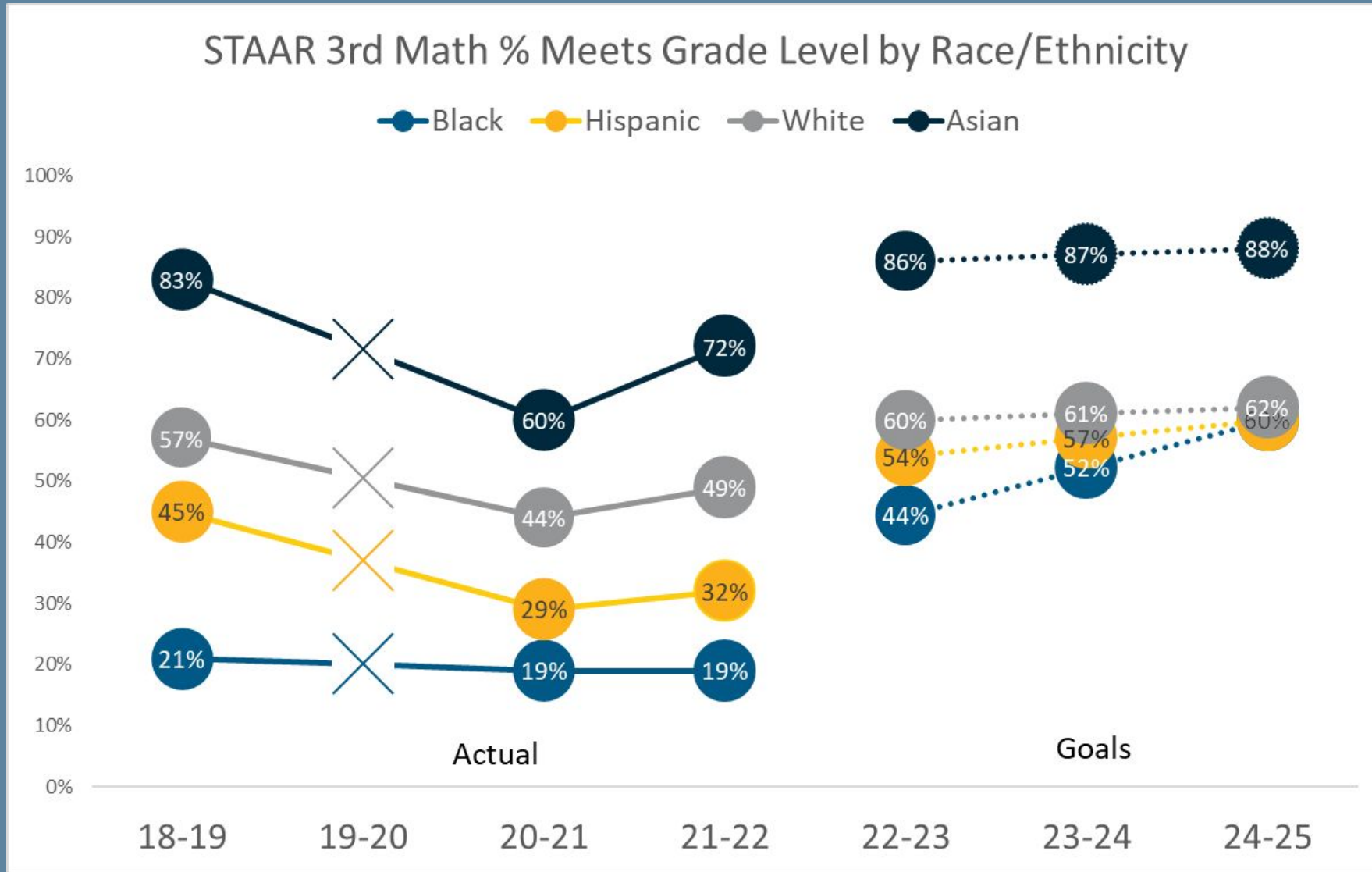
# END OF YEAR HOUSE BILL 3 MATH DATA 21-22

# EARLY CHILDHOOD MATHEMATICS

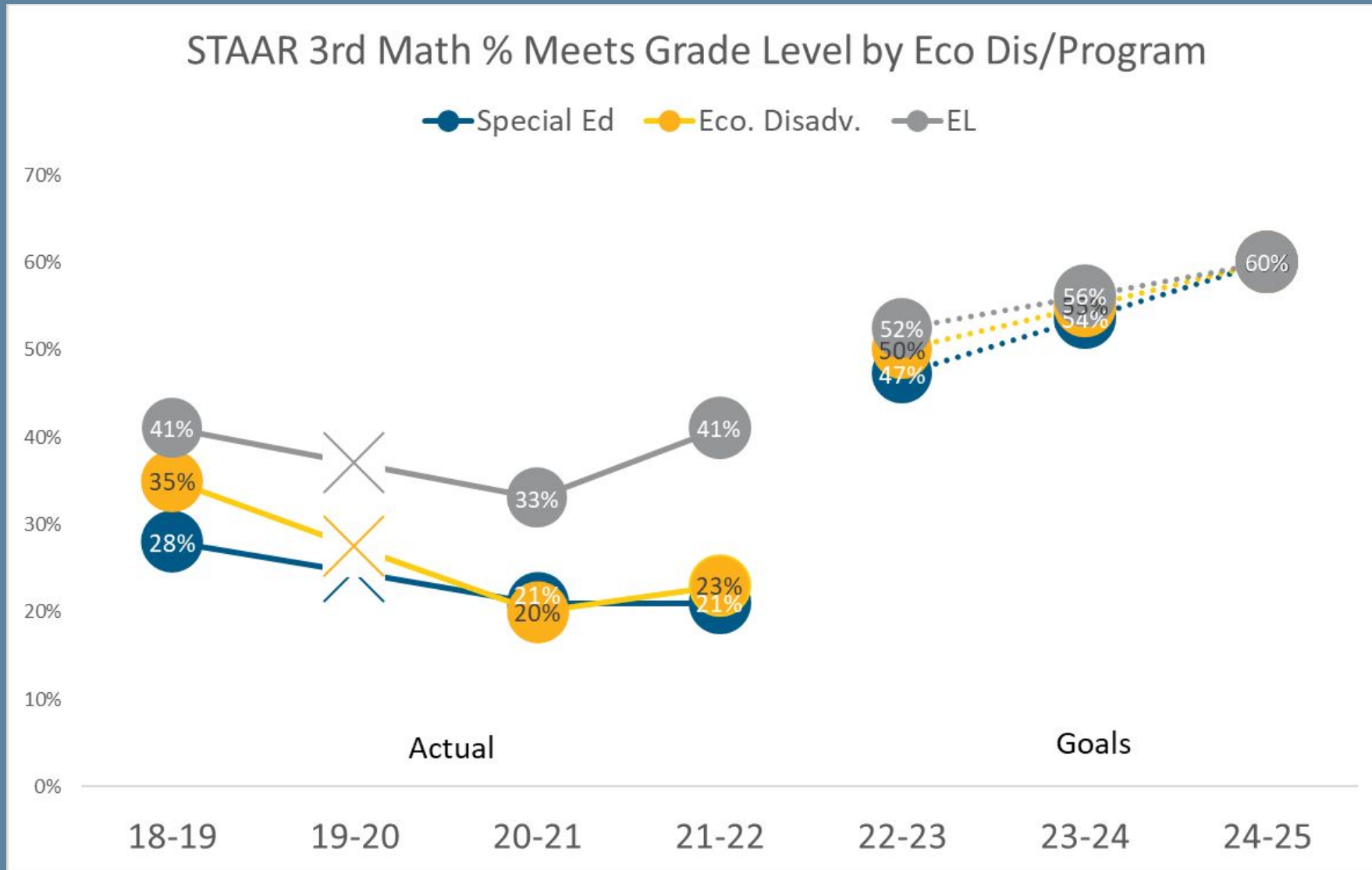


444

# EARLY CHILDHOOD MATHEMATICS



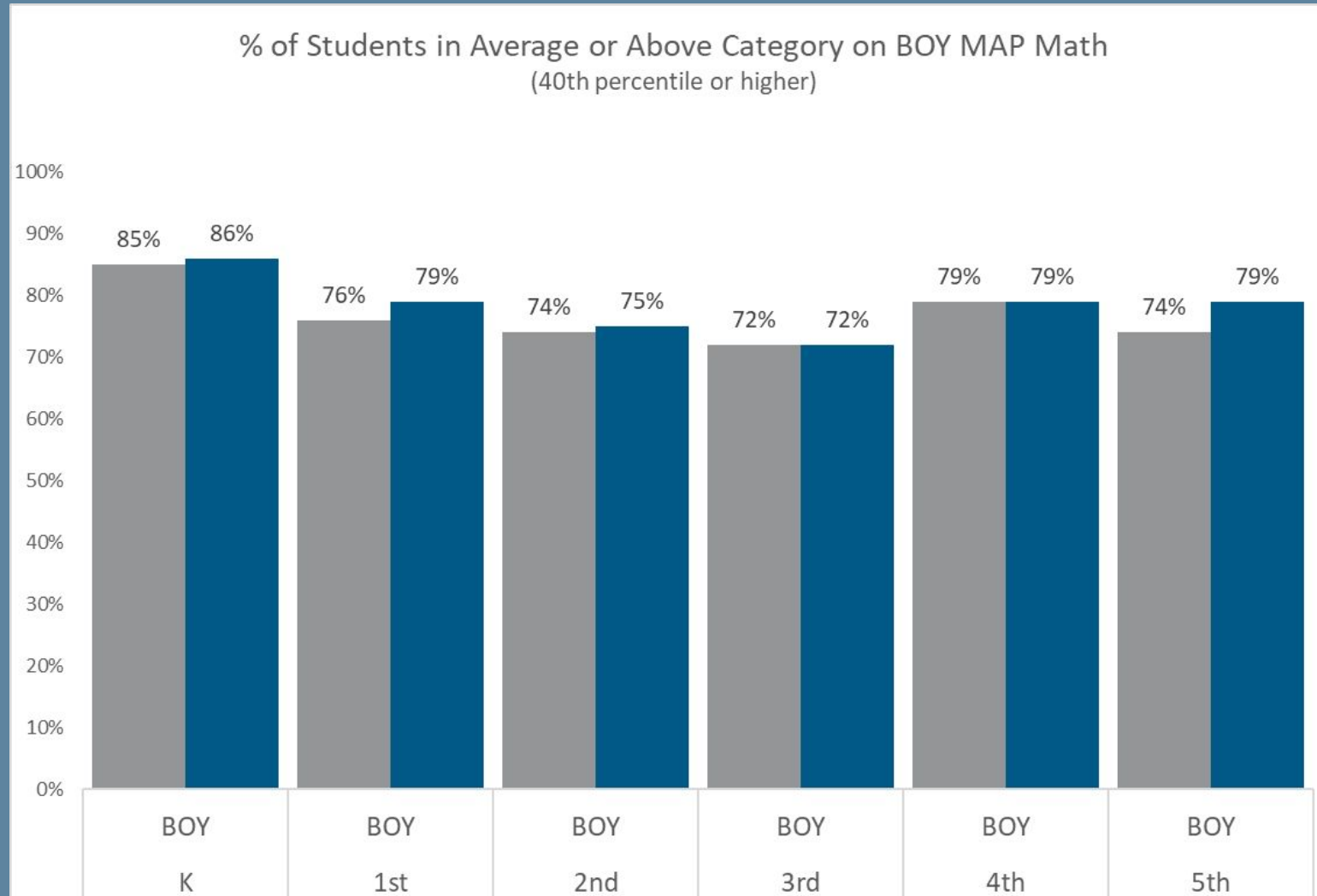
# EARLY CHILDHOOD MATHEMATICS



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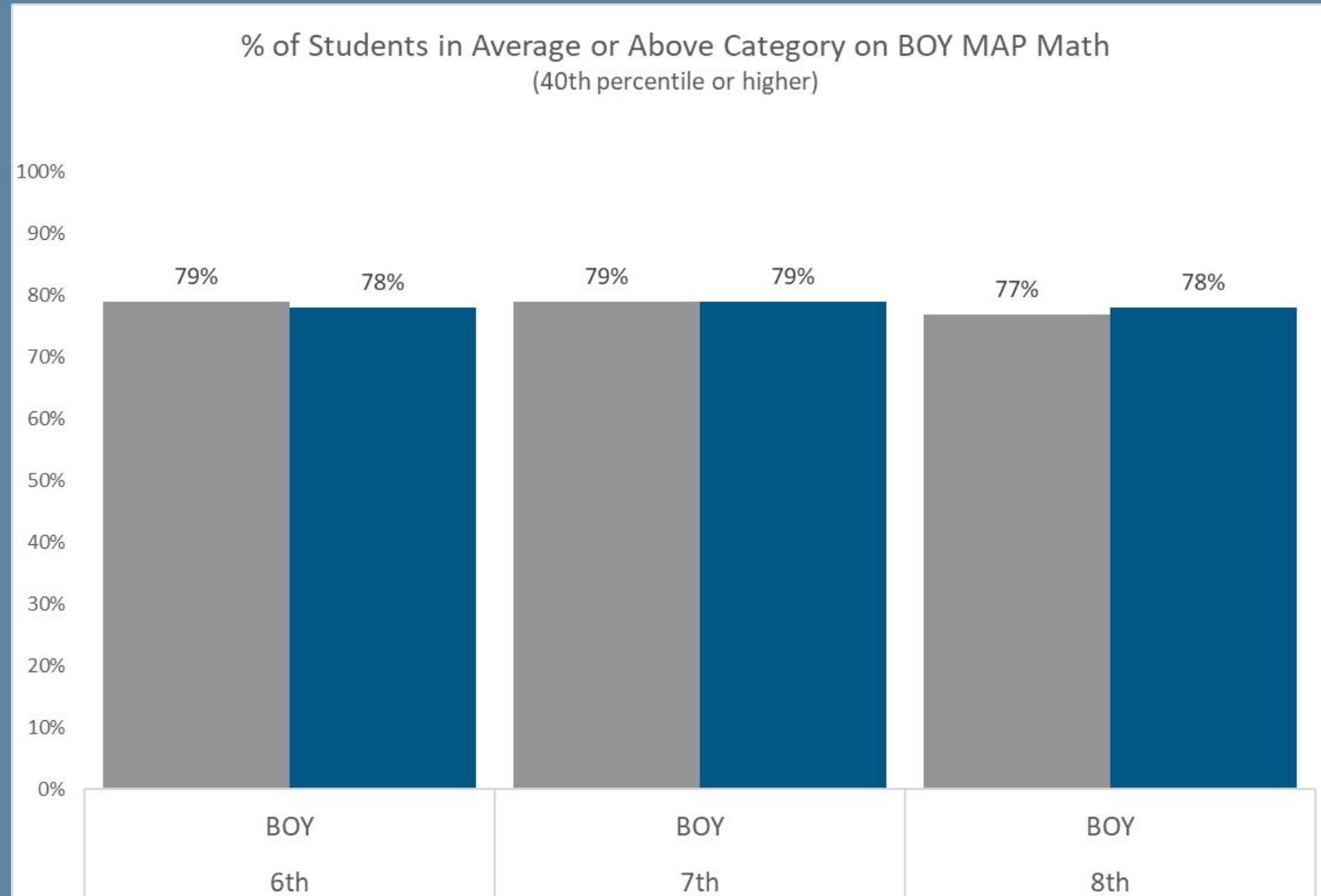
# BEGINNING OF YEAR MATH DATA 22-23

# ELEMENTARY MATHEMATICS



448

# MIDDLE SCHOOL MATHEMATICS



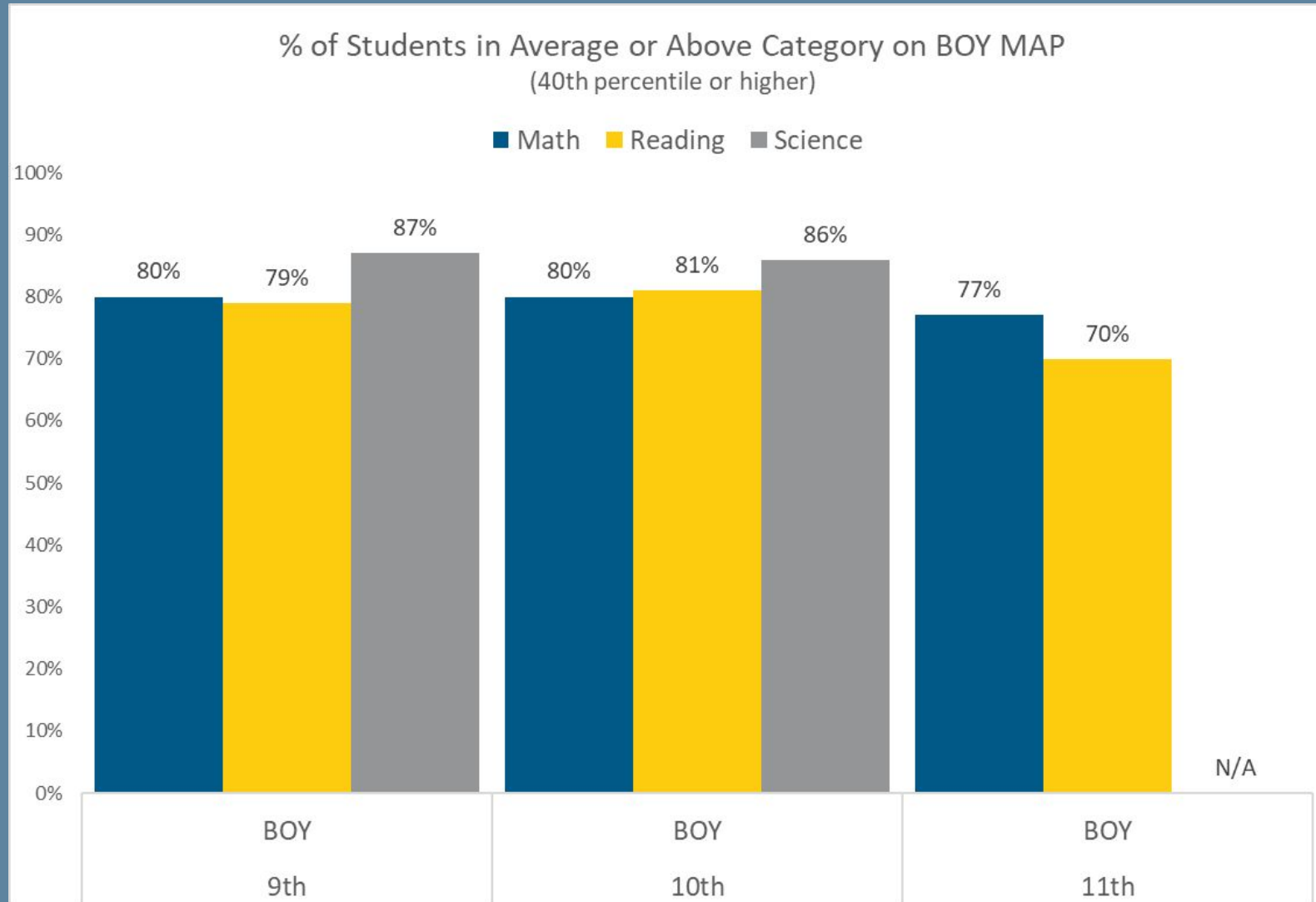
449

450

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# BEGINNING OF YEAR HIGH SCHOOL DATA 22-23

# HIGH SCHOOL DATA

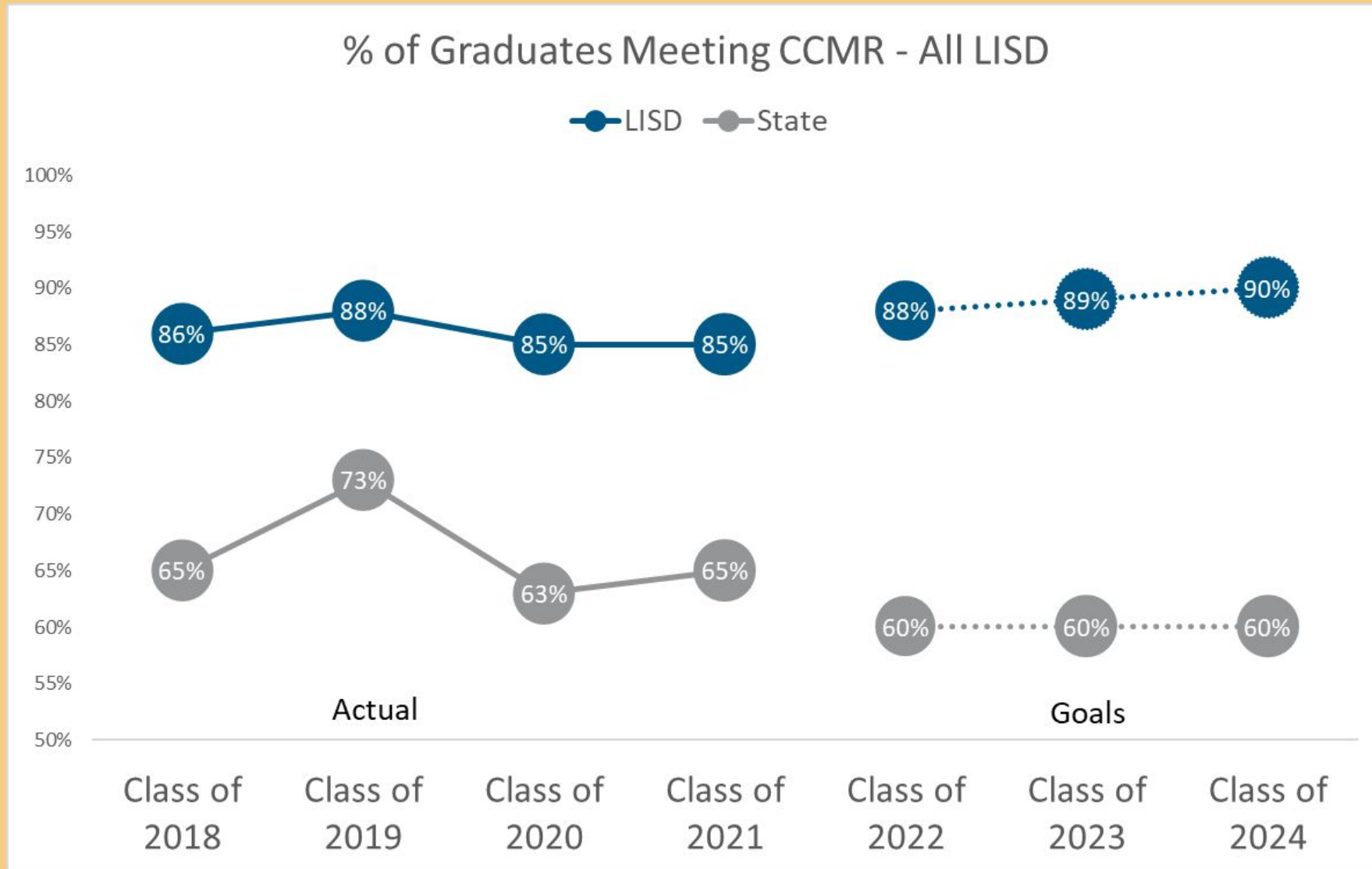


# END OF YEAR CCMR DATA 21-22

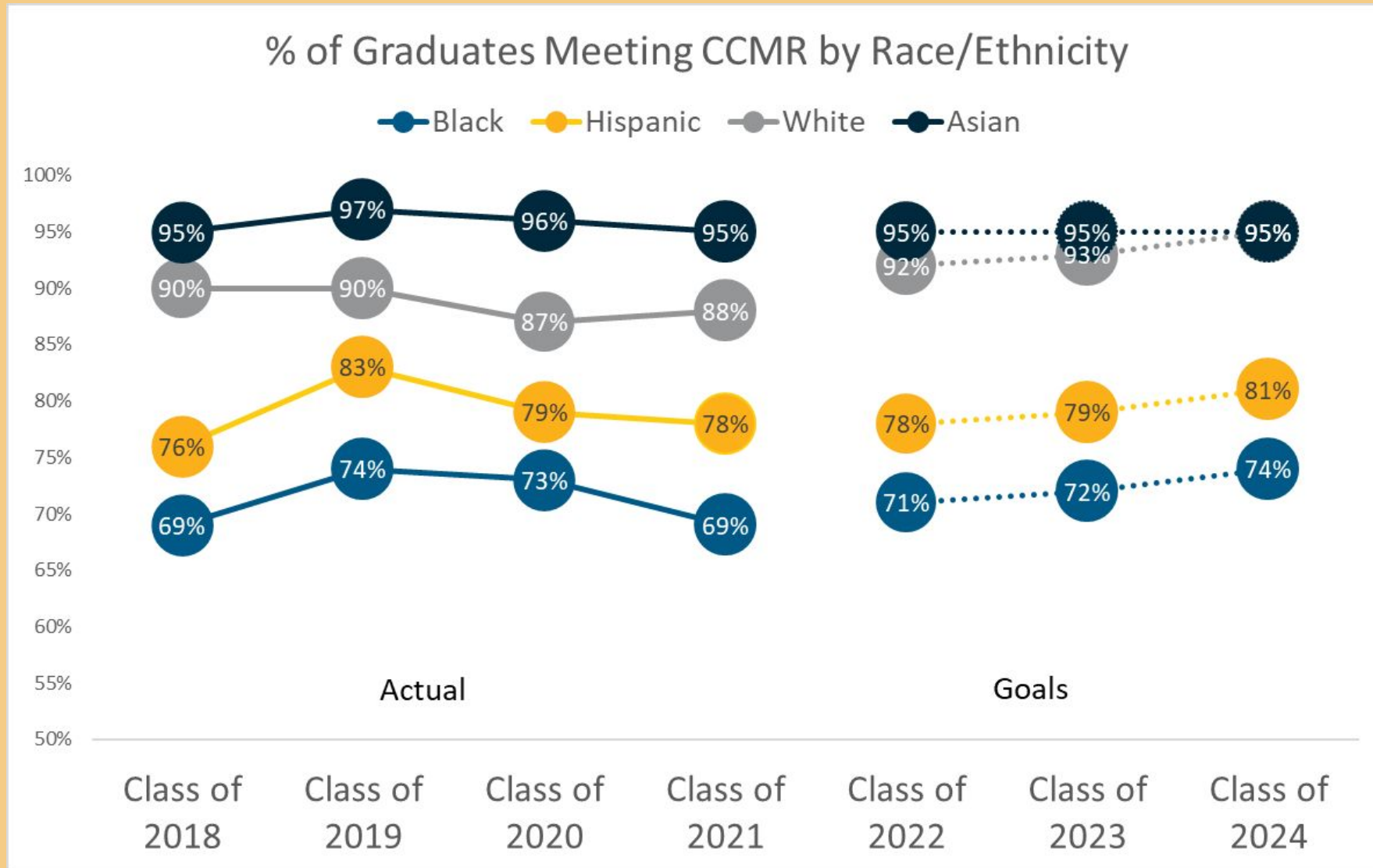
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452

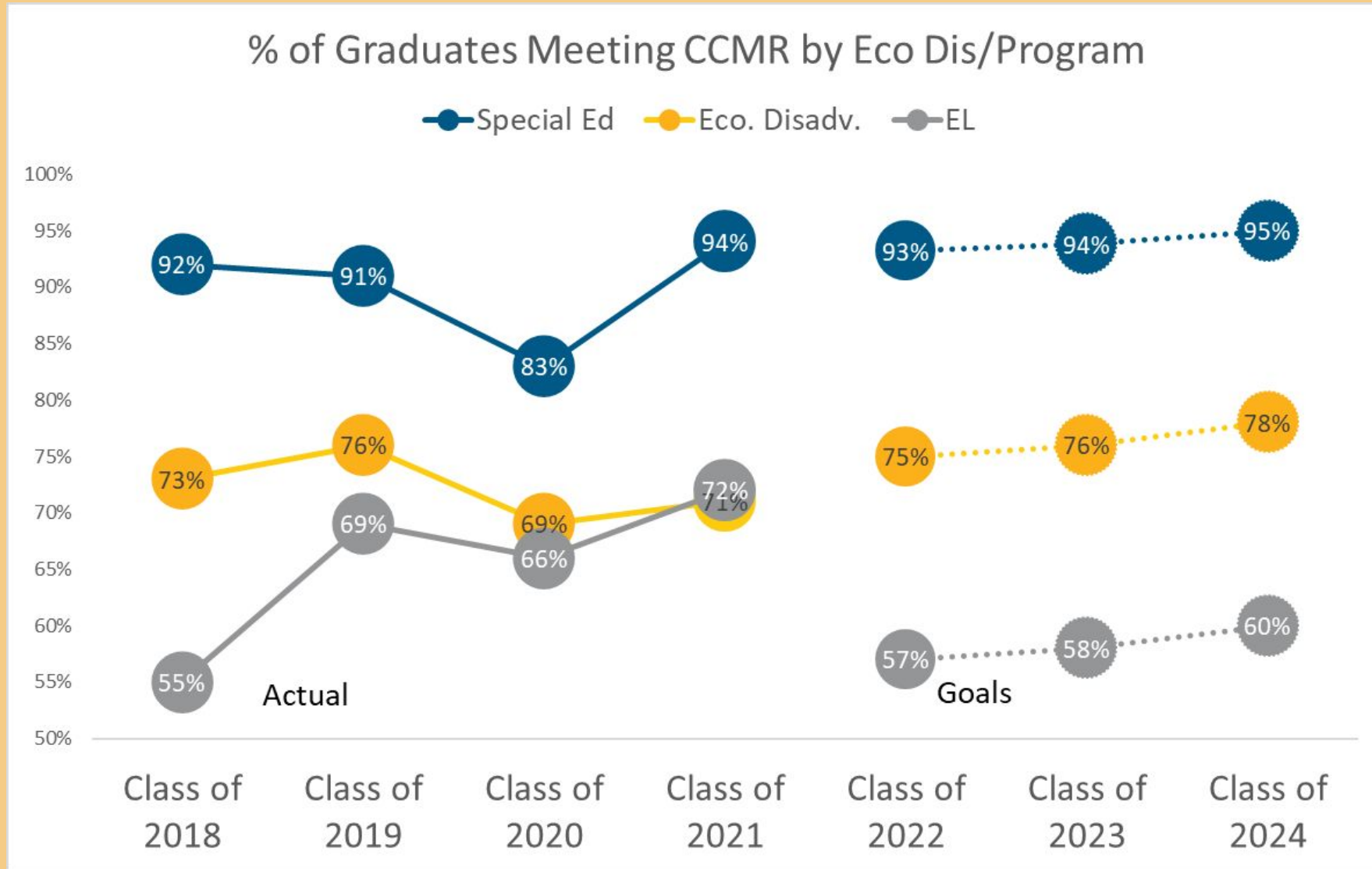
# COLLEGE, CAREER, AND MILITARY READINESS



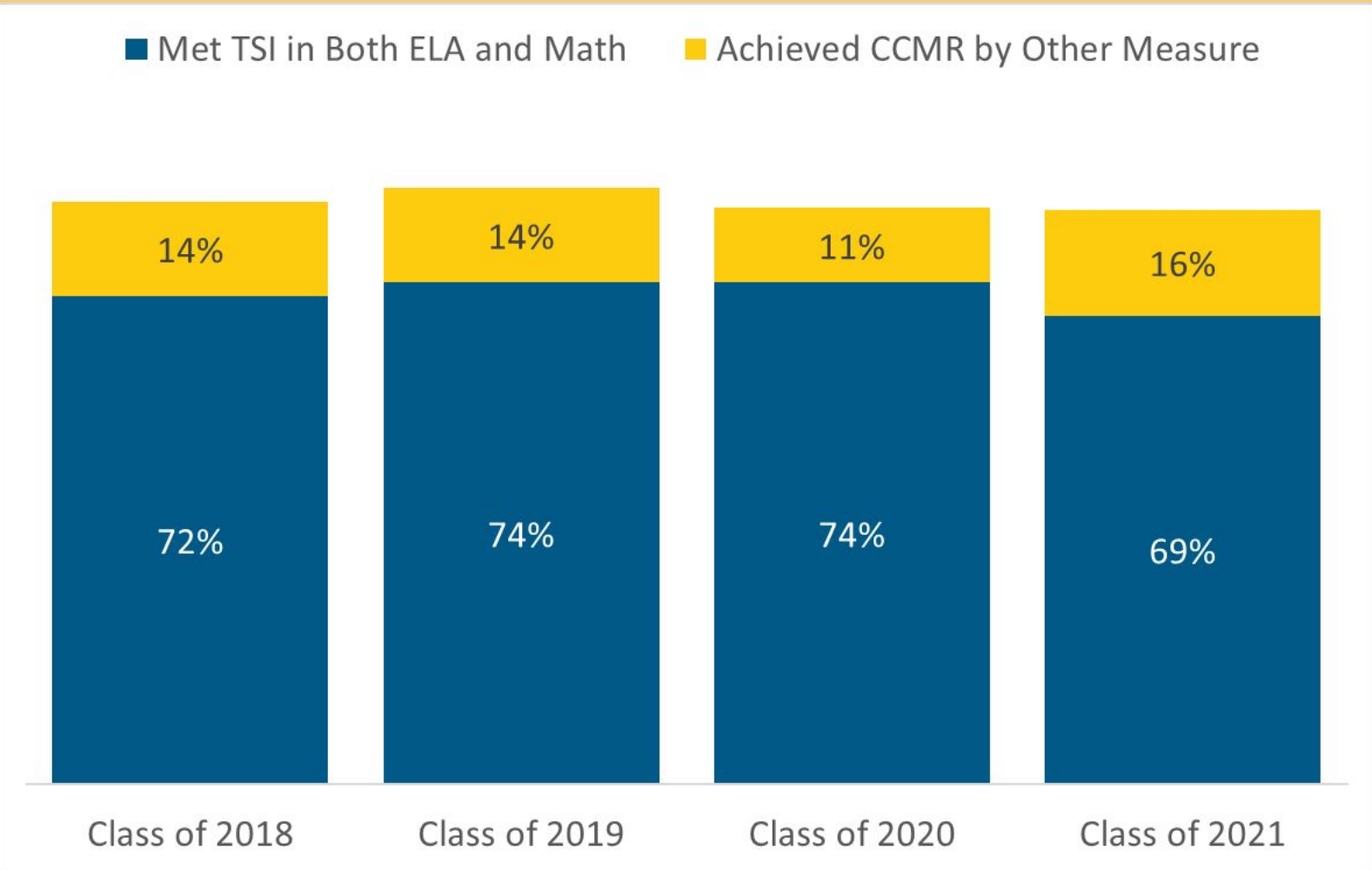
# COLLEGE, CAREER, AND MILITARY READINESS



# COLLEGE, CAREER, AND MILITARY READINESS



# COLLEGE, CAREER, AND MILITARY READINESS



- Meet Texas Success Initiative (TSI) Criteria in ELA and Math
- Earn Dual Course Credits 456
- Meet Criteria on AP/IB Exam
- Complete an OnRamps Dual Enrollment Course
- Earn an Industry-Based Certification
- Graduate with Completed IEP and Workforce Readiness
- Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

# NEXT STEPS

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# NEXT STEPS FOR READING

- Support early childhood teachers with curriculum implementation, increase in student agency and cross curricular deeper learning experiences focused on reading and writing<sup>458</sup>
- Support curriculum implementation through campus visits, participation in PLCs, and Reading Academy connections
- Targeted literacy support based on data analysis

# NEXT STEPS FOR MATHEMATICS

- Early Childhood focused on math experiences throughout the day, student agency, and deeper learning focused on critical thinking
- Support curriculum implementation through campus visits, participation in PLCs with a focus data collection and feedback on Tier 1 instruction
- Targeted support based on NWEA MAP Data analysis and the Implementation of Eight Effective Practices in Mathematics

459

# NEXT STEPS FOR CCMR

- Meet with campus leadership teams to identify areas of strength and areas of challenge within each CCMR area
- Connect campus leaders and teachers to learning opportunities supporting advanced and AVID instructional strategies
- Support curriculum development and resource alignment for College Prep Math and College Prep English/English IV
- Develop professional learning opportunities for teachers around TSI and its relationship with SAT/ACT
- Data analysis with PSAT to support college entrance assessments

460

# DISCUSSION

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** 2023-2024 Academic Calendar Discussion  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Matt Bentz  
**Attachments:** Academic Calendar Presentation, 2023-2024 Academic Calendar Discussion Pres

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## **Background Information:**

The purpose of this presentation is to discuss the development of the 2023-2024 Academic Calendar with the Board of Trustees. Discussion will begin with an overview of the process for the development of the 2022-2023 Calendar. The current year's calendar will be reviewed along with a tentative draft of the 2023-2024 Academic Calendar that was shared at the January 27, 2022, Board Meeting at the request of Trustees and community respondents to the calendar survey.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# 2023-2024 Academic Calendar Discussion

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October 27, 2022

- Review process for development of current academic calendar
- Discuss options for moving forward

# 2022-2023 Calendar Development

OCT 14

DWEIC



NOV 9

Principal  
Discussions



NOV 11

DWEIC



NOV 12- DEC 3

Survey to  
Community and  
Staff



NOV 29 & DEC 1

Listening  
Sessions



JAN 13

Recommendation  
to the Board of  
Trustees



JAN 27

Board  
Approval



**Community Members**

**Families**

**Trustees**

**Teachers**

**Principals and Assistant Principals**

**District Administrators**

**All District Staff**

466

# December 2021 Feedback Summary

**Survey: 5,256 respondents (includes 4,365 community members)**

- **Start school a week later (willing to add minutes to the day)**
- **Short first week**
- **Stay with the current holiday schedules**
- **Align with other Central Texas districts**
- **Additional break in the Fall if possible**
- **Early release before Winter Break and the last day of school**
- **Add full days for staff development & teacher planning/ collaboration**
- **End school year by Memorial Day**

467

# 2022-2023 calendar approved on January 27, 2022

July 2022							August 2022							September 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6			1	2	3			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30/31	28	29	30	31				25	26	27	28	29	30	

October 2022							November 2022							December 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1			1	2	3	4	5			1	2	3		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	ER	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

January 2023							February 2023							March 2023						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7	1	2	3	4	1	2	3	4						
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

April 2023							May 2023							June 2023						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1	1	2	3	4	5	6			1	2	3			
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	ER	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29/30	28	29	30	31				25	26	27	28	29	30	

Day Count	
Teacher Days:	187
Student Days:	172
Staff Devel. Days:	15
Early Release Days:	2

Important Dates	
First Day of School	Aug 17
Labor Day - Student/Staff Holiday	Sept 5
Student Holiday/Staff Development	Oct 10-11
Student Holiday/Staff Development	Nov 8
Veteran's Day	Nov 11
Fall Break-Student/Staff Holiday	Nov 21-25
Winter Break - Student/Staff Holiday	Dec 19-30
MLK Day - Student/Staff Holiday	Jan 16
Student Holiday/Staff Development	Feb 20
Spring Break - Student/Staff Holiday	Mar 13-17
Student/Staff Holiday	Apr 7
Student/Staff Holiday	Apr 10
Memorial Day	May 29

<i>UT Austin Spring Break: anticipated on March 13-17</i>
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Key	
Student/Staff Holiday	Green
Staff Development/No School	Yellow
New teacher Training	Blue
First/Last Day of School	Orange
Proposed Testing Days	Light Blue
Early Release	ER

## LISD 2022 - 2023 Academic Calendar

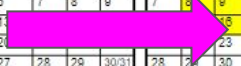
Level	Minutes Per Day	Total Minutes
Elem/MS	435	76,530
HS	440	77,380

469

**MEETS State Requirement: 75,600 minutes**

# Start/End Dates

July 2022							August 2022							September 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6	1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30/31	28	29	30	31				25	26	27	28	29	30	



First day of school:  
**Wednesday, August 17, 2022**

- One week later
- Short first week

470

Day Count		Important Dates	
Teacher Days:	187	First Day of School	<b>Aug 17</b>
Student Days:	172	Labor Day - Student/Staff Holiday	Sept 5
Staff Devel. Days:	15	Student Holiday/Staff Development	Oct 10-11
Early Release Days:	2	Student Holiday/Staff Development	Nov 8
		Veteran's Day	Nov 11
		Fall Break-Student/Staff Holiday	Nov 21-25
		Winter Break - Student/Staff Holiday	Dec 19-30
		MLK Day - Student/Staff Holiday	Jan 16
		Student Holiday/Staff Development	Feb 20
		Spring Break - Student/Staff Holiday	Mar 13-17
		Student/Staff Holiday	Apr 7
		Student/Staff Holiday	Apr 10
		Memorial Day	May 29

*UT Austin Spring Break: anticipated on March 13-17*

Last day of school:  
**Friday, May 26, 2023**

\*Before Memorial Day

Key	
Student/Staff Holiday	Light Green
Staff Development/No School	Yellow
New teacher Training	Light Blue
First/Last Day of School	Orange
Proposed Testing Days	Light Purple
Early Release	ER

# Staff Development & Teacher Planning/Collaboration

- Two dedicated teacher work days:  
Incorporated into the schedule before school starts
- Dedicated day for parent conferences and grading: Sept 26
- Continuous Improvement Conference: Oct 10-11
- Student early release days (2) for teacher work time: Dec 16, May 26
- Staff development days: balance new learning with teacher planning & collaboration time: Nov 8, Jan 2, Feb 20, March 20

July 2022							August 2022							September 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30/31	28	29	30	31				25	26	27	28	29	30	

October 2022							November 2022							December 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1	6	7	8	9	10	11	12	4	5	6	7	8	9	10
2	3	4	5	6	7	8	13	14	15	16	17	18	19	11	12	13	14	15	ER	17
9	10	11	12	13	14	15	20	21	22	23	24	25	26	18	19	20	21	22	23	24
16	17	18	19	20	21	22	27	28	29	30				25	26	27	28	29	30	31
23	24	25	26	27	28	29	30	31												

January 2023							February 2023							March 2023						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28					26	27	28	29	30	31	
29	30	31																		

April 2023							May 2023							June 2023						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1	1	2	3	4	5	6					1	2	3	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	ER	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29/30	28	29	30	31				25	26	27	28	29	30	

Day Count	
Teacher Days:	187
Student Days:	172
Staff Devel. Days:	15
Early Release Days	2

Key	
Student/Staff Holiday	Light Green
Staff Development/No School	Yellow
New teacher Training	Blue
First/Last Day of School	Orange
Proposed Testing Days	Light Blue
Early Release	ER

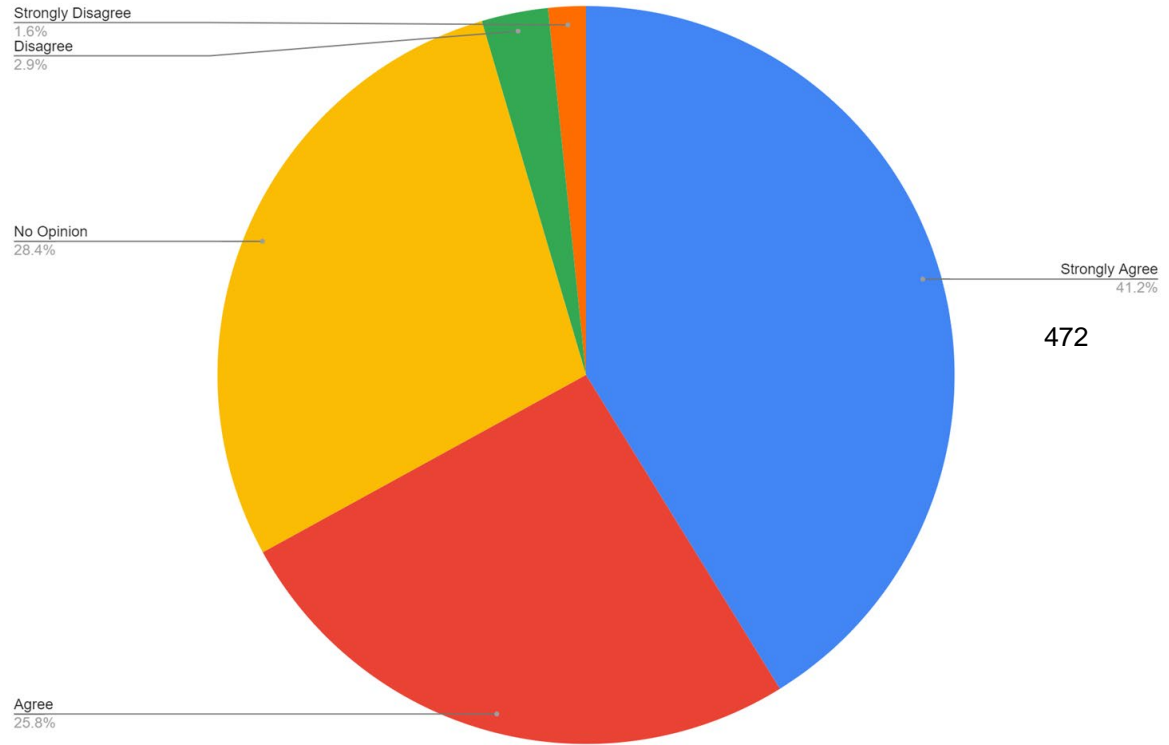
Important Dates	
First Day of School	Aug 17
Labor Day - Student/Staff Holiday	Sept 5
Student Holiday/Staff Development	Oct 10-11
Student Holiday/Staff Development	Nov 8
Veteran's Day	Nov 11
Fall Break-Student/Staff Holiday	Nov 21-25
Winter Break - Student/Staff Holiday	Dec 19-30
MLK Day - Student/Staff Holiday	Jan 16
Student Holiday/Staff Development	Feb 20
Spring Break - Student/Staff Holiday	Mar 13-17
Student/Staff Holiday	Apr 7
Student/Staff Holiday	Apr 10
Memorial Day	May 29

UT Austin Spring Break: anticipated on March 13-17	
4	7

# Call for Two -Year Calendar Plan

**67% Agreement**  
**5.5% Disagree**  
**28.4% No Opinion**



*\*5,246 total stakeholder input provided*

# Tentative 2023 -2024 Calendar presented on January 27, 2022

## DRAFT: 2023-2024 LISD District Calendar

July 2023							August 2023							September 2023							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
2	3	4	5	6	7	1/8			1	2	3	4	5							1	2
9	10	11	12	13	14	15	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
16	17	18	19	20	21	22	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
23	24	25	26	27	28	29	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
30	31						27	28	29	30	31			24	25	26	27	28	29	30	

October 2023							November 2023							December 2023								
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
1	2	3	4	5	6	7					1	2	3	4							1	2
8	9	10	11	12	13	14	5	6	Electron Day	8	9	10	11	3	4	5	6	7	8	9		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	ER	23		
29	30	31					26	27	28	29	30			24/31	25	26	27	28	29	30		

January 2024							February 2024							March 2024						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31				25	26	27	28	29			24/31	25	26	27	28	29	30

April 2024							May 2024							June 2024						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	ER	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23/30	24	25	26	27	28	29

### Day Count

Teacher Days	187
Student Days	172
Staff Development Days	15
Early Release Days	2

### Important Dates

First Day of School	Aug 16
Student/Staff Holiday	Sept 4
Staff Development/No School	Sept 25
Staff Development/No School	Oct 9-10
Staff Development/No School	Nov 7
Fall Break - Student/Staff Holiday	Nov 20-24
Winter Break - Student/Staff Holiday	Dec 25-Jan 5
Staff Development/No School	Jan 8
Student/Staff Holiday	Jan 15
Staff Development/No School	Feb 19
Spring Break - Student/Staff Holiday	Mar 11-15
Staff Development/No School	Mar 18
Staff/Student Holiday	Mar 29
Staff Development/No School	Apr 1
Last Day of School	May 24

UT/ACC Spring Break: anticipated on  
March 11-15

### Key

Student/Staff Holiday	<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>
Staff Development/No School	<span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>
New Teacher Training	<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>
First/Last Day of School	<span style="background-color: #FFA07A; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>
Proposed Testing Days	<span style="background-color: #D3D3D3; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>
Early Release	ER

## Streamlined Process

- Review the current calendar and 2023-2024 draft
- Feedback - DWEIC
- Minor tweaks
- Bring the 2023-2024 calendar for approval

## Full Process

- Surveys
- Listening sessions
- Focus groups (DWEIC)<sup>474</sup>
- Bring potentially different calendar options for the next two years: 2023-2024 & 2024-2025

# DISCUSSION:

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Discussion of School Finance, Recapture, Attendance Credit Elections and Potential TEA Actions	
<b>Purpose (this meeting):</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
<b>Action Requested (future meeting):</b>	October 27, 2022	
<b>Administrator Responsible:</b>	Pete Pape, Leo Lopez with MoakCasey	
<b>Attachments:</b>	Discussion of School Finance, Recapture, Attendance Credit Elections and Potential TEA Actions Moak Casey Presentation	

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## **Background Information:**

Leander ISD was notified by TEA that its Tier Two (level two) local yield per penny will exceed the guaranteed yield of \$49.28 under TEC, Section 48 (previously Chapter 41/Robin Hood), and as such, the District will be required to reduce its excess local revenue. Districts are allowed to offset recapture payments against funds it will receive from the state; however, administration estimates the District will owe recapture in an amount greater than what it will receive in state aid. If the District's recapture payment exceeds state aid, then an election is required to be called for the voters of the District to approve the District's choice to purchase attendance credits by remitting excess tax collections to the state. Leander has never conducted such an election; therefore, an attendance credit election has been called by the Board of Trustees and will be included in the November 8, 2022 ballot.

Leo Lopez, with MoakCasey, will be present to explain how school finance and recapture work in Texas, including statutory requirements regarding attendance credit elections ("ACE") and TEA actions in response to successful and unsuccessful elections.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# An Introduction to Recapture



Prepared for





# MOAKCASEY

PROVEN LEADERS ADVANCING TEXAS SCHOOLS

## *Team Members*

Ginger Averitt  
Justin Barlow  
Terry Faucheux  
Greg Gibson, Ed.D.  
Lloyd Graham  
Josh Haney  
Gretchen Hoffman  
Amy Ma  
Kathy Mathias  
Ben Melson  
Toni Riester-Wood, Ph.D.

## *Executive Team*

Buck Gilcrease, Ed.D., CEO  
Leo Lopez, CFO

## *Board*

Charles Clines, Chairman  
Buck Gilcrease, Ed.D.  
Dan Huberty  
Chris Huckabee  
Daniel Casey, Emeritus  
Lynn Moak, Emeritus

## *Consultants*

Daniel Casey  
Larry Groppe, Ed.D.  
Ronnie Kincaid  
Mary McKeown-Moak, Ph.D.  
Alicia Thomas, Ph.D.  
Joe Wisnoski

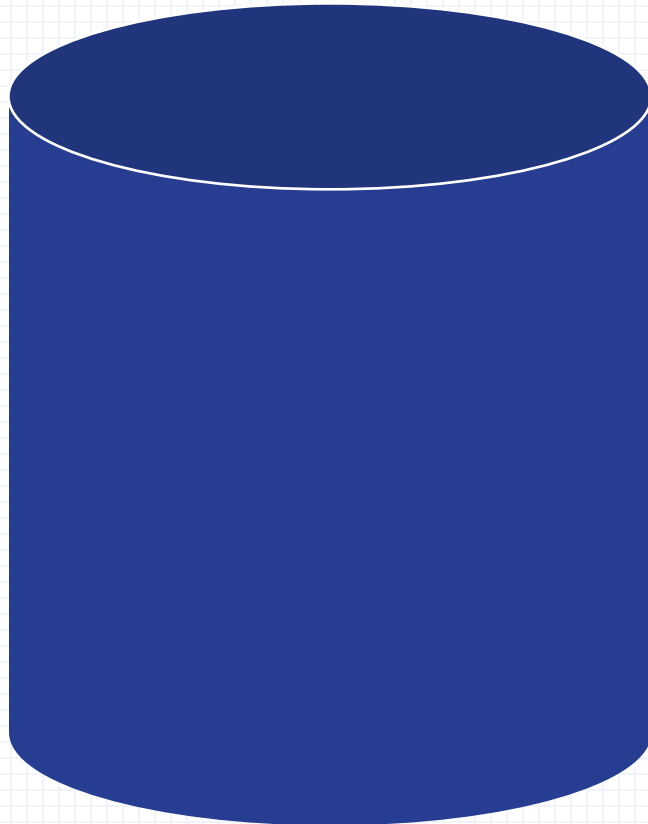
## *Administrative Staff*

Susan Moak  
Kari Ruehman



An overly simplified review of...

# Texas School Finance



Public schools in Texas receive their funding through a series of formulas and allotments called the **Foundation School Program**.<sup>479</sup>

These formulas determine how much money each school district in Texas is entitled to receive.

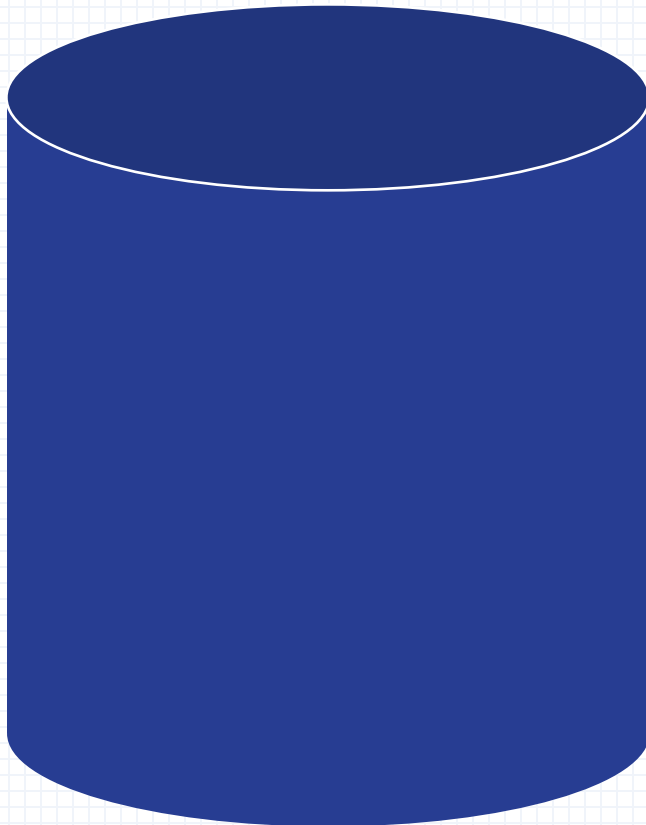
You can think of your school district's entitlement as a **big bucket**.





An overly simplified review of...

# Texas School Finance



Generally speaking:

480



More students means a **bigger bucket**.



More participation in programs like special education, career and technical education and dual language means a **bigger bucket**.

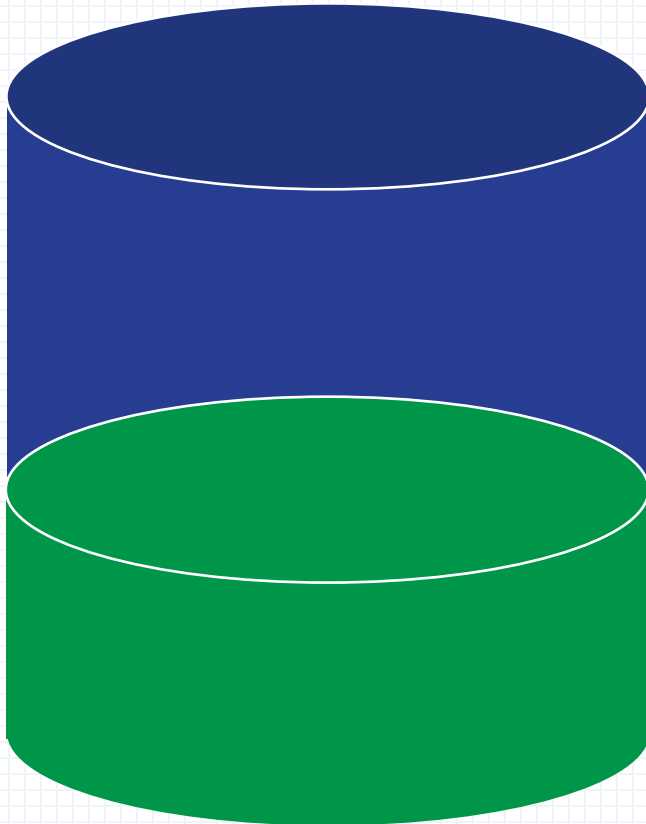


Increasing your M&O tax rate can also mean a **bigger bucket**.



An overly simplified review of...

# Texas School Finance



When it comes time to provide funding for your district's entitlement, the state first fills the bucket with **local funds**.

481

The state looks at your district's property values (*as determined by the Comptroller*) to determine how much of your entitlement will be funded **locally**.

Where the state draws this line is called the **local share** or **local fund assignment**.



An overly simplified review of...

# Texas School Finance



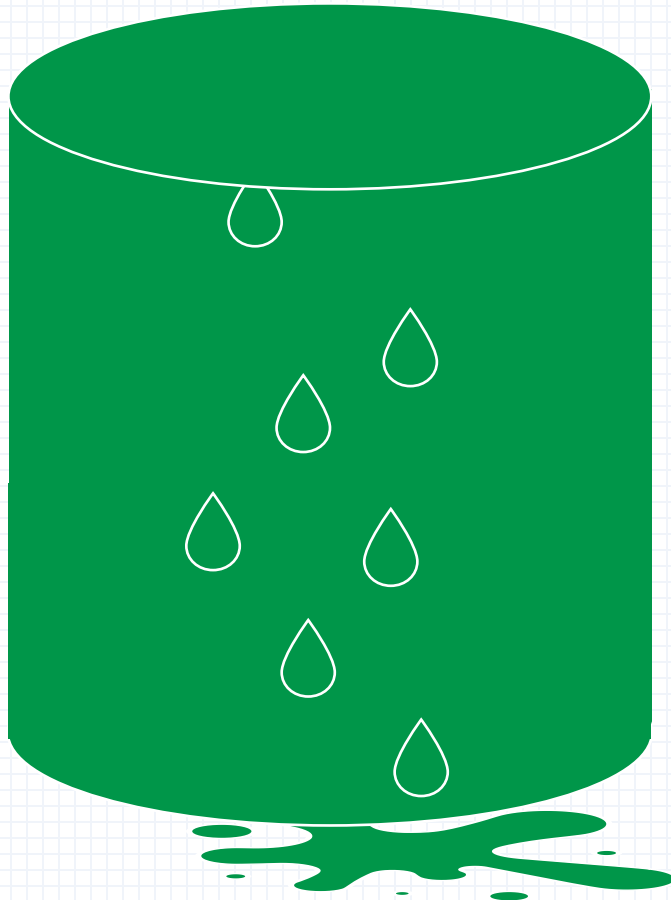
If there is any room left, the state fills it with **state aid**.

482



An overly simplified review of...

# Texas School Finance



Due to property value growth in Leander ISD, the district is now in the position where its **local funds exceed** the size of its **bucket**.

483

The amount that spills out is called **recapture** (or **excess local revenue**) and must be sent to the state.

The state uses this to fund the entitlements of other school districts.



# M&O Tax Rate

Texas school districts levy a **maintenance and operations property tax rate**, comprised of two tiers and two levels. 484





# M&O Tax Rate

## Tier One



- The **Tier One** portion of a district's rate is subject to **ongoing compression** due to HB 3 (2019). Prior to HB 3, most districts had a Tier One rate of **\$1.00**.
- After HB 3, districts Tier One rate is determined by various formulas that depend on **estimated statewide property value growth** and **local property value growth**.
- TEA notifies districts of the highest Tier One rate they can adopt each summer through the **Local Property Value Survey**. **There is recapture on Tier One pennies**



# M&O Tax Rate

## Tier Two



- Districts can levy up to **\$0.17** pennies in Tier Two. The first **\$0.08** are “golden pennies” and the next **\$0.09** are “copper pennies.”
- **There is no recapture on golden pennies** (Tier Two, Level One). **There is recapture on copper pennies** (Tier Two, Level Two).



# Timing of school finance data

- TEA operates on a lag for when it receives data for a given school year, for example:
  - Comptroller property values and adopted tax rates are received in January (mid-SY), and
  - Actual tax collections and student counts are received in August (after the SY).
- Therefore, TEA's state aid and recapture calculations initially run off of legislative estimates.
- In the end, however, actual data is always ultimately used to calculate state aid and recapture for a school district for a given school year.

487



# How is a district designated as a recapture district?

- Prior to the start of a school year, TEA uses estimated comptroller property values and estimated student counts to calculate a district's tier one entitlement and local share, as well as a *wealth per WADA*\*.

488

**WADA = weighted students in average daily attendance.**

**Wealth per WADA = District's Comptroller Property Values ÷ by WADA**

- Prior to July 15, TEA notifies ALL districts that have estimated excess tier one revenue as well as an estimated *wealth per WADA* greater than the copper penny yield of \$49.28.
- This is because if a district on the list levies copper pennies, then the district **will be subject to recapture** on tax collections from those pennies.



# Why was Leander ISD designated as a recapture district for 2022-2023?

- Seeing the official notice below from the agency's website, TEA estimates LISD has a projected wealth per student of \$61.87, which is greater than the copper penny threshold of \$49.28. *Importantly, this threshold applies, whether a district taxes in the copper penny zone, and impacts other calculations later.*

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## Excess Local Revenue Level in Excess of Entitlement

School Year 2022–2023

### Excess Local Revenue Status Notification List

#### Important Notes:

- Annually in July the TEA provides notification to districts with Tier One local share under TEC, §48.256 that will exceed the district's entitlement under TEC, §48.266(a)(1) less the district's distribution from the state available school fund, and/or the district's Tier Two local share described by TEC, §48.266(a)(5)(B) will exceed the amount described by TEC, §48.202(a-1)(2) for school year 2022-2023.
- The following list shows all school districts that were officially notified in July (see note 1), as established in TEC, §48.269. This determination is based on estimates of enrollment for school year 2022–2023 and estimated property values for tax year 2022. Because the agency does not yet have final state certified property values for tax year 2022, the agency is using 2021 state certified property values increased by 4.36%, in accordance with the 2022–2023 General Appropriations Act, as a proxy for tax year 2022.
- Districts appearing on this list do not necessarily owe recapture. A list of the recapture paid by districts from 1994–2022 is available on the Excess Local Revenue web page at [https://tea.texas.gov/Finance and Grants/State Funding/Excess Local Revenue](https://tea.texas.gov/Finance_and_Grants/State_Funding/Excess_Local_Revenue).

Compiled on June 29, 2022

COUNT: 266

CDN	District Name	Estimated Tier One Entitlement	Estimated ASF Allotment	Estimated 2022 State Certified District Property Value (DPV)	Estimated Tier One Tax Rate	Estimated Local Fund Assignment	Estimated Tier One Excess Revenue	Estimated Compressed M&O Tax Collections	Adjustment for Revenue Below Entitlement	Tier One Excess Local Revenue After Adjustment for Collections	Tier Two Guaranteed Yield	Estimated 2022-2023 Chapter 48 WADA	Estimated Chapter 48 Local Yield Per Penny Per WADA	Estimated Tier Two Level Two Entitlement	Estimated Tier Two Level Two Local Revenue	Estimated Tier Two Level Two Excess Revenue
246904	GEORGETOWN ISD	\$96,720,494	\$7,372,302	\$14,199,565,961	0.8220	\$116,720,432	\$27,372,240	\$116,611,270	(\$109,162)	\$27,263,078	49.28	15,473.39	\$91.77	\$0	\$0	\$0
246907	JARRELL ISD	\$23,922,581	\$1,693,215	\$2,072,453,610	0.8220	\$17,035,569	\$0	\$15,577,655	\$0	\$0	49.28	3,853.87	\$53.78	\$0	\$0	\$0
246909	ROUND ROCK ISD	\$363,421,843	\$27,228,339	\$45,753,605,952	0.8436	\$385,977,420	\$49,783,916	\$375,179,280	(\$10,798,140)	\$38,985,776	49.28	58,763.12	\$77.86	\$0	\$0	\$0
246913	LEANDER ISD	\$333,992,587	\$24,745,365	\$33,294,317,587	0.8220	\$273,679,291	\$0	\$270,778,068	\$0	\$0	49.28	53,811.76	\$61.87	\$0	\$0	\$0
246914	COUPLAND ISD	\$2,036,381	\$159,976	\$177,115,306	0.8220	\$1,455,888	\$0	\$1,538,927	\$0	\$0	49.28	326.39	\$34.27	\$0	\$0	\$0
248901	KERMIT ISD	\$12,272,936	\$711,625	\$1,373,542,249	0.9134	\$12,545,935	\$984,624	\$8,136,509	(\$4,409,426)	\$0	49.28	1,988.77	\$69.07	\$51,943	\$72,798	\$20,855
248902	WINK-LOVING ISD	\$4,094,247	\$231,107	\$9,736,721,451	0.8595	\$83,687,121	\$79,823,981	\$82,658,737	(\$1,028,384)	\$78,795,597	49.28	660.05	\$1,475.14	\$0	\$0	\$0



## But TEA's notification shows \$0 recapture...

**Q:** *Does this mean that LISD is not required to take action regarding its notification of recapture status?*

490

**Q:** *“Couldn't LISD simply forgo the VATRE, avoid copper pennies, and avoid paying any recapture in 2022-2023?”*

**A:** No. While TEA's preliminary recapture notification shows \$0 recapture in both tier one and tier two, the reality is that once TEA receives updated data throughout the year, TEA's website will be updated to reflect estimates of recapture that most closely match that of the district's current internal projections, which show that the district will owe a substantial amount of recapture in tier one, regardless of the outcome of the VATRE election, and will be expected to make a recapture payment in August 2023.



# TEA vs LISD Recapture Projection

	TEA 2022-23 Notification	LISD 2022-23 est. w/ VATRE Updated w/ Certified Values
1. T2 Property Value (Estimated)	\$33.29 Billion	\$41.32 Billion
2. WADA* (2021-2022 WADA was 49,445)	53,812	51,443 <sup>491</sup>
3. Tier One Tax Rate	\$0.8220	\$0.8046
4. Local Fund Assignment Line 1 / 100 * Line 3	\$273.68 Million	\$332.4 Million
5. Total Cost of Tier One	\$334.0 Million	\$320.2 Million
6. ASF	\$24.75 Million	\$17.7 Million
7. Tier One Recapture If Line 4 > (Line 5 – Line 6), Line 4 – (Line 5 – Line 6), else \$0 (this amount is further reduced by ~\$7.8 million due to formula cap on recapture)	(\$0 Million)	(\$22.0 Million)
8. Tier Two Recapture	(\$0 Million)	(\$9.4 Million)
9. Wealth per WADA per Penny (Line 1 / Line 2 / \$10,000)	\$61.87	\$80.32
10. Total Recapture (before CAD discount of ~\$181K) Line 7 + Line 9	(\$0 Million)	(\$31.4 Million)



# What are our options?

Districts have several options on how they can reduce local revenues:

- **Option 1: Voluntarily consolidate with another district**  
(TEC, §§49.051– 49.054)
- **Option 2: Voluntarily detach property**  
(TEC, §§49.101–49.105)
- **Option 3: Purchase attendance credits from the state \*election req.\***  
(TEC, §§49.151–49.158)
- **Option 4: Contract to educate nonresident students from a partner district \*election req.\***  
(TEC, §§49.201–49.205)
- **Option 5: Consolidate tax bases with another district \*election req.\***  
(TEC, §§49.254–49.260)

492



# What are our requirements?

*In recent history, 100% of school districts have been choosing Option 3: Purchase attendance credits from the state (i.e., “ACE”). This option has several statutory requirements, including but not limited to:*

493

- 1. Texas Education Code (TEC), §49.004(c)** - *A district notified ... may not adopt a tax rate for the tax year in which the district receives the notice until the commissioner certifies that the district has reduced the district's local revenue level in excess of entitlement...*
- 2. TEC, §49.004(b)** - *An election for an option under Section 49.002(3)... must be ordered before September 1....*
- 3. TEC, §49.151** - *A school district... may execute an agreement with the commissioner to purchase attendance credit in an amount sufficient... to reduce the district's local revenue level to a level that is equal to or less than the level established under Section 48.257.*
- 4. TEC, §49.012** - *An election under this chapter for voter approval of an agreement entered by the board of trustees shall be held... not more than 45 days after the date of the agreement.*



# What if “ACE” election fails?

- **TEA Rule:** *If the commissioner determines that a school district will not be able to reduce the district’s local revenue level for the current year, because the voters did not authorize an option(s) to reduce the district’s local revenue level, **the commissioner will order the detachment and annexation of property under Chapter 49, Subchapter G or [district] consolidation under Subchapter H....*** <sup>494</sup>
- *The commissioner will notify the affected school districts and appraisal districts of this decision as soon as practicable after receiving the canvassed results, but by May 31.*
- **Education Code, Chapter 49, Section 49.308(a):** *The commissioner shall order any detachments and annexations of property under this subchapter not later than November 8 of each year.*



# What if “ACE” election fails?

- A “first round” commissioner order could come as early as the unofficial election results are known (without specific parcel data), following the precedent set (11/8/16) in the Houston ISD failed election in 2016-2017 school year.

495

**Q:** *How much property would TEA need to detach to bring LISD into compliance with statutory thresholds?*

**A:** Property threshold =  $\$49.28 \times \text{WADA} (\sim 51,443) \times \$10,000 = \$25.35 \text{ billion}$   
Estimated “T2” value of  $\$41.3 \text{ billion} - \$25.35 \text{ Billion} = \text{estimated } \$15.965 \text{ billion to be detached}$

**(This represents 39% of the district’s projected comptroller T2 value)**



# What if “ACE” election fails?

**Q:** *Is a commissioner ordered detachment and annexation of property permanent?*

496

**A:** Yes.

**Q:** *Does the district get to choose which property gets detached and which district receives the property?*

**A:** Not under a commissioner ordered detachment.



# What if “ACE” election fails?

- Under Subchapter G of Chapter 49, the commissioner may only detach mineral property, real property used in operation of a public utility, [...], and real property used primarily for industrial or other commercial purposes, **other than property used primarily for agriculture or for residential purposes.**
- Because the amount property necessary for detachment is larger than the amount of eligible property that the district has available to detach (demonstrated by the next slide), the agency would have to follow statute, setting aside detachment altogether and moving straight into a forced consolidation with another school district.
- While the district could try to hold another ACE election in May 2023, agency officials pointed out that nothing in statute or rule requires commissioner to rescind a detachment or consolidation order.



# What if “ACE” election fails?

## Comptroller Property Value Study (Preliminary) for TY 2021 for LISD

Category	Local Tax Roll Value	2021 WTD Mean Ratio	2021 PTAD Value Estimate	2021 Value Assigned
A - SINGLE-FAMILY	28,031,143,819	0.9698	28,905,467,516	28,031,143,819
B - MULTIFAMILY	2,228,026,982	0.8968	2,484,487,157	2,228,026,982
C1 - VACANT LOTS	440,018,954	N/A	440,018,954	440,018,954
C2 - COLONIA LOTS	0	N/A	0	0
D1 ACRES - QUALIFIED OPEN-SPACE LAND	1,931,406	2.5364	761,474	1,931,406
D2 - FARM & RANCH IMP	3,328,770	N/A	3,328,770	3,328,770
E - NON-AG LAND AND IMPROVEMENTS	373,435,303	N/A	373,435,303	373,435,303
F1 - COMMERCIAL REAL	4,142,952,929	0.9776	4,238,080,915	4,142,952,929
F2 - INDUSTRIAL REAL	67,032,984	N/A	67,032,984	67,032,984
G - ALL MINERALS	3,546,771	N/A	3,546,771	3,546,771
J - ALL UTILITIES	143,856,554	N/A	143,856,554	143,856,554
L1 - COMMERCIAL PERSONAL	683,099,385	N/A	683,099,385	683,099,385
L2 - INDUSTRIAL PERSONAL	97,051,881	N/A	97,051,881	97,051,881
M1 - MOBILE HOMES	9,761,715	N/A	9,761,715	9,761,715
N - INTANGIBLE PERSONAL PROPERTY	0	N/A	0	0
O - RESIDENTIAL INVENTORY	479,206,575	N/A	479,206,575	479,206,575
S - SPECIAL INVENTORY	26,046,601	N/A	26,046,601	26,046,601
Subtotal	36,730,440,629		37,955,182,555	36,730,440,629
Less Total Deductions	4,099,042,746		4,290,175,439	4,099,042,746
Total Taxable Value	32,631,397,883		33,665,007,116	32,631,397,883

← 92.7%<sup>498</sup> combined in residential use. The Comptroller property value study for tax year 2022 will likely have very similar percentages.



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# Questions & Comments



# MOAKCASEY

PROVEN LEADERS ADVANCING TEXAS SCHOOLS

## *Team Members*

Ginger Averitt  
Justin Barlow  
Terry Faucheux  
Greg Gibson, Ed.D.  
Lloyd Graham  
Josh Haney  
Gretchen Hoffman  
Amy Ma  
Kathy Mathias  
Ben Melson  
Toni Riester-Wood, Ph.D.

## *Executive Team*

Buck Gilcrease, Ed.D., CEO  
Leo Lopez, CFO

## *Board*

Charles Clines, Chairman  
Buck Gilcrease, Ed.D.  
Dan Huberty  
Chris Huckabee  
Daniel Casey, Emeritus  
Lynn Moak, Emeritus

## *Consultants*

Daniel Casey  
Larry Groppe, Ed.D.  
Ronnie Kincaid  
Mary McKeown-Moak, Ph.D.  
Alicia Thomas, Ph.D.  
Joe Wisnoski

## *Administrative Staff*

Susan Moak  
Kari Ruehman

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Legislative Update  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Colby Nichols (Ancira Strategic Partners, LLP)  
**Attachments:** Leander ISD Legislative Priorities

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## **Background Information:**

Colby Nichols with Ancira Strategic Partners will be present to provide a legislative update.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

## LEGISLATIVE PRIORITIES

### LEANDER ISD

The Leander ISD Board will proactively seek partnerships and engagement on the opportunities identified below:



## TARGETED PRIORITIES

- ➔ Increased funding for hiring staff and providing the professional development necessary to meet student needs.
- ➔ Continue to monitor student data privacy, as passed in House Bill 3 in the 87th Legislative Session and ensure any data mining by vendors is specifically prohibited.
- ➔ Supports protecting students and parents by ensuring special education advocates and hearing officers adhere to ethical standards and possess qualifications in Texas law and special education prescribed by an applicable state agency.



## COLLABORATIVE OPPORTUNITIES

### Workforce Retention & Recruiting

- Apprenticeship programs
- Loan forgiveness
- Increased (state-funded) compensation
- Alteration of legislation & programs which cause undue burdens on a teacher's capacity for time with students (HB 4545 & Reading Academies)

### HB 4545

Amend the legislation to allow for more flexibility in implementation, including: altering 3:1 teacher to student ratios and allowing for more discretion on the number of tutoring hours necessary for the individual student.

### Reading Academies

Increase funding and provide stipends for teachers to attend (similar to initial academies under the Bush Administration) and allow Districts to undergo specific training to offer academies via District personnel.

Support allowing flexible options via a more holistic and comprehensive accountability system for students to ensure their education fits their current and future needs.

Support a Special Education Allotment which fully funds each child based upon their needs and individual circumstances.

Oppose differing standards for bond and tax ratification elections than other elections.

Transition school funding from an attendance based system to an enrollment-based system.

Ensure decision making encourages participation by and prioritizes the needs of parents, teachers, staff, and Trustees identified by the Education Code in local governance matters.

Support full and adequate funding for full-day prekindergarten.

Support additional funding for measures which provide relief for fast growth school districts, including:

- Instructional Facilities Allotment;
- New Instructional Facilities Allotment;
- Existing Debt Allotment.



# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** LEEF MOU Renewal  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Action Requested (future meeting):** November 10, 2022  
**Administrator Responsible:** Shawn Swisher & Bruce Gearing  
**Attachments:** LEEF MOU

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## **Background Information:**

District administration, along with two representatives from the Board met in a continuous improvement process with LEEF representatives in order to collaboratively work toward common understandings on our working relationship. The work resulted in a newly update MOU that captures all of the agreements between the parties in one comprehensive document. Administration believes this new, comprehensive agreement will be easier to interpret and implement and provides a foundation for stable operations for both parties.

## **Administrative Recommendation:**

Administration recommends approving the MOU between the District and LEEF at the next regularly scheduled meeting of the LISD Board of Trustees.

## **Sample Motion:**

n/a

## Memorandum of Understanding

Between the Leander Educational Excellence Foundation and the Leander Independent School District (“LISD-LEEF MOU”)

This Memorandum of Understanding (“MOU”) is entered into by and between the Leander Independent School Board (“School Board”) of the Leander Independent School District (“the District”) and the Leander Educational Excellence Foundation Board of Directors (“Foundation Board”) of the Leander Educational Excellence Foundation (“the Foundation”), to be effective November 10, 2022. This MOU is intended to memorialize the nature of the relationship between the District and the Foundation, as well as to ratify and approve past activities and mutually acknowledge the respective obligations and rights of the parties.

**Whereas**, the District is a public school system located in Texas; and

**Whereas**, the Foundation is an independent nonprofit corporation organized under the Texas Non-Profit Corporation Act, and exempt from taxation pursuant to the Internal Revenue Code 501(c)(3); and

**Whereas**, the District has the authority to enter into contracts as are necessary for the efficient management of the District; and

**Whereas**, the Foundation was organized and incorporated and operates exclusively for the purpose of stimulating the voluntary private support from alumni, parents, friends, corporations, foundations and others for the benefit of the District; and

**Whereas**, the School Board and the Foundation recognize the assistance and contribution to be made by the Foundation and desire to formalize their relationship to achieve an efficient coordination between them to advance the District’s public purposes and to foster the educational and cultural programs and services of the District;

**Now, therefore**, in consideration of the mutual benefits and valuable consideration herein contained, the District and the Foundation agree as follows:

- A. Foundation Name, Seal and Logotype: The Foundation will operate under its own name, seal, and logotype except in those instances where the Superintendent of the District, as described in Texas Education Code, Sec. 11.201, specifically approves the Foundation’s use of the District’s name or service marks.
- B. Public Purposes: The School Board has identified the following educational public purposes for the District’s support of the Foundation:
  1. Because of the uncertainty and limitations inherent to the public school finance system, it is in the best interests of the District to seek alternative sources of support and resources in order to continue and/or enhance its quality education programs.
  2. Increase community support of the District and its programs, both financially and educationally.

3. Solicitations of additional support by the Foundation relieves the Superintendent, administrators, teachers and staff of the additional burden of such activities, leaving them free to focus on the District's educational mission.
  4. Support from the Foundation will strengthen the District's educational programs, student opportunities, and academic outcomes.
- C. Term: This agreement shall commence on November 10, 2022 and extend until June 30, 2025. The parties agree to meet in April of each agreement year to review this MOU and determine any mutually agreed amendments to the MOU. Either party may terminate this agreement without cause at any time by providing thirty (30) days prior written notice to the other party. The parties agree to meet by December 2024 to begin negotiating a successor agreement.
- D. Assignment: No party shall voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.
- E. Severability: The provisions of this MOU are severable and the enforceability of any provision of this MOU shall not affect the enforceability of any other provisions hereof.
- F. Integration: This MOU is the entire agreement between the parties, and supersedes any previous agreements or MOU between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this MOU.
- G. Dispute Resolution: The parties will attempt to settle any dispute internally through good faith negotiations. If Informal negotiations fail, the Foundation will submit its grievance to the District through the School Board's Policy GF(LOCAL).
- H. Legal Compliance: Both parties warrant and certify that in the performance of this MOU, they will comply with all Federal, State, County, and City Laws, ordinances, regulations, and standards applicable to the provisions of services described herein and the performance of all obligations undertaken pursuant to this MOU.
- I. District Commitment: The School Board agrees to provide the following to the Foundation, provided that the public purposes continue to be met and the controls continue to be implemented, and subject to the School Board's continuing right to refuse to appropriate the necessary funds in any budget year. Any and all devotion of District funds or resources under this MOU shall be within the sole discretion of the School Board.
1. The Superintendent of the District or his/her designee, and a member of the Board of Trustees shall serve as ex-officio Directors of the Foundation with no voting rights. Neither of these individuals shall receive compensation for their respective service in such position.
  2. The District shall share annually with the Foundation its strategic plan, institutional priorities and projects, and resource requirements, so that the Foundation may represent the

direction and needs of the District to donor prospects and align its programs and campaigns consistent with the strategic objectives of the District.

3. The District shall promptly alert the Foundation to prospective gifts, so that each opportunity for enhancing gift potential and donor relations is fully utilized.
4. The District, with adequate oversight by the School Board to assure a public purpose is being served with adequate consideration flowing to the public, will provide to the Foundation:
  - (i) Office space, facilities and utilities for use by the Foundation team, composed of up to three individuals.
  - (ii) All or a portion of the general office and technology equipment for use by the Foundation team.
  - (iii) For each year of this agreement, the District will provide a contribution of \$40,000 to the Foundation, to be paid in the amount of \$3,333.33 each month.
  - (iv) Assignment of a District employee to assist the Executive Director on a part-time basis for each year of this agreement. The assistant will be an at-will employee of the District under the direct control and supervision of the District. The employee will not be engaged in fundraising while on duty.
  - (v) An exclusive, non-assignable, and non-sublicensable license to sell anchor (top, non-digital corners of the scoreboard with any digital advertising that may be associated with the package) and foundation (bottom, non-digital row of the scoreboard with any digital advertising that may be associated with the package) advertisement packages and/or units, and a non-exclusive, non-assignable, and non-sublicensable license to sell all other advertisement packages and/or units on three (3) electronic scoreboards owned and operated by the District, specifically at A.C. Bible, Jr. Memorial Stadium, John Gupton Stadium, and Ed W. Monroe Memorial Stadium pursuant to the following terms:
    - a. The license granted shall only be effective during the active term of this MOU.
    - b. Fifteen percent (15%) of all proceeds realized from the Foundation's sale of advertisement packages and/or units must be tendered to the District within thirty (30) days of receipt of funds.
    - c. The Foundation shall keep a descriptive accounting reflecting each sale of advertisement packages and/or units and provide an updated accounting to the District once per quarter as directed by the District.

d. The Foundation acknowledges that all rights, title, and interest in the advertising space on the District's electronic scoreboards are owned and controlled by the District. The Foundation agrees to not dispute or challenge, or assist any person or entity in disputing or challenging, the District's rights in and to the advertising space on the District's electronic scoreboards. Nothing in this MOU prohibits the Foundation from making adjustments to its fee arrangements with ad patrons in the event an ad does not run, appear as agreed upon with the patron, or is otherwise not properly displayed. The Foundation may sell advertisements to individuals and entities so long as the merchandise or services to be advertised do not conflict with the following prohibited uses and restrictions: The District shall retain final editorial authority to accept or reject submitted advertisements in a manner consistent with the First Amendment. The Foundation may not market or sell advertisement packages and/or units to advertisers of merchandise or services promoting or depicting alcoholic beverages; tobacco and smoking-related products; CBD; inherently dangerous products such as firearms, knives, and explosives; nudity or sexual activity; products related to gambling; controlled substances and paraphernalia; advertisements that would prevent the District from maintaining a position of neutrality on political and religious issues or would create an appearance of favoritism on said issues; and any other activity that the District determines to be inappropriate in accordance with relevant School Board policies, including School Board Policy GKB(LOCAL). Additionally, the Foundation may not sell advertisement packages and/or units in a manner that discriminates against any person or group based on race, color, sex, age, national origin, disability, or religion.

e. In the event that the scoreboards are damaged or otherwise unavailable for display of advertisements, the Foundation assumes all responsibility for contract amendments with purchasers who have not received purchased advertising that would have otherwise been displayed or projected during the time that the scoreboard is damaged or unavailable for display of advertisements. The District will communicate to the Foundation of such damage in writing within five (5) business days of the District's actual knowledge of the damage.

J. Responsibilities of the Foundation:

1. The Foundation agrees that during the term of this MOU, the Foundation will use its best efforts to solicit, collect, invest and administer funds for the Foundation, which shall be used to enrich the educational environment of the District.
2. The Foundation agrees that in each of the Foundation's fiscal years, the Foundation shall contribute more to the District than the value of the District's contribution to the Foundation or funding may, in the School Board's discretion, either cease or be decreased for the coming fiscal year. For the purposes of this MOU, amounts contributed to the District in any fiscal year shall include all grants to teachers, educational programs, and all payments to an endowment fund for the benefit of the district made in that fiscal year, but

shall not include monies deposited into retained earnings until those retained earnings are spent for the benefit of the District through a teacher grant, educational program or endowment payment.

3. The Foundation agrees that it will require its personnel and the District personnel providing services to the Foundation to follow all policies and procedures of the District when representing the District or the Foundation in any capacity.
  4. The Foundation agrees that it will continue to recognize the District as the sole beneficiary of its solicitation program.
  5. The Foundation has fiduciary responsibility for the operation of the Foundation and the authorization of the expenditures of the Foundation's funds. The Foundation is responsible for providing to any assisting District employee any necessary training, guidance, or other information regarding the business, operations, or any special needs of the Foundation.
  6. The Foundation shall collect and authorize such funds to be used for educational projects in alignment with the District's strategic plan and institutional priorities.
  7. The Foundation shall conduct its activities in such a manner to maintain its status as a tax exempt, charitable organization under state and federal laws.
  8. The Foundation shall consult with the District before accepting any gift for the benefit of the District that contains restrictive terms or conditions. The Foundation understands that the School Board has the final authority to accept or reject any donation.
  9. The Foundation shall be solely responsible for obtaining financial and legal advice independent of the District.
- K. Controls: The School Board and the Foundation Board agree on the following controls, to ensure that a proper public educational purpose is served by this arrangement:
1. The Foundation shall provide the School Board with an annual report, which shall be presented to the School Board at a public School Board meeting. The Foundation shall provide a cost-benefit evaluation to the District regarding the District's Investment in the Foundation and the Foundation's use of this investment for educational or public purposes.
  2. The Foundation shall provide an IRS Form 990 annually to the School Board, which shall reflect the District's contributions to the Foundation and which shall be reviewed against the District's accounting records to ensure accuracy.
  3. The Foundation shall abide by all policies and procedures of the District related to facility and equipment use, personnel, public information, and all other applicable policies.

4. The District shall determine each year, at the time of development of the District's budget, whether adequate consideration has been received from the Foundation in the previous fiscal year and will likely be received in the following fiscal year, to assist the Foundation Board in determining funding for the coming fiscal year.
  5. Any District employees assigned to assist the Foundation shall be at-will employees of the District, under the direct supervision and control of the District. The Foundation may consult with the Superintendent regarding the job performance of assigned employees.
  6. The Foundation understands that as a result of the District's investment in the Foundation, the documents of the Foundation may be subject to the Texas Public Information Act, absent any specific exemption, and the Foundation agrees to abide by the Texas Public Information Act.
  7. Employment and termination decisions regarding the Foundation's Executive Director are at the discretion of the Foundation Board, but will consider input from an ad hoc committee consisting of at least one District representative.
  8. As noted in Section C, above, this MOU may be terminated by either party by giving the other party prior written notice, thirty (30) days prior to the termination date.
  9. As noted in Section C, above, the parties shall review the terms of this MOU on an annual basis in the month of April.
  10. Any amendment to this MOU must be in writing and by mutual agreement of the parties.
- L. Execution: Each individual signing this MOU below warrants that he or she has the power and authority to bind the party for which he or she signs to all the terms and conditions of this MOU.

**For the District**

**For the Foundation**

By \_\_\_\_\_  
Trish Bode, Board President

By \_\_\_\_\_  
Crystal Smith, Foundation President

Date \_\_\_\_\_

Date \_\_\_\_\_

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Annual Announcement Regarding Continuing Education of Board Members

**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested

**Administrator Responsible:** Bruce Gearing

**Attachments:** N/A

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## **Background Information:**

Completing the annual required continuing education is a basic obligation and expectation of any sitting board member as required by the State Board of Education (SBOE). Additionally, the Board President is required to announce each member who, as of that member's anniversary of election or appointment to the Board, has completed, exceeded or is deficient in meeting the required continuing education.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Discussion of Districtwide Intruder Detection Audit Report Findings  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** John Graham  
**Attachments:** N/A

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## **Background Information:**

This agenda item is to acknowledge and discuss the Texas School Safety Center Intruder Detection Audits that were recently conducted at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. These audits, conducted as part of Governor Abbott's school safety directives for all school systems following the tragedy in Uvalde, seek to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff. We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Update on Transportation Services  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Myron Wilson, Ken Turner, Kristie Deville, John Graham, Brandon Evans  
**Attachments:** Update on Transportation Services Presentation

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## **Background Information:**

The purpose of this item is to provide the Board of Trustees an update on operational reviews conducted of the transportation department, and the actions the department is taking to continuously improve.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# Transportation Update

*October 27, 2022*



# Transportation Update Topics

- ★ **State of the Department**
- ★ **Continuous Improvement & Strategic Focus**
  - **Operational Review**
  - **Empowered Staff**
  - **Equitable Access**
  - **Impactful Family Engagement**
  - **Safe and Innovative Learning Environments**

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- ★ **300 Employees**
- ★ **165 Bus Routes**
- ★ **30 Open Bus Driver Positions**
- ★ **10 - 12 New Drivers in Hiring/Training Pipeline**
- ★ **Absenteeism - Avg. 20 per day**
- ★ **Routes Running On-Time 85% - 95%**
- ★ **Smart-Tag Rollout - 75% Complete**



# Transportation

Continuous Improvement Journey

## ★ Interviews:

- Transportation, Campus Staff and Administrators

## ★ Review:

- Organizational Set-Up
- Routing & Scheduling
- Safety & Training
- Compliance
- Record Keeping
- Evaluation Process

## ★ Findings & Recommendations:

- One Trainer Dept/Driver Trainers
- Reasonable Suspicion Training (July 2021)
- Bell-Time Adjustment
- Bus Route Efficiency
- Ridership Information
- Bus Hoods Painting
- Handbook
- Driver/Monitor Evaluation

517

★ **Goal: Attract, grow, and retain a collaborative community of first-rate Transportation employees who are empowered to meet the needs of each and every student.**

- ▶ **Transportation HR Recruiter**
- ▶ **Top Tier Training Program**
- ▶ **Hospitality & Recognition Committees**
- ▶ **Department Surveys & Stay Interviews**
- ▶ **Director One-On-Ones / Coffee & Conversations**
- ▶ **Monthly Training, Information, Celebration Meetings**
- ▶ **Triple R (Route, Review & Resolution) Weekly Meeting**

- ★ **Goal: Ensure equitable access to LISD opportunities by eliminating barriers for each and every student.**
  - **Transportation Support for SPED, Pre-K 3 & 4 and other LISD programs (IB, GT, LIVE, RST, ELE, PSLP, Bilingual, Hospitality, Clinicals, ESY) outside of attendance zones/other campuses.**
  - **Out of District Transportation Support: McKinney Vento, Texas School for the Blind and Visually Impaired (TSBVI), and Texas School for the Deaf (TSD)**
  - **Transportation Support to extracurricular activities. (Over 6,000 trips a year)**

★ **Goal: Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.**

- **Smart-Tag Parent Portal, Notifications and Bus Tracking.**
- **Let's Talk Redesign**
- **Annual NetZone Survey**
- **Future - Transportation Student Advisory Committee**
- **Continuous Evaluation and Improvement of Engagement**

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- ★ **Goal: Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.**
  - **We're 1st Class**
  - **Wifi on all LISD Buses**
  - **Smart-Tag**
  - **Cameras on all LISD Buses**

# Questions?

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Review Guaranteed Maximum Price #1 for Elementary #30  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Action Requested (future meeting):** Thursday, November 10, 2022  
**Administrator Responsible:** Jimmy Disler  
**Attachments:** Guaranteed Maximum Price #1 for Elementary #30

---

## **Background Information:**

The Long Range Facility Plan was presented to the Board at the June 13, 2022 Board meeting. The plan called for Elementary School #30 to open in 2024-2025. Due to supply chain issues, electrical switchgear, mechanical items, roofing items, plumbing materials, and structural steel items had to be bid and awarded far in advance of the construction starting in order to meet our schedule.

At the June 23, 2022 meeting, the Board approved the selection of American Constructors as the Construction Manager at Risk for Elementary #30. The campus is expected to open for the 2024-2025 school year.

Inflation has had an impact on the cost of materials. North Elementary (Elem #29) opened in August 2022 and Elementary #30 is scheduled to open in 2024. Looking at some of the main materials in the construction of a school, we have listed some of the price increases we have seen compared to North Elementary (Elem #29):

- Mechanical (HVAC) – Increase 49%
- Electrical – Increase 48%
- Plumbing – Increase 38%

GMP #1, \$19,878,228, will be for long lead procurement items and early project startup needs. This GMP will be funded by project savings from the 2007 and 2017 Bond Authorizations.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

**American Constructors**  
 Leander ISD Elementary 30  
 GMP #1  
 October 14, 2022

Div	Description	GMP-1
03	Concrete	\$600,000
05	Structural Steel	\$1,875,000
07	Thermal & Moisture Protection	\$1,762,000
21	Fire Suppression	\$400,500
22	Plumbing	\$2,163,892
23	HVAC	\$5,799,826
26	Electrical	\$3,666,750
31	Earthwork	\$2,022,950
32	Exterior Improvements	\$33,600
50	Project Supervision	\$148,234
51	Allowances	
	City Comments/Permit Fees	\$275,000
	Fire Pump	\$65,000
	Irrigation Pump	\$45,000
	Bonds & Insurance	\$470,106
	Fee	\$475,370
	Construction Contingency	\$75,000
<b>TOTAL</b>		<b>\$19,878,228</b>

**GMP Schedule/Summary**

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GMP #1 - Nov 2022	\$19,878,228
GMP #2 - May 2023	TBD
<b>GMP Total</b>	<b>\$19,878,228</b>

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Consider Approval of Purchase of Attendance Credits and Delegation of Authority to Obligate the District
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape
<b>Attachments:</b>	Agreement for Consider Approval of Purchase of Attendance Credits and Delegation of Authority to Obligate the District

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## **Background Information:**

Provisions of the Texas Education Code (TEC) require districts with excess local revenue above the Tier I and/or Tier II Entitlements to pay funds into the Foundation School Program (FSP) for distribution to other districts within the State. The Texas Education Agency (TEA) has notified the district that the Tier Two (level two) local yield per penny will exceed the guaranteed yield of \$49.28 under TEC, Section 48 (previously Chapter 41/Robin Hood). Based on the estimates, LISD will be required to reduce its excess local revenue level for the 2022-2023 school year using one or more of the statutory options available.

When TEA determines a district to be property wealthy, the district is required to submit various forms and agreements to the state informing the state of the district's selected method for reducing the district's wealth, or now, excess revenues. There are five options for reducing excess local revenues:

- Option 1: Consolidate with another district
- Option 2: Detach property
- Option 3: Purchase attendance credits from the state (remitting excess tax collections)
- Option 4: Contract to educate nonresident students from a partner district
- Option 5: Consolidate tax bases with another district

Leander ISD has submitted the Agreement to the State selecting Option 3 each year since the district has been determined wealthy or with excess local revenues. While Leander ISD has been considered a "property wealthy" district for many years, the district hasn't had to make a recapture payment since 2014-15. The legal requirements under Option 3 state that if the district is earning sufficient Foundation School Program funds (state aid) to fully offset the recapture payment, then no election is required. However, if the district's recapture liability exceeds its FSP allotment, then an election is required for the voters of the district to approve the district's choice to purchase attendance credits by remitting excess tax collections to the state. An Attendance Credit Election is on the ballot for November 8, 2022.

Pursuant to statute, the District is required to submit the Agreement for the Purchase of Attendance Credits prior to the election.

Texas Education Code, Sec. 49.012. DATE OF ELECTIONS. An election under this chapter for voter approval of an agreement entered by the board of trustees shall be held on a Tuesday or Saturday not more than 45 days **after** the date of the agreement.

School districts have the option to submit the Agreement electronically via the Excess Local Revenue online subsystem; however, in order to submit electronically, the School Board must delegate the authority to the superintendent to obligate the school district under TEC, Chapter 49. TEA has provided specific language to be included in the motion, and the language is required to be recorded in the Board minutes and the Board minutes must

be uploaded via the Excess Local Revenue subsystem of the online FSP system.

**Administrative Recommendation:**

The administration recommends that the Board approve the Agreement for the Purchase of Attendance Credits for the 2022-2023 school year and further recommends that the Board delegate 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 Credits.

**Sample Motion:**

I move that for the 2022-2023 school year, the Leander ISD Board of Trustees delegates 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 Credits.



## Agreement for the Purchase of Attendance Credit

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 2022-2023 (the “school year”).

The agreement is for Leander Independent School District (“the district”), with a county-district number of 246-913, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner’s estimate of the total 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 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit 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 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

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.

**LeanderISD.org**

204 W. South Street • P.O. ~~527~~218 • Leander, TX 78646

Phone: 512-570-0000 • Fax: 512-570-0054

---

Signature of President, Board of Trustees

Date: \_\_\_\_\_

---

Signature of Secretary, Board of Trustees

Date: \_\_\_\_\_

---

Signature of Superintendent, Bruce Gearing, Ed.D.

Date: \_\_\_\_\_

---

Signature of Commissioner of Education or Designee

Date: \_\_\_\_\_

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Consider Approval of Appointment of Investment Officer and Amend Investment Pool Resolutions
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape
<b>Attachments:</b>	TexPool Resolution Amendment for Consider Approval of Appointment of Investment Officer and Amend Investment Pool Resolutions  Lone Star Investment Pool for Consider Approval of Appointment of Investment Officer and Amend Investment Pool Resolutions

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## 1. Investment Officers

### **Background Information:**

The Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) requires that the Board appoint an investment officer(s) to be responsible for the investment of its funds. These appointees have the authority to invest district funds and to make transfers to/from investment pools. The current Board approved investment officers are Dana Paulson, Becky Garcia, Connie Wheeler, Karen Nabors, and Jalen Pitre. Now that the Chief Financial Officer position has been filled, we would like to appoint Pete Pape as an authorized investment officer. Within 12 months after taking office or assuming duties, Mr. Pape will need to complete the Texas mandated 10 hours of Public Funds Investment Act training. The officers will be Pete Pape, Dana Paulson, Becky Garcia, Connie Wheeler, Karen Nabors, and Jalen Pitre.

### **Administrative Recommendation:**

It is recommended that the District appoint Pete Pape as an Investment Officer.

### **Sample Motion:**

I move that Leander ISD appoint Pete Pape as an Investment Officer.

## 2. Amend Resolution of Authorized Representatives with TexPool and Lonestar

### **Background Information:**

Two of the investment pools Leander ISD participates in, TexPool and Lonestar, require updated resolutions when adding an authorized representative. We would like Pete Pape to be added to the lists which currently authorizes Dana Paulson, Becky Garcia, Connie Wheeler, Karen Nabors and Jalen Pitre to conduct these transfers as necessary.

### **Administrative Recommendation:**

It is recommended the authorized representatives with TexPool and Lonestar be amended to include Pete Pape.

### **Sample Motion:**

I move that the authorized representatives with TexPool and Lonestar be amended to include Pete Pape.



# Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

**\* Required Fields**

**1. Resolution** 530

**WHEREAS,**

Leander Independent School District | 78401  
Participant Name\* | Location Number\*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

**WHEREAS,** it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

**WHEREAS,** the Texas Local Government Investment Pool ("**TexPool / Texpool Prime**"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

**NOW THEREFORE,** be it resolved as follows:

- A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1. Pete Pape | Chief Financial Officer  
Name | Title  
5125700050 | 5125700054 | pete.pape@leanderisd.org  
Phone | Fax | Email  
Pete Pape  
Signature

2. Dana Paulson | Sr Director Financial Services  
Name | Title  
5125700068 | 5125700054 | dana.paulson@leanderisd.org  
Phone | Fax | Email  
Dana Paulson  
Signature

3. Becky Garcia | Dir Treasury & Debt Mgmt  
Name | Title  
5125700057 | 5125700054 | becky.garcia@leanderisd.org  
Phone | Fax | Email  
Becky Garcia  
Signature



# Resolution Amending Authorized Representatives

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Please complete this form to amend or designate Authorized Representatives. This document supersedes all prior Authorized Representative forms.

**\* Required Fields**

**1. Resolution**

**WHEREAS,**

Leander Independent School District

7 8 4 0 1

Participant Name\*

Location Number\*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

**WHEREAS,** it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

**WHEREAS,** the Texas Local Government Investment Pool ("**TexPool / Texpool Prime**"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

**NOW THEREFORE,** be it resolved as follows:

- A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

4. 1. Connie Wheeler Controller  
 Name Title  
5 1 2 5 7 0 0 0 5 3 5 1 2 5 7 0 0 0 5 4 connie.wheeler@leanderisd.org  
 Phone Fax Email  
Connie Wheeler  
 Signature

5. 2. Karen Nabors Accountant  
 Name Title  
5 1 2 5 7 0 0 0 6 9 5 1 2 5 7 0 0 0 5 4 karen.nabors@leanderisd.org  
 Phone Fax Email  
Karen Nabors  
 Signature

6. 3. Jalen Pitre Treasury Specialist  
 Name Title  
5 1 2 5 7 0 0 4 0 4 5 1 2 5 7 0 0 0 5 4 jalen.pitre@leanderisd.org  
 Phone Fax Email  
Jalen Pitre  
 Signature

1. Resolution (continued)

4.    
 Name Title  
    
 Phone Fax Email  
  
 Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

Dana Paulson  
Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information. <sup>532</sup>

Name Title  
    
 Phone Fax Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the  day of  , 20 .

**Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.**

Leander Independent School District  
Name of Participant\*

**SIGNED**

Signature\*  
Trish Bode  
 Printed Name\*  
President, Board of Trustees  
 Title\*

**ATTEST**

Signature\*  
Elexis Grimes  
 Printed Name\*  
Secretary, Board of Trustees  
 Title\*

2. Delivery Instructions

Please return this document to **TexPool Participant Services:**

**Email:** [texpool@dstsystems.com](mailto:texpool@dstsystems.com)

**Fax:** 866-839-3291


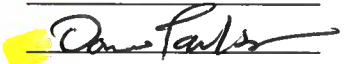

**Authorized Representative Add Form**

Name of Participant Leander Independent School District Participant Number 246913

**Addition of Authorized Representative**

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

533

	Rep #1	Rep #2	Rep #3
Printed Name	<u>Pete Pape</u>	<u>Dana Paulson</u>	<u>Becky Garcia</u>
Title	<u>Chief Financial Officer</u>	<u>Sr Director Financial Services</u>	<u>Dir Treasury &amp; Debt Mgmt</u>
E-mail address	<u>Pete.Pape@leanderisd.org</u>	<u>Dana.Paulson@leanderisd.org</u>	<u>Becky.Garcia@leanderisd.org</u>
Signature			

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

**PASSED AND APPROVED** this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

By: \_\_\_\_\_  
 Trish Bode  
*Printed Name, Board President*

By: \_\_\_\_\_  
 Elexis Grimes  
*Printed Name, Board Secretary*

State of Texas,

County of \_\_\_\_\_

Before me, \_\_\_\_\_, on this day personally appeared \_\_\_\_\_, known to  
*(name of notary)* *(name of President and Secretary)*

me (or proved to me on the oath of \_\_\_\_\_) or through \_\_\_\_\_ to be the person(s)  
*(person providing oath)* *(identification item)*

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

(Personalized Seal)

\_\_\_\_\_

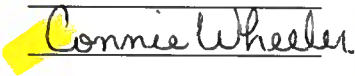
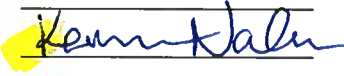

**Authorized Representative Add Form**

Name of Participant Leander Independent School District Participant Number 246913

**Addition of Authorized Representative**

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

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	Rep #1	Rep #2	Rep #3
Printed Name	<u>Connie Wheeler</u>	<u>Karen Nabors</u>	<u>Jalen Pitre</u>
Title	<u>Controller</u>	<u>Accountant</u>	<u>Treasury Specialist</u>
E-mail address	<u>connie.wheeler@leanderisd.org</u>	<u>karen.nabors@leanderisd.org</u>	<u>jalen.pitre@leanderisd.org</u>
Signature			

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

**PASSED AND APPROVED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

By: \_\_\_\_\_

Trish Bode

*Printed Name, Board President*

By: \_\_\_\_\_

Elexis Grimes

*Printed Name, Board Secretary*

State of Texas,

County of \_\_\_\_\_

Before me, \_\_\_\_\_, on this day personally appeared \_\_\_\_\_, known to  
*(name of notary)* *(name of President and Secretary)*

me (or proved to me on the oath of \_\_\_\_\_) or through \_\_\_\_\_ to be the person(s)  
*(person providing oath)* *(identification item)*

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,

(Personalized Seal)

\_\_\_\_\_

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Monthly Bond Status Report  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape  
**Attachments:** Monthly Bond Status Report

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## **Background Information:**

The monthly report for September is included which reflects bond funds remaining from authorizations prior to 2017 and the full list of projects ongoing under the 2017 authorization. The report also includes a column reflecting funding sources from other areas (2007 bond funds, major maintenance, etc.) used to support bond projects. This report should reflect ALL sources of funds available, budgeted, and remaining related to construction/bond projects.

There have been several budget amendments that the Board has approved over the past few months. These are shown in the budget transfers column.

The report shows the original and current budgets for all projects and costs to date by fiscal year. The last column of the report shows the budget remaining for the specific project. As projects are finalized, the Board will be asked to reallocate any remaining balances to project savings and/or other projects allowable within the confines on the bond orders.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

BOND PROJECT STATUS REPORT

AS OF SEPTEMBER 30, 2022



CAMPUS	PROJECT DESCRIPTION	PROJECT SOURCES :					PROJECT EXPENDITURES :							PROJECT ENCUMBRANCE	REMAINING BUDGET
		2007 BOND AUTHORIZATION BUDGET	2017 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	TOTAL EXPENDITURES TO DATE		
<b>HS CAMPUS IMPROVEMENTS</b>															
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	\$ -	\$ 4,947,836	\$ (91,372)	\$ -	\$ 4,856,464	\$ 1,590	\$ 3,756,400	\$ 972,608	\$ 37,647	\$ 73,719	\$ -	\$ 4,841,965	\$ 13,259	\$ 1,240
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	-	11,150,507	(188,335)	-	10,962,172	505,712	6,109,691	3,161,020	383,351	725,406	2,299	10,887,479	74,693	0
Cedar Park HS	Board Approved: Major Maintenance: CPHS Renovations	-	-	-	9,855,820	9,855,820	-	7,279,652	2,576,168	-	-	-	9,855,820	-	-
Cedar Park HS	Flex Lab	3,100,000	-	(3,100,000)	-	-	-	-	-	-	-	-	-	-	-
Vista Ridge HS	JROTC Building Additions and Renovations, Incubator Renovations	-	2,665,503	-	-	2,665,503	-	1,677,160	426,247	1,692	255,004	-	2,360,103	26,955	278,445
Vandegrift HS	Ag Facility	-	3,768,160	(344,334)	-	3,423,826	-	294,468	1,735,381	1,387,472	-	-	3,417,321	6,505	0
Vandegrift HS	Classroom Additions, Incubator Renovation	-	31,245,385	(10,719,785)	-	20,525,600	-	4,618,833	11,021,375	4,564,706	123,386	-	20,328,300	197,300	(0)
Vandegrift HS	Secondary Access Road	-	3,000,000	-	-	3,000,000	26,883	39,722	45,474	6,252	128,850	6,804	253,984	271,016	2,475,000
Glenn HS	Remaining Construction Contract (Under 2007 Auth)	408,677	-	(381,253)	-	27,424	-	-	-	27,424	-	-	27,424	-	-
Glenn HS	Remaining GHS Template (Under 2007 Auth)	763,642	-	-	-	763,642	-	-	-	621	48,141	-	48,762	2,224	712,656
Glenn HS	Ag Facility	-	3,163,960	(492,005)	-	2,671,955	148,457	2,297,596	211,760	14,142	-	-	2,671,955	-	(0)
Various HS	Campus Security Upgrades (High School Sites)	-	3,625,020	198,534	-	3,823,554	-	-	1,136,909	2,673,060	3,520	-	3,813,489	10,064	0
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	-	1,758,284	(99,822)	-	1,658,462	1,054,496	591,541	12,000	425	-	-	1,658,462	-	0
HS 7	New Construction (Design Only)	-	10,073,645	-	-	10,073,645	-	-	-	-	-	-	-	-	10,073,645
HS Land	Future HS #8	-	21,411,300	(21,411,300)	-	-	-	-	-	-	-	-	-	-	-
Leander HS	LHS Master Plan	-	-	100,000	-	100,000	-	-	-	-	-	-	-	-	100,000
<b>Total HS Campus Improvements</b>		<b>\$ 4,272,319</b>	<b>\$ 96,809,600</b>	<b>\$ (36,529,672)</b>	<b>\$ 9,855,820</b>	<b>\$ 74,408,067</b>	<b>\$ 1,737,136</b>	<b>\$ 26,665,065</b>	<b>\$ 21,298,943</b>	<b>\$ 9,096,792</b>	<b>\$ 1,358,026</b>	<b>\$ 9,103</b>	<b>\$ 60,165,065</b>	<b>\$ 602,015</b>	<b>\$ 13,640,987</b>
<b>MS CAMPUS IMPROVEMENTS</b>															
Leander MS	HVAC Update, Classroom Addition	\$ -	\$ 21,516,101	\$ (2,618,521)	\$ -	\$ 18,897,580	\$ 3,594,061	\$ 11,265,274	\$ 902,173	\$ 1,426,631	\$ 280,767	\$ 138,770	\$ 17,607,677	\$ 189,903	\$ 1,100,000
Leander MS	HVAC Update: Under 2007 Auth	692	-	(606)	882,988	883,074	-	188,707	694,281	86	-	-	883,074	-	-
Cedar Park MS	HVAC Update	-	15,240,743	(2,073,215)	-	13,167,528	-	6,936,074	1,940,710	2,112,431	1,612,696	159,102	12,761,013	409,015	(2,500)
Danielson MS	MS New Construction	-	63,410,011	(3,731,073)	-	59,678,938	761,745	20,857,501	30,847,648	6,626,911	253,957	6,178	59,353,940	290,504	34,494
Danielson MS	MS Template (From 2007 Auth)	62,738	-	(6,952)	-	55,786	-	-	-	55,786	-	-	55,786	-	0
Various MS	Campus Security Upgrades (Middle School Sites)	-	7,250,040	(453,835)	-	6,796,205	-	-	1,406,210	5,029,283	358,638	-	6,794,130	2,075	(0)
MS Land	Future MS #11	-	10,018,850	-	-	10,018,850	-	-	-	-	-	-	-	-	10,018,850
<b>Total MS Campus Improvements</b>		<b>\$ 63,430</b>	<b>\$ 117,435,745</b>	<b>\$ (8,884,202)</b>	<b>\$ 882,988</b>	<b>\$ 109,497,961</b>	<b>\$ 4,355,807</b>	<b>\$ 39,247,557</b>	<b>\$ 35,791,022</b>	<b>\$ 15,251,128</b>	<b>\$ 2,506,059</b>	<b>\$ 304,049</b>	<b>\$ 97,455,621</b>	<b>\$ 891,497</b>	<b>\$ 11,150,843</b>
<b>ES CAMPUS IMPROVEMENTS</b>															
Mason ES	Play Area Renovation and District Standard Traffic Gates	\$ -	\$ 603,560	\$ (163,243)	\$ -	\$ 440,317	\$ 391,220	\$ 49,098	\$ -	\$ -	\$ -	\$ -	\$ 440,317	\$ -	\$ (0)
Giddens ES	HVAC Update and District Standard Traffic Gates	-	9,005,975	(1,609,658)	-	7,396,317	2,433,399	4,321,512	428,859	14,010	64,156	-	7,261,935	134,382	0
Steiner ES	HVAC Update	-	8,857,136	(159,381)	-	8,697,755	-	-	2,783,462	4,132,589	1,534,031	-	8,450,081	247,674	(0)
Akin ES	Remaining Construction Contract (Under 2007 Auth)	607,348	-	(562,024)	-	45,324	-	-	-	45,324	-	-	45,324	-	-
Larkspur ES 27	New construction	-	37,779,628	(24,805,180)	-	12,974,448	2,965,860	8,982,507	874,374	151,706	-	-	12,974,448	(0)	0
Larkspur ES 27	Board Approved: 2007 Funds: EL 27 Construction	-	-	-	18,639,920	18,639,920	-	18,168,836	471,084	-	-	-	18,639,920	-	(0)
Tarvin ES 28	ES New Construction	-	40,862,445	(3,415,928)	-	37,446,517	-	-	4,472,697	28,057,563	3,937,877	57,780	36,521,817	467,921	452,679
ES 29	ES New Construction	-	42,496,943	-	-	42,496,943	-	-	-	1,256,605	31,019,546	3,724,198	36,000,349	3,893,687	2,602,907
ES 30	ES New Construction (Design Only)	-	2,181,032	61,120,968	-	63,302,000	-	-	-	-	-	-	-	-	63,302,000
Various ES	District Standard Traffic Gates - Bagdad ES, Block House ES, Cox ES, Cypress ES, Faubion ES, Knowles ES, Naumann ES and Whitestone ES	-	245,700	(554)	-	245,146	-	245,146	-	-	-	-	245,146	-	(0)
ES Land	Future Elementary Sites	6,238,719	-	-	-	6,238,719	-	-	-	33,193	4,126,708	49,253	4,209,155	101,765	1,927,799
ES Land	Future ES (34, 35, 36, 37, 38, 39, 40)	-	30,504,236	-	-	30,504,236	-	-	-	-	-	-	-	-	30,504,236
Various ES	ES Prototype	-	-	75,000	-	75,000	-	-	-	-	-	-	-	-	75,000
<b>Total ES Campus Improvements</b>		<b>\$ 6,846,067</b>	<b>\$ 172,536,655</b>	<b>\$ 30,480,000</b>	<b>\$ 18,639,920</b>	<b>\$ 228,502,642</b>	<b>\$ 5,790,479</b>	<b>\$ 31,767,099</b>	<b>\$ 9,030,475</b>	<b>\$ 33,690,990</b>	<b>\$ 40,682,318</b>	<b>\$ 3,831,232</b>	<b>\$ 124,792,593</b>	<b>\$ 4,845,428</b>	<b>\$ 98,864,621</b>
<b>TECHNOLOGY PROJECTS</b>															
Technology	Device, Hardware, Infrastructure Replacement, Disaster Recovery Hot Site	\$ -	\$ 38,730,000	\$ 71,328	\$ -	\$ 38,801,328	\$ 3,391,432	\$ 10,679,797	\$ 4,391,158	\$ 7,780,357	\$ 2,464,107	\$ 922,058	\$ 29,628,909	\$ 2,227,373	\$ 6,945,047
Technology	IT Assessment	-	-	199,035	-	199,035	-	-	-	173,556	25,479	-	199,035	1,998	(1,998)
Vista Ridge HS	Disaster Recovery Site Improvements	465,062	-	(270,363)	-	194,699	-	-	-	-	-	-	194,699	192,701	1,998
<b>Total Technology Projects</b>		<b>\$ 465,062</b>	<b>\$ 38,730,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 39,195,062</b>	<b>\$ 3,391,432</b>	<b>\$ 10,679,797</b>	<b>\$ 4,391,158</b>	<b>\$ 7,953,913</b>	<b>\$ 2,489,586</b>	<b>\$ 922,058</b>	<b>\$ 29,827,944</b>	<b>\$ 2,422,072</b>	<b>\$ 6,945,047</b>
<b>SUPPORT SERVICES PROJECTS</b>															
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	\$ -	\$ 893,000	\$ -	\$ -	\$ 893,000	\$ -	\$ 100,136	\$ 148,630	\$ 146,975	\$ 37,220	\$ -	\$ 432,961	\$ 74,840	\$ 385,199
Plant Services	Water Bottle Refilling Stations	314,087	-	43,804	-	357,891	-	-	-	242,949	84,935	-	327,885	30,006	(0)
Transportation	88 Replacement Buses; A/C Retrofit	-	10,200,000	-	-	10,200,000	-	8,688,117	-	818,918	-	-	9,507,035	692,965	-
Transportation	Bus A/C Upgrades: 2007 Funded Portion	-	-	-	35,080	35,080	-	-	-	-	-	-	35,080	-	-
Transportation	North Satellite Transportation Center	-	17,800,000	(2,245,948)	-	15,554,052	773,943	14,232,376	436,119	111,614	-	-	15,554,052	-	(0)
Transportation	South Satellite Transportation Center	3,100,000	-	(3,100,000)	-	-	-	-	-	-	-	-	-	-	-
Land	Initial Land Costs: Warehouse/Science Material Center	100,000	-	2,005,895	-	2,105,895	-	-	-	2,072,178	1,489	-	2,073,668	32,228	(0)
Plant Services	Major Maintenance Funding	-	-	12,500,000	-	12,500,000	-	-	-	-	-	-	-	-	12,500,000
Plant Services	Portables	-	-	2,500,000	-	2,500,000	-	-	-	-	179,817	391,783	571,600	366,786	1,561,614
District Wide	HVAC Design	-	-	2,200,000	-	2,200,000	-	-	-	-	-	-	-	-	2,200,000
<b>Total Support Service Projects</b>		<b>\$ 3,514,087</b>	<b>\$ 28,893,000</b>	<b>\$ 13,903,751</b>	<b>\$ 35,080</b>	<b>\$ 46,345,918</b>	<b>\$ 773,943</b>	<b>\$ 23,055,709</b>	<b>\$ 584,749</b>	<b>\$ 3,245,660</b>	<b>\$ 413,217</b>	<b>\$ 429,003</b>	<b>\$ 28,502,281</b>	<b>\$ 1,196,825</b>	<b>\$ 16,646,812</b>
<b>PROJECT MANAGEMENT</b>															
2007 Funds	Bond Interest/Other Rev/Project Management	\$ 1,339,002	\$ -	\$ -	\$ 18,317	\$ 1,357,319	\$ -	\$ -	\$ -	\$ 613,920	\$ 575,077	\$ 108,110	\$ 1,297,107	\$ 60,213	\$ (0)
2007 Funds	Project Management Costs (Reserve)	500,000	-	-	-	500,000	-	-	-	-	-	-	26,927	-	473,073
2007 Funds	Project Savings	1,558,683	-	(1,558,683)	-	-	-	-	-	-	-	-	-	-	-
2017 Funds	Bond Interest/Other Rev/Project Management	-	-	-	2,599,801	2,599,801	-	-	-	-	-	-	-	-	2,599,801
2017 Funds	Project Savings	-	-	2,588,806	-	2,588,806	-	-	-	-	-	-	-	-	2,588,806
<b>Total Project Management</b>		<b>\$ 3,397,685</b>	<b>\$ -</b>	<b>\$ 1,030,123</b>	<b>\$ 2,618,118</b>	<b>\$ 7,045,926</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 613,920</b>	<b>\$ 575,077</b>	<b>\$ 108,110</b>	<b>\$ 1,297,107</b>	<b>\$ 87,140</b>	<b>\$ 5,661,679</b>
<b>TOTALS</b>		<b>\$ 18,558,650</b>	<b>\$ 454,405,000</b>	<b>\$ -</b>	<b>\$ 32,031,926</b>	<b>\$ 504,995,576</b>	<b>\$ 16,048,798</b>	<b>\$ 131,415,227</b>	<b>\$ 71,096,347</b>	<b>\$ 69,852,403</b>	<b>\$ 48,024,281</b>	<b>\$ 5,603,554</b>	<b>\$ 342,040,610</b>	<b>\$ 10,044,976</b>	<b>\$ 152,909,990</b>

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Monthly Financial Report  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Action Requested (future meeting):** N/A  
**Administrator Responsible:** Dana Paulson  
**Attachments:** Monthly Financial Report – September 2022

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## **Background Information:**

The monthly financial report represents the status of revenue and expenditures for the month. This month, the reports reflect activity through the month of September 2022, the third month of the 2023 fiscal year. The monthly financials provide a revenue and expenditure summary and compare current budget performance to the prior year through the same time period.

These are unaudited figures, as the annual independent audit will be done following the closing of the books at the end of the fiscal year. All supporting documentation relative to the receipt and expenditure of funds are available in the Financial Services Office for inspection and review.

Supplemental reports are also included detailing ESSER funds and Technology and Instructional Materials Allotment (TIMA) disbursement and requisition requests.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

**Leander Independent School District**  
**GENERAL FUND 181, 196-199**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE ONE MONTH ENDING SEPTEMBER 30, 2022**

	CURRENT YEAR 2022-2023				PRIOR YEAR 2021-2022			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	394,721,314	395,559,819	2,948,964	0.75%	289,960,319	290,108,108	2,801,848	0.97%
State Program Revenues	46,456,165	46,456,165	13,334,856	28.70%	75,311,700	75,311,700	42,323,054	56.20%
Federal Program Revenues	5,318,206	5,318,206	105,466	1.98%	3,265,000	3,301,900	115,327	3.49%
Other Financing Sources	20,000	20,000	465	2.33%	20,000	20,000	69,998	349.99%
<b>Total Revenues</b>	<b>446,515,685</b>	<b>447,354,190</b>	<b>16,389,751</b>	<b>3.66%</b>	<b>368,557,019</b>	<b>368,741,708</b>	<b>45,310,227</b>	<b>12.29%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional	250,421,598	252,368,591	26,598,940	10.54%	241,472,095	242,532,818	25,913,814	10.68%
12 - Instructional Resources and Media Services	5,032,282	5,063,608	539,732	10.66%	4,708,224	4,935,028	733,376	14.86%
13 - Curriculum and Instructional Staff Development	9,909,325	9,942,177	1,838,045	18.49%	8,326,459	8,449,901	1,638,042	19.39%
21 - Instructional Leadership	4,670,311	4,665,740	884,455	18.96%	4,540,279	4,114,254	777,382	18.89%
23 - School Leadership	23,265,335	23,314,822	4,195,544	18.00%	21,818,497	21,896,777	4,006,991	18.30%
31 - Guidance, Counseling and Evaluation	21,138,589	21,150,847	2,948,742	13.94%	19,762,402	19,773,786	2,878,316	14.56%
32 - Social Work Services	1,531,421	1,531,421	267,952	17.50%	1,385,752	1,464,679	249,355	17.02%
33 - Health Services	3,966,488	3,972,532	474,880	11.95%	3,669,546	3,678,281	440,725	11.98%
34 - Student (Pupil) Transportation	13,326,682	13,577,945	2,234,429	16.46%	13,640,335	13,820,243	2,097,039	15.17%
35 - Food Services	10,000	45,214	44,144	97.63%	49,517	80,260	48,077	59.90%
36 - Cocurricular/Extra Curricular Activities	12,840,895	12,993,965	1,971,535	15.17%	12,036,262	12,364,659	1,940,464	15.69%
41 - General Administration	10,219,520	10,301,420	2,038,001	19.78%	9,143,130	9,243,538	1,975,028	21.37%
51 - Plant Maintenance and Facility Services	35,304,370	36,968,420	7,497,862	20.28%	30,324,169	32,979,108	7,203,515	21.84%
52 - Security and Monitoring Services	2,405,898	2,537,510	297,618	11.73%	3,783,798	3,828,312	365,312	9.54%
53 - Data Processing Services	9,068,083	9,169,049	2,253,226	24.57%	8,264,103	8,316,333	1,554,988	18.70%
61 - Community Services	2,256,070	2,306,672	574,856	24.92%	1,932,591	1,992,819	559,647	28.08%
71 - Debt Administration - Principal	132,000	132,000	-	0.00%	100,000	100,000	23,824	0.00%
81 - Facilities and Acquisition & Construction	-	-	6,534	0.00%	-	-	7,677	0.00%
91 - Recapture Payments	36,210,203	36,210,203	-	0.00%	-	-	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	245,000	245,000	-	0.00%	245,000	245,000	236,899	96.69%
99 - Other intergovernmental Charges	2,410,735	2,410,735	172,062	7.14%	2,363,466	2,363,466	302,505	12.80%
Other Financing Uses	7,530,000	7,530,000	1,582,401	21.01%	6,542,700	6,542,700	1,557,566	23.81%
<b>Total Expenditures</b>	<b>451,894,805</b>	<b>456,437,873</b>	<b>56,420,958</b>	<b>12.36%</b>	<b>394,108,325</b>	<b>398,721,962</b>	<b>54,510,542</b>	<b>13.67%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	360,538,964	360,755,586	45,312,122	12.56%	337,187,258	337,150,890	42,152,497	12.50%
62XX - Professional and Contracted Services	59,179,900	61,534,703	3,962,837	6.44%	26,125,916	28,383,378	4,916,953	17.32%
63XX - Supplies and Materials	18,702,141	20,382,887	3,147,079	15.44%	18,944,503	21,074,020	3,856,915	18.30%
64XX - Other Operating Expenses	5,498,231	5,632,148	2,355,327	41.82%	4,915,110	4,916,744	1,889,409	38.43%
65XX - Debt Administration	132,000	132,000	-	0.00%	100,000	100,000	23,824	0.00%
66XX - Capital Outlay Expenses	313,569	470,548	61,192	13.00%	292,838	554,228	113,379	20.46%
89XX - Other Uses	7,530,000	7,530,000	1,582,401	21.01%	6,542,700	6,542,700	1,557,566	23.81%
<b>Total Expenditures</b>	<b>451,894,805</b>	<b>456,437,873</b>	<b>56,420,958</b>	<b>12.36%</b>	<b>394,108,325</b>	<b>398,721,960</b>	<b>54,510,542</b>	<b>13.67%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(5,379,120)</b>	<b>(9,083,683)</b>	<b>(40,031,208)</b>		<b>(25,551,306)</b>	<b>(29,980,254)</b>	<b>(9,200,315)</b>	
<b>Fund Balance, July 1, beginning</b>			<b>178,403,421</b>					
<b>Estimated Fund Balance, September 30, ending</b>			<b>138,372,214</b>					

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**Leander Independent School District**  
**CHILD NUTRITION FUNDS 240 and 242**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE ONE MONTH ENDING SEPTEMBER 30, 2022**

	CURRENT YEAR 2022-2023				PRIOR YEAR 2021-2022			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	9,094,103	9,094,103	1,663,373	18.29%	10,368,957	10,368,957	239,529	2.31%
State Program Revenues	69,199	69,199	-	-	18,022	18,022	-	-
Federal Program Revenues	5,630,509	5,630,509	12,146	0.00	5,677,532	5,677,532	166,224	2.93%
Other Financing Sources	-	-	-	-	-	-	-	0.00%
<b>Total Revenues</b>	<b>14,793,811</b>	<b>14,793,811</b>	<b>1,675,518</b>	<b>11.33%</b>	<b>16,064,511</b>	<b>16,064,511</b>	<b>405,752</b>	<b>2.53%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional				-				-
12 - Instructional Resources and Media Services				-				-
13 - Curriculum and Instructional Staff Development				-				-
21 - Instructional Leadership				-				-
23 - School Leadership				-				-
31 - Guidance, Counseling and Evaluation				-				-
32 - Social Work Services				-				-
33 - Health Services				-				-
34 - Student (Pupil) Transportation				-				-
35 - Food Services	14,293,811	14,296,977	1,042,028	7.29%	15,647,634	15,648,657	694,639	4.44%
36 - Cocurricular/Extra Curricular Activities				-				-
41 - General Administration				-				-
51 - Plant Maintenance and Facility Services				-				-
52 - Security and Monitoring Services				-				-
53 - Data Processing Services				-				-
61 - Community Services				-				-
71 - Debt Administration - Principal				-				-
81 - Facilities and Acquisition & Construction				-				-
91 - Recapture Payments				-				-
95 - Payments to Juvenile Justice Alternative Program				-				-
99 - Other intergovernmental Charges				-				-
Other Financing Uses				-				-
<b>Total Expenditures</b>	<b>14,293,811</b>	<b>14,296,977</b>	<b>1,042,028</b>	<b>7.29%</b>	<b>15,647,634</b>	<b>15,648,657</b>	<b>694,639</b>	<b>4.44%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	6,135,553	6,135,553	638,645	10.41%	6,634,946	6,634,946	626,677	0.00%
62XX - Professional and Contracted Services	6,267,332	6,267,953	368,038	5.87%	6,836,039	6,837,092	8,563	0.13%
63XX - Supplies and Materials	1,024,926	1,027,421	31,102	3.03%	1,300,149	1,300,119	58,588	4.51%
64XX - Other Operating Expenses	36,000	36,050	4,243	11.77%	46,500	46,500	812	1.75%
65XX - Debt Administration	-	-	-	-	-	-	-	-
66XX - Capital Outlay Expenses	830,000	830,000	-	0.00%	830,000	830,000	-	0.00%
89XX - Other Uses				-				-
<b>Total Expenditures</b>	<b>14,293,811</b>	<b>14,296,977</b>	<b>1,042,028</b>	<b>7.29%</b>	<b>15,647,634</b>	<b>15,648,657</b>	<b>694,639</b>	<b>4.44%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>500,000</b>	<b>496,834</b>	<b>633,490</b>		<b>416,877</b>	<b>415,854</b>	<b>(288,887)</b>	
<b>Fund Balance, July 1, beginning</b>			<b>11,734,358</b>					
<b>Estimated Fund Balance, September 30, ending</b>			<b>12,367,848</b>					

**Leander Independent School District**  
**DEBT SERVICE FUND 599**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE ONE MONTH ENDING SEPTEMBER 30, 2022**

	CURRENT YEAR 2022-2023				PRIOR YEAR 2021-2022			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
<b>REVENUES:</b>								
Local and Intermediate Sources	136,338,776	136,338,776	731,518	0.54%	148,347,925	148,347,925	614,730	0.41%
State Program Revenues	-	-	-	-	1,696,866	1,696,866	-	-
Federal Program Revenues	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>136,338,776</b>	<b>136,338,776</b>	<b>731,518</b>	<b>0.54%</b>	<b>150,044,791</b>	<b>150,044,791</b>	<b>614,730</b>	<b>0.41%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional	-	-	-	-	-	-	-	-
12 - Instructional Resources and Media Services	-	-	-	-	-	-	-	-
13 - Curriculum and Instructional Staff Development	-	-	-	-	-	-	-	-
21 - Instructional Leadership	-	-	-	-	-	-	-	-
23 - School Leadership	-	-	-	-	-	-	-	-
31 - Guidance, Counseling and Evaluation	-	-	-	-	-	-	-	-
32 - Social Work Services	-	-	-	-	-	-	-	-
33 - Health Services	-	-	-	-	-	-	-	-
34 - Student (Pupil) Transportation	-	-	-	-	-	-	-	-
35 - Food Services	-	-	-	-	-	-	-	-
36 - Cocurricular/Extra Curricular Activities	-	-	-	-	-	-	-	-
41 - General Administration	-	-	-	-	-	-	-	-
51 - Plant Maintenance and Facility Services	-	-	-	-	-	-	-	-
52 - Security and Monitoring Services	-	-	-	-	-	-	-	-
53 - Data Processing Services	-	-	-	-	-	-	-	-
61 - Community Services	-	-	-	-	-	-	-	-
71 - Debt Administration - Principal	136,338,776	136,338,776	89,233,404	65.45%	113,681,266	113,681,266	90,244,994	79.38%
81 - Facilities and Acquisition & Construction	-	-	-	-	-	-	-	-
91- Recapture Payments	-	-	-	-	-	-	-	-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-	-	-	-	-
99 - Other intergovernmental Charges	-	-	-	-	-	-	-	-
Other Financing Uses	-	-	-	-	36,363,525	36,363,525	-	0.00%
<b>Total Expenditures</b>	<b>136,338,776</b>	<b>136,338,776</b>	<b>89,233,404</b>	<b>65.45%</b>	<b>150,044,791</b>	<b>150,044,791</b>	<b>90,244,994</b>	<b>60.15%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	-	-	-	-	-	-	-	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	-	-
63XX - Supplies and Materials	-	-	-	-	-	-	-	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Administration	136,338,776	136,338,776	89,233,404	65.45%	113,681,266	113,681,266	90,244,994	79.38%
66XX - Capital Outlay Expenses	-	-	-	-	-	-	-	-
89XX - Other Uses	-	-	-	-	36,363,525	36,363,525	-	-
<b>Total Expenditures</b>	<b>136,338,776</b>	<b>136,338,776</b>	<b>89,233,404</b>	<b>65.45%</b>	<b>150,044,791</b>	<b>150,044,791</b>	<b>90,244,994</b>	<b>60.15%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>-</b>	<b>(88,501,886)</b>		<b>-</b>	<b>-</b>	<b>(89,630,264)</b>	
<b>Fund Balance, July 1, beginning</b>			<b>135,256,116</b>					
<b>Estimated Fund Balance, September 30, ending</b>			<b>46,754,230</b>					

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# Allotment Report

## LEANDER ISD

Current Biennium includes SY 2021-2022 & SY 2022-2023

District / Charter: 246913  
School Year : 2022-2023

Transaction Type	Date	Transaction ID	Description	Amount	541
Allotment	05/15/2022	0000220106	Current Biennial Allotment	\$2,600,911.87	
Carryover Funds	05/15/2022	0000220107	Prior Biennial Carryover	\$23,575.30	
Prior Expenditure	05/15/2022	0000220108	School Year 2021-2022 Expenditure	(\$1,818,181.22)	
Adjustment	07/08/2022	0000223442	2021-22 High Enrollment Growth	\$69,106.00	
<b>Total Allotment</b>				<b>\$875,411.95</b>	
Allotment Disbursement	07/06/2022	D000221623	Instructional Materials	(\$61,120.50)	
Allotment Disbursement	07/06/2022	D000221619	Instructional Materials	(\$55,500.00)	
Allotment Disbursement	07/06/2022	D000221617	Instructional Materials	(\$81,540.00)	
Allotment Disbursement	07/06/2022	D000221615	Instructional Materials	(\$19,864.00)	
Allotment Disbursement	07/06/2022	D000221608	Instructional Materials	(\$1,575.00)	
Allotment Disbursement	07/06/2022	D000221609	Instructional Materials	(\$227,392.00)	
Allotment Disbursement	08/19/2022	D000224351	Instructional Materials	(\$88,331.60)	
Allotment Disbursement	08/19/2022	D000224350	Instructional Materials	(\$23,635.50)	
Allotment Disbursement	08/19/2022	D000224345	Instructional Materials	(\$34,350.00)	
Allotment Disbursement	08/19/2022	D000224333	Instructional Materials	(\$98,159.08)	
Allotment Disbursement	08/19/2022	D000224332	Instructional Materials	(\$42,350.00)	
Allotment Disbursement	08/19/2022	D000224330	Instructional Materials	(\$1,500.00)	
Allotment Disbursement	08/19/2022	D000224341	Instructional Materials	(\$51,429.00)	
Allotment Disbursement	08/25/2022	D000224472	Instructional Materials	(\$12,988.00)	
Allotment Disbursement	08/25/2022	D000224467	Instructional Materials	(\$12,116.20)	
Allotment Disbursement	08/25/2022	D000224469	Instructional Materials	(\$16,875.00)	
<b>Total Allotment Disbursements</b>				<b>(\$828,725.88)</b>	

## Requisition Summary

Allotment Requisition 08/18/2022

0000173925 Allotment-Program Requisition

(\$7,709.00)

**Total Allotment Requisitions**

**(\$7,709.00)**

**Remaining Allotment**

**\$38,977.07**

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**LEANDER INDEPENDENT SCHOOL DISTRICT  
FEDERAL ESSER FUNDS  
RECAP OF SOURCES/USES AS OF SEPTEMBER 30, 2022**

	<b>ESSER I FUND 266</b>	<b>ESSER II FUND 281</b>	<b>ESSER III FUND 282</b>	<b>ESSER III SUPP FUND 283</b>
	March 13, 2020 - September 30, <b>2022</b>	March 13, 2020 - September 30, <b>2023</b>	March 13, 2020 - September 30, <b>2024</b>	March 13, 2023 - September 30, <b>2023</b>
Initial Allocation	\$ 739,703	\$ 7,040,159	\$ 10,540,798	\$ 12,383,786
Adjusted/Remaining Allocation	22,469	-	5,275,507	(1,438,848)
<b>Total Allocation</b>	<b>\$ 762,172</b>	<b>\$ 7,040,159</b>	<b>\$ 15,816,305</b>	<b>\$ 10,944,938</b>
<b>Total All Funds</b>				<b>\$ 34,563,574</b>
<b>Actual Expds: as of September 30</b>				
FY 2019-20	\$ 2,858	\$ -	\$ -	\$ -
FY 2020-21	719,445	17,026	-	-
FY 2021-22	18,708	2,186,774	2,482,150	3,020,138
FY 2022-23	-	137,664	815,728	1,282,777
FY 2023-24	-	-	-	-
Indirect Costs	21,161	266,743	302,773	368,396
	<b>\$ 762,172</b>	<b>\$ 2,608,207</b>	<b>\$ 3,600,651</b>	<b>\$ 4,671,311</b>
<b>Budgeted Expds:</b>				
FY 2022-23	-	4,225,117	4,087,263	4,322,248
FY 2023-24	-	-	4,266,001	1,337,122
<i>Reserved for Indirect Costs</i>	-	206,835	1,118,434	614,257
	<b>\$ -</b>	<b>\$ 4,431,952</b>	<b>\$ 9,471,698</b>	<b>\$ 6,273,627</b>
<b>Expended/Budgeted to Date</b>	<b>\$ 762,172</b>	<b>\$ 7,040,159</b>	<b>\$ 13,072,349</b>	<b>\$ 10,944,938</b>
<b>Unallocated</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,743,956</b>	<b>\$ -</b>
<b>Total Unallocated All Funds</b>				<b>\$ 2,743,956</b>

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

**Agenda Item:** Monthly Investment Report  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape  
**Attachments:** Monthly Investment Report – September 2022

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## **Background Information:**

The monthly investment report reflects the District's investment activities and balances for all fund types. The report presents a picture of cash and investments by grouping into the categories of individually acquired securities and pooled investments. A comparison to market value is also presented in each report. This month the report of the District's investments as of September 30, 2022 is presented.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



**Investment Portfolio Summary**

**For the Month Ended**

**September 30, 2022**

**For the Month Ended  
September 30, 2022**

This report is prepared for Leander ISD (the "Entity") in accordance with Chapter 2256 of the Texas Public Funds Investment Act ("PFIA"). Section 2256.023(a) of the PFIA states that: "Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of the investment transactions for all funds covered by this chapter for the preceding reporting period." This report is signed by the Entity's investment officers and includes the disclosures required in the PFIA. To the extent possible, market prices have been obtained from independent pricing sources.

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The investment portfolio compiled with the PFIA and the Entity's approved Investment Policy and Strategy throughout the period. All investment transactions made in the portfolio during this period were made on behalf of the Entity and were made in full compliance with the PFIA and the approved Investment Policy.

**Officer Names and Titles:**

  
Name: Dana Paulson Title: Sr. Director, Financial Services

  
Name: Connie Wheeler Title: Controller

  
Name: Jalen Pitre Title: Treasury Specialist

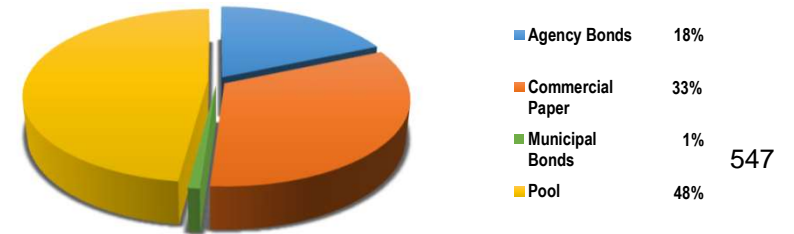
  
Name: Becky Garcia Title: Director, Treasury & Debt Management

  
Name: Karen Nabors Title: G/L, Grant Accountant

Account Summary

Allocation by Security Type

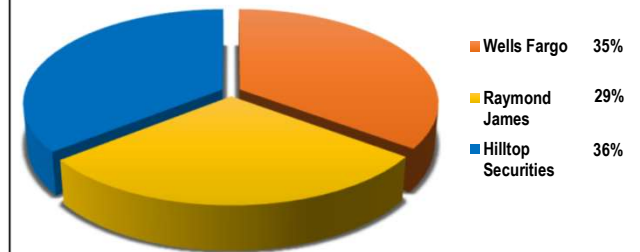
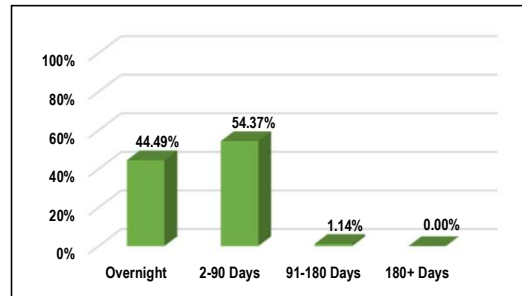
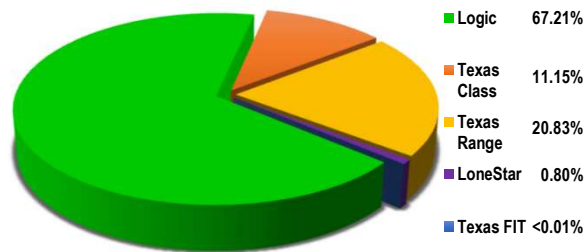
	Beginning Values as of 9/1/22	Ending Values as of 9/30/22
Par Value	252,617,221.38	229,619,330.02
Book Value	252,277,114.88	229,358,200.74
Market Value	251,964,364.38	229,177,332.52
Unrealized Gain / Loss	(312,750.50)	(180,868.22)
<b>Market Value %</b>	<b>99.876%</b>	<b>99.921%</b>
Weighted Avg. DTM	35	25
Weighted Avg. YTM	1.740%	1.866%



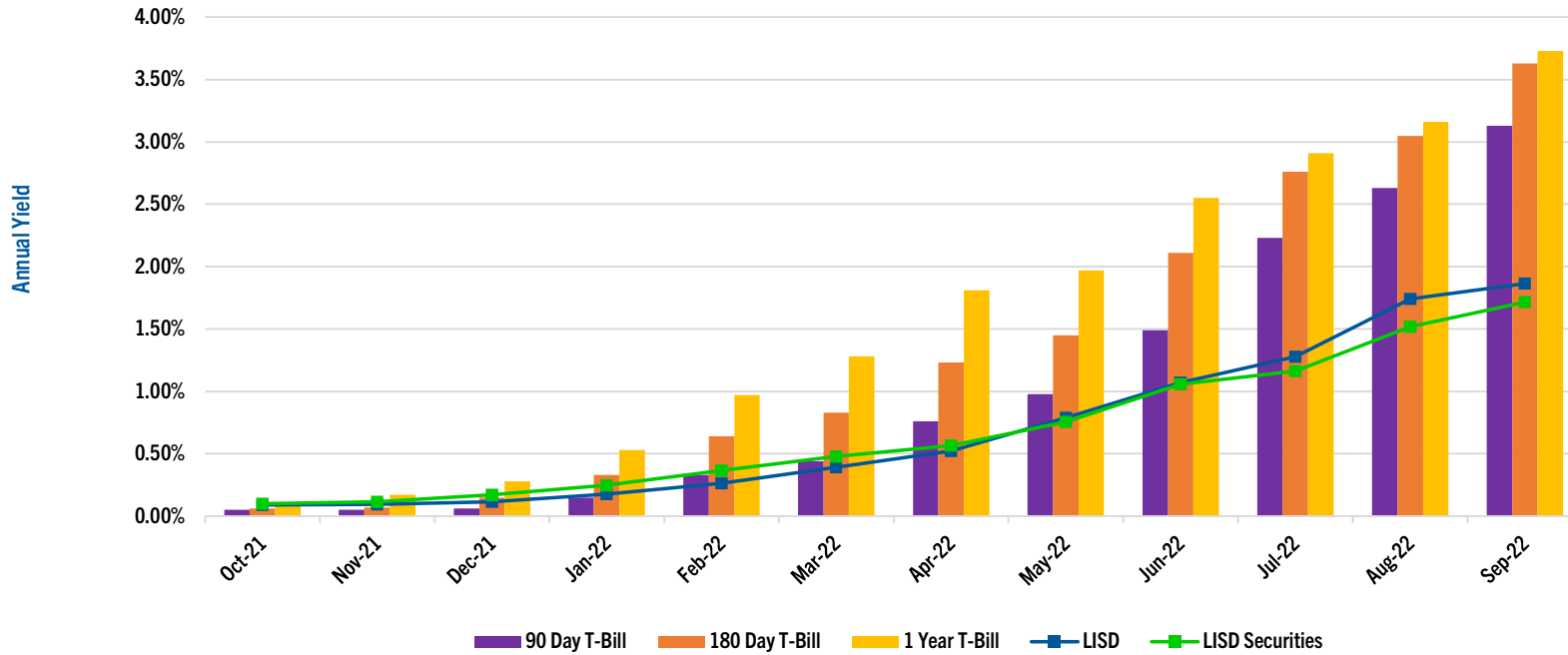
Allocation by Issuer

Maturity Distribution %

Allocation by Broker



### Benchmark Comparison



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Acquisition Date	Sec. Type	CUSIP	Sec. Description	Sec. Agency & Rating	Coupon	Par Value	Annualized Yield	Maturity Date	Days to Maturity	Book Value	Market Value
<b>(199) General Operating</b>											
03/11/22	MUNI - WF	46256QLX2	Iowa State Board of Regents	S&P / SP-1+	0.200%	2,000,000	0.870%	10/01/22	1	2,000,000	2,000,000
01/07/22	CP - HS	80285QK41	Santander UK PLC	S&P / A-1	0.000%	10,000,000	0.410%	10/04/22	4	9,999,657	10,000,000
01/04/22	AGNC - WF	3135G0T78	Fannie Mae	S&P / AA+	2.000%	5,000,000	0.298%	10/05/22	5	5,000,937	4,999,600
06/23/22	AGNC - WF	313385L20	Federal Home Loan Discount	S&P / A-1+	0.000%	5,000,000	2.041%	10/19/22	19	4,995,000	4,993,350
01/27/22	CP - HS	4497W1KM7	ING US Funding LLC	S&P / A-1	0.000%	10,000,000	0.610%	10/21/22	21	9,996,598	9,985,000
03/10/22	CP - HS	21687BL74	Cooperative Rabobank UA	S&P / A-1	0.000%	10,000,000	1.360%	11/07/22	38	9,986,125	9,967,000
05/17/22	CP - WF	16085HLF1	Carolinas Healthcare System	S&P / A-1+	0.000%	5,000,000	1.817%	11/15/22	46	4,988,750	4,977,700
05/17/22	AGNC - RJ	91282CAX9	US Treasury N/B	Fitch / AAA	0.125%	5,000,000	1.448%	11/30/22	61	4,989,233	4,975,585
03/10/22	CP - RJ	2254EBM24	Credit Suisse New York	S&P / A-1	0.000%	10,000,000	1.500%	12/02/22	63	9,974,511	9,930,880
07/29/22	CP - WF	2254EBM57	Credit Suisse New York	S&P / A-1	0.000%	10,000,000	3.012%	12/05/22	66	9,946,194	9,937,700
09/20/22	AGNC - RJ	912796X79	US Treasury Bill	S&P / AA+	0.000%	5,000,000	3.110%	12/15/22	76	4,968,281	4,970,200
02/17/22	AGNC - HS	912828UN8	US Treasury N/B	Fitch / AAA	2.000%	2,000,000	1.101%	02/15/23	138	2,006,693	1,982,500
02/17/22	AGNC - HS	3130AJ7E3	Federal Home Loan Bank	S&P / AA+	1.375%	625,000	1.150%	02/17/23	140	625,531	619,438
	POOL	LOGIC	Logic			31,626,713	2.162%	10/01/22	1	31,626,713	31,626,713
	POOL	LONESTAR	LoneStar			214,057	2.420%	10/01/22	1	214,057	214,057
	POOL	TXCLASS	Texas Class			12,124,663	2.289%	10/01/22	1	12,124,663	12,124,663
	POOL	TXRANGE	Texas Daily Select			12,647,509	2.320%	10/01/22	1	12,647,509	12,647,509
11/12/21	POOL	TXRANGE	Texas Term - Fixed Rate			10,000,000	0.300%	11/10/22	41	10,000,000	10,000,000
<b>Total for (199) General Operating</b>						<b>146,237,942</b>	<b>1.682%</b>		<b>26</b>	<b>146,090,453</b>	<b>145,951,894</b>
<b>(599) Debt Service</b>											
08/31/22	AGNC - RJ	912796YF0	US Treasury Bill	S&P / AA+	0.000%	10,000,000	2.611%	10/25/22	25	9,982,583	9,986,000
06/23/22	AGNC - WF	313385P75	Federal Home Loan Discount	S&P / A-1+	0.000%	5,000,000	2.173%	11/17/22	48	4,986,128	4,980,350
06/23/22	CP - WF	22533ULM3	Credit Agricole CIB	S&P / A-1	0.000%	10,000,000	2.547%	11/21/22	52	9,964,300	9,953,500
02/28/22	CP - HS	46640QLN9	JP Morgan	S&P / A-1	0.000%	10,000,000	1.038%	11/22/22	53	9,985,066	9,954,000
09/20/22	AGNC - RJ	912796X79	US Treasury Bill	S&P / AA+	0.000%	5,000,000	3.110%	12/15/22	76	4,968,281	4,970,200
	POOL	LOGIC	Logic			6,569,736	2.162%	10/01/22	1	6,569,736	6,569,736
	POOL	LONESTAR	LoneStar			1,857	2.420%	10/01/22	1	1,857	1,857
	POOL	TXCLASS	Texas Class			135,278	2.289%	10/01/22	1	135,278	135,278
	POOL	TXFIT	Texas FIT			2,089	2.260%	10/01/22	1	2,089	2,089
<b>Total for (599) Debt Service</b>						<b>46,708,960</b>	<b>2.202%</b>		<b>41</b>	<b>46,595,319</b>	<b>46,553,010</b>
<b>(240) Child Nutrition</b>											
	POOL	LOGIC	Logic			22,889,116	2.162%	10/01/22	1	22,889,116	22,889,116
<b>Total for (240) Child Nutrition</b>						<b>22,889,116</b>	<b>2.162%</b>		<b>1</b>	<b>22,889,116</b>	<b>22,889,116</b>

Acquisition Date	Sec. Type	CUSIP	Sec. Description	Sec. Agency & Rating	Coupon	Par Value	Annual Yield	Maturity Date	Days to Maturity	Book Value	Market Value
<b>(634) Capital Project 634</b>											
	POOL	LONESTAR	LoneStar			36	2.420%	10/01/22	1	36	36
<b>Total for (634) Capital Project 634</b>						<b>36</b>	<b>2.420%</b>		<b>1</b>	<b>36</b>	<b>36</b>
<b>(638) Capital Project 638</b>											
	POOL	LONESTAR	LoneStar			667,765	2.420%	10/01/22	1	667,765	667,765
<b>Total for (638) Capital Project 638</b>						<b>667,765</b>	<b>2.420%</b>		<b>1</b>	<b>667,765</b>	<b>667,765</b>
<b>(640) Capital Project 640</b>											
	POOL	LOGIC	Logic			1,113	2.162%	10/01/22	1	1,113	1,113
	POOL	LONESTAR	LoneStar			877	2.420%	10/01/22	1	877	877
	POOL	TXRANGE	Texas Daily Select			252,304	2.320%	10/01/22	1	252,304	252,304
<b>Total for (640) Capital Project 640</b>						<b>254,294</b>	<b>2.320%</b>		<b>1</b>	<b>254,294</b>	<b>254,294</b>
<b>(753) Workers Comp</b>											
	POOL	LOGIC	Logic			3,022,810	2.162%	10/01/22	1	3,022,810	3,022,810
<b>Total for (753) Workers Comp</b>						<b>3,022,810</b>	<b>2.162%</b>		<b>1</b>	<b>3,022,810</b>	<b>3,022,810</b>
<b>(771) Health Insurance</b>											
	POOL	LOGIC	Logic			9,781,189	2.162%	10/01/22	1	9,781,189	9,781,189
<b>Total for (771) Health Insurance</b>						<b>9,781,189</b>	<b>2.162%</b>		<b>1</b>	<b>9,781,189</b>	<b>9,781,189</b>
<b>Accrued Interest</b>						<b>57,218</b>				<b>57,218</b>	<b>57,218</b>
<b>Total for Leander ISD</b>						<b>229,619,330</b>	<b>1.866%</b>		<b>25</b>	<b>229,358,201</b>	<b>229,177,333</b>

Acquisition Date	Sec. Type	CUSIP	Sec. Description	Sec. Agency & Rating	Coupon	8/31/22 Book Value	Amortization/ Accretion	9/30/22 Book Value	8/31/22	9/30/22	Change in Market Value
									Market Value	Market Value	
<b>(199) General Operating</b>											
03/11/22	MUNI - WF	46256QLX2	Iowa State Board of Regents	S&P / SP-1+	0.200%	1,998,903	1,097	2,000,000	1,995,500	2,000,000	4,500
01/07/22	CP - HS	80285QK41	Santander UK PLC	S&P / A-1	0.000%	9,996,228	3,429	9,999,657	9,970,000	10,000,000	30,000
01/04/22	AGNC - WF	3135G0T78	Fannie Mae	S&P / AA+	2.000%	5,007,964	(7,027)	5,000,937	4,997,450	4,999,600	2,150
06/23/22	AGNC - WF	313385L20	Federal Home Loan Discount	S&P / A-1+	0.000%	4,986,667	8,333	4,995,000	4,982,800	4,993,350	10,550
01/27/22	CP - HS	4497W1KM7	ING US Funding LLC	S&P / A-1	0.000%	9,991,496	5,102	9,996,598	9,950,000	9,985,000	35,000
03/10/22	CP - HS	21687BL74	Cooperative Rabobank UA	S&P / A-1	0.000%	9,974,875	11,250	9,986,125	9,930,000	9,967,000	37,000
05/17/22	CP - WF	16085HLF1	Carolinas Healthcare System	S&P / A-1+	0.000%	4,981,250	7,500	4,988,750	4,981,350	4,977,700	(3,650)
05/17/22	AGNC - RJ	91282CAX9	US Treasury N/B	Fitch / AAA	0.125%	4,983,850	5,383	4,989,233	4,967,775	4,975,585	7,810
03/10/22	CP - RJ	2254EBM24	Credit Suisse New York	S&P / A-1	0.000%	9,962,178	12,333	9,974,511	9,912,680	9,930,880	18,200
07/29/22	CP - WF	2254EBM57	Credit Suisse New York	S&P / A-1	0.000%	9,921,361	24,833	9,946,194	9,911,300	9,937,700	26,400
02/17/22	AGNC - HS	912828UN8	US Treasury N/B	Fitch / AAA	2.000%	2,008,159	(1,466)	2,006,693	1,990,000	1,982,500	(7,500)
02/17/22	AGNC - HS	3130AJ7E3	Federal Home Loan Bank	S&P / AA+	1.375%	625,646	(115)	625,531	618,750	619,438	688
<b>Total for (199) General Operating</b>						<b>74,438,576</b>	<b>70,654</b>	<b>74,509,230</b>	<b>74,207,605</b>	<b>74,368,753</b>	<b>161,147</b>
<b>(599) Debt Service</b>											
08/31/22	AGNC - RJ	912796YF0	US Treasury Bill	S&P / AA+		9,960,813	21,771	9,982,583	9,962,050	9,986,000	23,950
06/23/22	AGNC - WF	313385P75	Federal Home Loan Discount	S&P / A-1+		4,977,274	8,854	4,986,128	4,969,650	4,980,350	10,700
06/23/22	CP - WF	22533ULM3	Credit Agricole CIB	S&P / A-1		9,943,300	21,000	9,964,300	9,932,400	9,953,500	21,100
02/28/22	CP - HS	46640QLN9	JP Morgan	S&P / A-1		9,976,451	8,616	9,985,066	9,925,000	9,954,000	29,000
<b>Total for (599) Debt Service</b>						<b>34,857,838</b>	<b>60,241</b>	<b>34,918,078</b>	<b>34,789,100</b>	<b>34,873,850</b>	<b>84,750</b>

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Acquisition Date	Sec. Type	CUSIP	Sec. Description	Sec. Agency & Rating	Coupon	8/31/22 Book Value	Purchases & Maturities*	9/30/22 Book Value	8/31/22 Market Value	9/30/22 Market Value	Change in Market Value
<b>(199) General Operating - Purchases and Maturities</b>											
12/15/21	CP - WF	63873KJ65	Natixis NY	S&P / A-1	0.000%	4,999,735	(4,999,735)	-	4,998,050	-	(4,987,250)
06/01/22	CP - RJ	46640QJ69	JP Morgan	S&P / A-1	0.000%	9,997,833	(9,997,833)	-	9,996,000	-	(9,972,920)
04/11/22	CP - HS	8923A1JC6	Toyota Credit Puerto Rico	S&P / A-1+	0.000%	9,996,028	(9,996,028)	-	9,990,000	-	(9,960,000)
11/04/21	MUNI - WF	7417017E0	Prince Georges County MD	Fitch / AAA	0.603%	2,400,399	(2,400,399)	-	2,397,888	-	(2,393,880)
06/23/22	CP - WF	22533UJL8	Credit Agricole ClB	S&P / A-1	0.000%	4,994,485	(4,994,485)	-	4,993,500	-	(4,981,550)
09/20/22	AGNC - RJ	912796X79	US Treasury Bill	S&P / AA+	0.000%	-	4,968,281	4,968,281	-	4,970,200	552
<b>Total for (199) General Operating</b>						<b>32,388,480</b>	<b>(27,420,199)</b>	<b>4,968,281</b>	<b>32,375,438</b>	<b>4,970,200</b>	<b>(32,295,600)</b>
<b>(599) Debt Service - Purchases and Maturities</b>											
09/20/22	AGNC - RJ	912796X79	US Treasury Bill	S&P / AA+	0.000%	-	4,968,281	4,968,281	-	4,970,200	4,970,200
<b>Total for (599) Debt Service</b>						<b>-</b>	<b>4,968,281</b>	<b>4,968,281</b>	<b>-</b>	<b>4,970,200</b>	<b>4,970,200</b>
<b>Total for Leander ISD Securities</b>						<b>141,684,894</b>	<b>(22,321,023)</b>	<b>119,363,871</b>	<b>141,372,143</b>	<b>119,183,003</b>	<b>(27,079,503)</b>

\*Purchase and maturity values include any accretion or amortization for the month

Acquisition Date	Sec. Type	CUSIP	Sec. Description	Sec. Agency & Rating	8/31/22 Book Value	Net Deposits & Withdrawals	9/30/22 Book Value	8/31/22 Market Value	9/30/22 Market Value	Change in Market Value
<b>(199) General Operating</b>										
	POOL	LOGIC	Logic		27,423,770	4,202,943	31,626,713	27,423,770	31,626,713	4,202,943
	POOL	LONESTAR	LoneStar		213,587	469	214,057	213,587	214,057	469
	POOL	TXCLASS	Texas Class		12,097,997	26,667	12,124,663	12,097,997	12,124,663	26,667
	POOL	TXRANGE	Texas Daily Select		12,370,768	276,741	12,647,509	12,370,768	12,647,509	276,741
09/15/21	POOL	TXRANGE	Texas CD Program - First Capital		248,000	(248,000)	-	248,000	-	(248,000)
11/12/21	POOL	TXRANGE	Texas Term - Fixed Rate		10,000,000	-	10,000,000	10,000,000	10,000,000	-
<b>Total for (199) General Operating</b>					<b>62,354,122</b>	<b>4,258,820</b>	<b>66,612,942</b>	<b>62,354,122</b>	<b>66,612,942</b>	<b>4,258,820</b>
<b>(599) Debt Service</b>										
	POOL	LOGIC	Logic		11,401,355	(4,831,619)	6,569,736	11,401,355	6,569,736	(4,831,619)
	POOL	LONESTAR	LoneStar		1,853	4	1,857	1,853	1,857	4
	POOL	TXCLASS	Texas Class		134,980	298	135,278	134,980	135,278	298
	POOL	TXFIT	Texas FIT		2,084	4	2,089	2,084	2,089	4
<b>Total for (599) Debt Service</b>					<b>11,540,273</b>	<b>(4,831,313)</b>	<b>6,708,960</b>	<b>11,540,273</b>	<b>6,708,960</b>	<b>(4,831,313)</b>
<b>(240) Child Nutrition</b>										
	POOL	LOGIC	Logic		22,842,636	46,480	22,889,116	22,842,636	22,889,116	46,480
<b>Total for (240) Child Nutrition</b>					<b>22,842,636</b>	<b>46,480</b>	<b>22,889,116</b>	<b>22,842,636</b>	<b>22,889,116</b>	<b>46,480</b>
<b>(634) Capital Project 634</b>										
	POOL	LONESTAR	LoneStar		36	0	36	36	36	0
<b>Total for (634) Capital Project 634</b>					<b>36</b>	<b>0</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>0</b>
<b>(638) Capital Project 638</b>										
	POOL	LONESTAR	LoneStar		676,287	1,478	667,765	676,287	667,765	(8,522)
<b>Total for (638) Capital Project 638</b>					<b>676,287</b>	<b>1,478</b>	<b>667,765</b>	<b>676,287</b>	<b>667,765</b>	<b>(8,522)</b>
<b>(640) Capital Project 640</b>										
	POOL	LOGIC	Logic		1,111	2	1,113	1,111	1,113	2
	POOL	LONESTAR	LoneStar		875	2	877	875	877	2
	POOL	TXRANGE	Texas Daily Select		251,740	564	252,304	251,740	252,304	564
<b>Total for (640) Capital Project 640</b>					<b>253,726</b>	<b>568</b>	<b>254,294</b>	<b>253,726</b>	<b>254,294</b>	<b>568</b>

Acquisition Date	Sec. Type	CUSIP	Sec. Description	Sec. Agency & Rating	8/31/22 Book Value	Net Deposits & Withdrawals	9/30/22 Book Value	8/31/22 Market Value	9/30/22 Market Value	Change in Market Value
<b>(753) Workers Comp</b>										
	POOL	LOGIC	Logic		3,140,495	(117,685)	3,022,810	3,140,495	3,022,810	(117,685)
<b>Total for (753) Workers Comp</b>					<b>3,140,495</b>	<b>(117,685)</b>	<b>3,022,810</b>	<b>3,140,495</b>	<b>3,022,810</b>	<b>(117,685)</b>
<b>(771) Health Insurance</b>										
	POOL	LOGIC	Logic		9,732,032	49,157	9,781,189	9,732,032	9,781,189	49,157
<b>Total for (771) Health Insurance</b>					<b>9,732,032</b>	<b>49,157</b>	<b>9,781,189</b>	<b>9,732,032</b>	<b>9,781,189</b>	<b>49,157</b>
<b>Total for Leander ISD Pools</b>					<b>110,539,608</b>	<b>(592,495)</b>	<b>109,937,112</b>	<b>110,539,608</b>	<b>109,937,112</b>	<b>(602,495)</b>
<b>Accrued Interest</b>					<b>52,614</b>	<b>4,604</b>	<b>57,218</b>	<b>52,614</b>	<b>57,218</b>	<b>4,604</b>
<b>Leander ISD Total Change in Value (Pools and Securities)</b>					<b>252,277,115</b>	<b>(22,908,914)</b>	<b>229,358,201</b>	<b>251,964,364</b>	<b>229,177,333</b>	<b>(27,677,394)</b>

Trade Date	Sec. Type	CUSIP	Sec. Description	Coupon	Maturity Date	Annual Yield	Par Value	Price	Principal Amount	Int. Received/ Purchased	Total Amount
<b>(199) General Operating</b>											
<b>Maturities</b>											
12/15/21	CP - WF	63873KJ65	Natixis NY		09/06/22	0.380%	5,000,000	100.000	5,000,000.00	-	5,000,000.00
06/01/22	CP - RJ	46640QJ69	JP Morgan		09/06/22	1.567%	10,000,000	100.000	10,000,000.00	-	10,000,000.00
04/11/22	CP - HS	8923A1JC6	Toyota Credit Puerto Rico		09/12/22	1.310%	10,000,000	100.000	10,000,000.00	-	10,000,000.00
11/04/21	MUNI - WF	7417017E0	Prince Georges County MD		09/15/22	0.170%	2,400,000	100.000	2,400,000.00	7,236.00	2,407,236.00
06/23/22	CP - WF	22533UJL8	Credit Agricole CIB		09/20/22	2.101%	5,000,000	100.000	5,000,000.00	-	5,000,000.00
09/15/21	POOL	TXRANGE	Texas CD Program - First Capital		09/15/22	0.240%	248,000	100.000	248,000.00	744.00	248,744.00
<b>Total for Maturities:</b>						<b>1.275%</b>	<b>32,648,000</b>		<b>32,648,000.00</b>	<b>7,980.00</b>	<b>32,655,980.00</b>

555

<b>Purchases</b>											
09/20/22	AGNC - RJ	912796X79	US Treasury Bill		12/15/22	3.110%	5,000,000	99.273	4,963,629.17	-	4,963,629.17
<b>Total for Purchases:</b>						<b>3.110%</b>	<b>5,000,000</b>		<b>4,963,629.17</b>	<b>-</b>	<b>4,963,629.17</b>

<b>(599) Debt Service</b>											
<b>Purchases</b>											
09/20/22	AGNC - RJ	912796X79	US Treasury Bill		12/15/22	3.110%	5,000,000	99.273	4,963,629.17	-	4,963,629.17
<b>Total for Purchases:</b>						<b>3.110%</b>	<b>5,000,000</b>		<b>4,963,629.17</b>	<b>-</b>	<b>4,963,629.17</b>

**Total for All Portfolios**

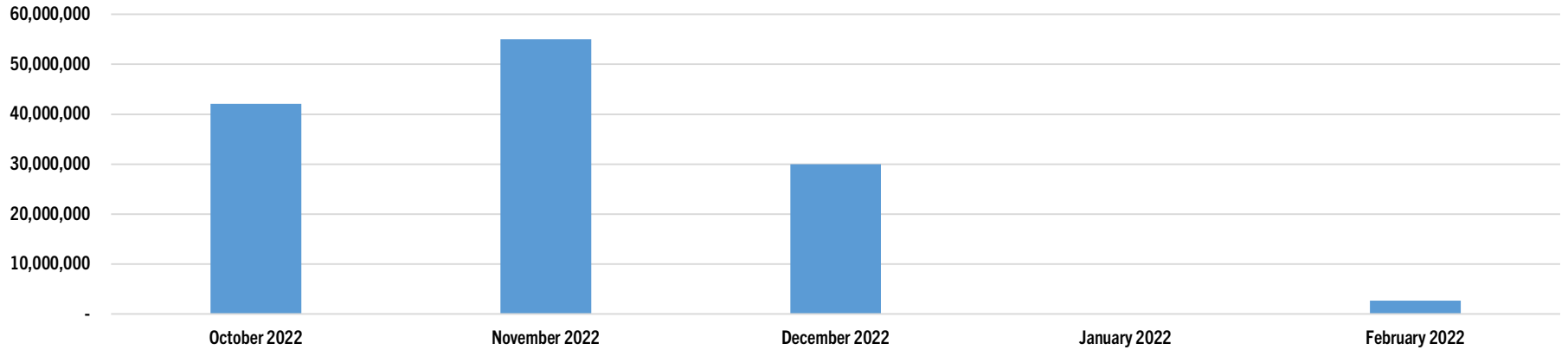
Transaction Type	Par	* Total Amount	YTM
Total Maturities	32,648,000.00	32,655,980.00	1.275%
Total Purchases	10,000,000.00	9,927,258.33	3.110%

\* Total Amount includes coupon payments received at maturity and interest purchased at acquisition.

CUSIP	Security Type	Security Description	Maturity Date	Interest	Principal	Total Amount
<b>(199) General Operating</b>						
46256QLX2	MUNI - WF	Iowa State Board of Regents	10/01/22	2,333.33	2,000,000.00	2,002,333.33
80285QK41	CP - HS	Santander UK PLC	10/04/22	-	10,000,000.00	10,000,000.00
3135G0T78	AGNC - WF	Fannie Mae	10/05/22	50,000.00	5,000,000.00	5,050,000.00
313385L20	AGNC - WF	Federal Home Loan Discount	10/19/22	-	5,000,000.00	5,000,000.00
4497W1KM7	CP - HS	ING US Funding LLC	10/21/22	-	10,000,000.00	10,000,000.00
21687BL74	CP - HS	Cooperative Rabobank UA	11/07/22	-	10,000,000.00	10,000,000.00
TXRANGE	POOL	Texas Term - Fixed Rate	11/10/22	23,868.49	10,000,000.00	10,023,868.49
16085HLF1	CP - WF	Carolinas Healthcare System	11/15/22	-	5,000,000.00	5,000,000.00
91282CAX9	AGNC - RJ	US Treasury N/B	11/30/22	6,250.00	5,000,000.00	5,006,250.00
2254EBM24	CP - RJ	Credit Suisse New York	12/02/22	-	10,000,000.00	10,000,000.00
2254EBM57	CP - WF	Credit Suisse New York	12/05/22	-	10,000,000.00	10,000,000.00
912796X79	AGNC - RJ	US Treasury Bill	12/15/22	-	5,000,000.00	5,000,000.00
912828UN8	AGNC - HS	US Treasury N/B	02/15/23	20,000.00	2,000,000.00	2,020,000.00
3130AJ7E3	AGNC - HS	Federal Home Loan Bank	02/17/23	4,296.88	625,000.00	629,296.88
<b>Total for (199) General Operating</b>				<b>106,748.70</b>	<b>89,625,000.00</b>	<b>89,731,748.70</b>
<b>(599) Debt Service</b>						
912796YF0	AGNC - RJ	US Treasury Bill	10/25/22	-	10,000,000.00	10,000,000.00
313385P75	AGNC - WF	Federal Home Loan Discount	11/17/22	-	5,000,000.00	5,000,000.00
22533ULM3	CP - WF	Credit Agricole CIB	11/21/22	-	10,000,000.00	10,000,000.00
46640QLN9	CP - HS	JP Morgan	11/22/22	-	10,000,000.00	10,000,000.00
912796X79	AGNC - RJ	US Treasury Bill	12/15/22	-	5,000,000.00	5,000,000.00
<b>Total for (599) Debt Service</b>				<b>-</b>	<b>40,000,000.00</b>	<b>40,000,000.00</b>

**Total for All Portfolios**

	Interest	Principal	Total
October 2022	52,333.33	42,000,000.00	42,052,333.33
November 2022	30,118.49	55,000,000.00	55,030,118.49
December 2022	-	30,000,000.00	30,000,000.00
January 2022	-	-	-
February 2022	24,296.88	2,625,000.00	2,649,296.88
<b>Total Projected Cash Flows for Leander ISD</b>	<b>106,748.70</b>	<b>129,625,000.00</b>	<b>129,731,748.70</b>



Cash Account	Cash Balance 9/1/2022	Deposits & Credits	Withdrawals & Debits	Cash Balance 9/30/2022
(199) General Operating	6,951,941	77,339,457	74,301,440	9,989,958
(240) Child Nutrition	1,476,940	928,028	1,313,585	1,091,383
(599) Debt Service	136,600	4,963,629	4,995,773	104,456 <sup>558</sup>
(631) Capital Project 631	225,132	-	-	225,132
(634) Capital Project 634	166,787	-	3,360	163,426
(638) Capital Project 638	1,096	10,000	5,554	5,543
(639) Capital Project 639	0	-	-	0
(640) Capital Project 640	901	-	-	901
(753) Workers Compensation	9,160	100,000	109,100	60
(771) Health Insurance	1,794,958	2,562,873	2,628,975	1,728,856
<b>Total Cash for Leander ISD</b>	<b>10,763,514</b>	<b>85,903,986</b>	<b>83,357,786</b>	<b>13,309,715</b>

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 27, 2022

<b>Agenda Item:</b>	Monthly Tax Collection Report	
<b>Purpose (this meeting):</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Pete Pape	
<b>Attachments:</b>	Monthly Tax Collection Report	

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## **Background Information:**

The 2021 tax year cycle concluded on September 30, 2022. Current tax year collections accumulated to 99.75% of the 2021 supplemented current tax levy leaving an uncollected balance of \$1,248,855.48. The tax collection report for September shows the combined collection of current and delinquent taxes at 100.03% of the 2021 supplemented current tax levy in comparison to the prior year at 100.01%. As we saw throughout the year, refunds due to lawsuits and those created by the filing of retroactive homestead exemptions outpaced delinquent collections for prior tax years. Delinquent collections combined with rollback collections netted \$1.2 million in total delinquent collections.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

**Leander Independent School District  
Tax Collections Report  
2021 Tax Year**

As of September 30, 2022

<b>M &amp; O Collections</b>	<b>Collections to Date</b>	<b>Current Month</b>	<b>Total Collections</b>
Current Year Collections	\$ 280,822,120.61	\$ 34,116.55	\$ 280,856,237.16
Delinquent Collections	(207,441.60)	(51,535.45)	(258,977.05)
Rollbacks	889,403.41	196,083.08	1,085,486.49
Penalty & Interest	812,149.69	28,098.08	840,247.77
	<b>\$ 282,316,232.11</b>	<b>\$ 206,762.26</b>	<b>\$ 282,522,994.37</b>

<b>I &amp; S Collections</b>			
Current Year Collections	\$ 149,706,971.43	\$ 17,951.12	\$ 149,724,922.55
Delinquent Collections	(98,965.04)	(24,482.24)	(123,447.28)
Rollbacks	415,113.44	92,302.97	507,416.41
Penalty & Interest	404,123.53	14,700.11	418,823.64
	<b>\$ 150,427,243.36</b>	<b>\$ 100,471.96</b>	<b>\$ 150,527,715.32</b>

<b>Total Collections</b>			
Current Year Collections	\$ 430,529,092.04	\$ 52,067.67	\$ 430,581,159.71
Delinquent Collections	(306,406.64)	(76,017.69)	(382,424.33)
Rollbacks	1,304,516.85	288,386.05	1,592,902.90
Penalty & Interest	1,216,273.22	42,798.19	1,259,071.41
	<b>\$ 432,743,475.47</b>	<b>\$ 307,234.22</b>	<b>\$ 433,050,709.69</b>

<b>2021 Original Tax Levy</b>	<b>\$ 433,375,521.17</b>
<b>Adjustments to Date</b>	<b>(1,727,771.53)</b>
<b>2021 Adjusted Tax Levy</b>	<b>\$ 431,647,749.64</b>

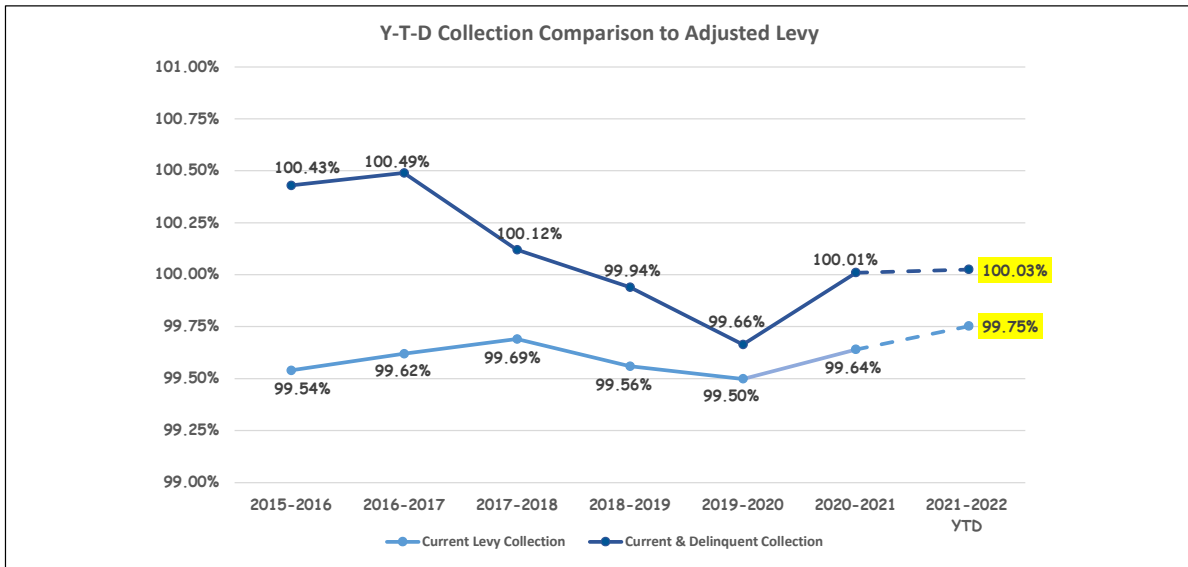
<b>Current Rate</b>	<b>99.75%</b>
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<b>Taxes Outstanding</b>	
Current Year Uncollected	\$ 1,248,855.48
Delinquent Taxes	2,457,731.42
Rollbacks	366,166.42
	<b>\$ 4,072,753.32</b>

**Leander Independent School District  
Tax Collections Report  
2021 Tax Year**

**12 Month Collection Comparison**

Monthly Collections	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>CURRENT:</b>							
October	2,465,350	5,184,156	5,410,595	4,889,207	4,996,661	7,645,966	6,828,098
November	6,776,698	13,613,682	15,842,082	15,949,954	15,365,390	16,131,367	23,233,518
December	144,586,913	158,770,317	182,506,362	191,714,942	208,405,529	204,795,089	223,308,803
January	87,006,967	95,120,496	102,242,329	123,950,495	118,038,446	124,213,650	132,069,128
February	26,463,699	26,502,699	23,441,054	25,739,331	26,750,027	36,968,124	36,891,384
March	2,219,226	2,130,376	2,084,108	2,613,424	3,031,131	4,050,915	4,810,773
April	1,019,921	961,305	1,096,281	1,094,725	928,488	1,264,134	978,072
May	724,083	969,642	1,084,623	1,188,957	1,575,273	874,578	1,137,872
June	501,852	425,477	794,902	487,888	708,691	920,000	474,660
July	526,836	479,937	635,086	755,556	645,083	788,999	409,717
August	293,846	282,182	309,136	351,891	285,364	442,470	387,067
September	153,973	99,672	78,315	136,834	116,523	149,360	52,068
<b>TOTAL</b>	<b>272,739,364</b>	<b>304,539,941</b>	<b>335,524,873</b>	<b>368,873,204</b>	<b>380,846,606</b>	<b>398,244,652</b>	<b>430,581,160</b>
<b>Current Levy YTD - September</b>	99.59%	99.66%	99.71%	99.60%	99.50%	99.64%	99.75%
<b>Current &amp; Delinquent YTD-September</b>	100.55%	100.40%	100.12%	99.96%	99.66%	100.01%	100.03%
<b>Current Levy - Full Tax Year</b>	99.54%	99.62%	99.69%	99.56%	99.50%	99.64%	99.75%
<b>Current &amp; Delinquent - Full Tax Year</b>	100.43%	100.49%	100.12%	99.94%	99.66%	100.01%	100.03%
<b>Final Adjusted Tax Roll</b>	<b>273,848,686</b>	<b>305,591,127</b>	<b>336,487,181</b>	<b>370,356,031</b>	<b>382,765,184</b>	<b>399,679,970</b>	<b>431,647,750</b>



TRAVIS COUNTY TAX OFFICE

OVERALL COLL/DIST REPORT

DATE 10/03/2022 PAGE 48

TXDIST1A

RECEIVABLE BALANCE 'R' REPORT

FROM 09/01/2022 TO 09/30/2022

YEAR FROM 0000 TO 2021

ALL OTHERS

ILE	-- LEANDER ISD		-----									
YEAR	BEGINNING TAX BALANCE	TAX ADJ	BASE TAX COLLECTED	NET BASE TAX REVERSALS	NET BASE TAX COLLECTED	PERCENT COLLECTED	ENDING TAX BALANCE	P & I COLLECTED	P & I REVERSALS	LRP COLLECTED	OTHER PENALTY COLLECTED	TOTAL DISTRIBUTED
1982	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1983	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1984	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1985	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1986	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1987	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1988	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1989	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1990	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1991	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1992	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1993	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1994	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1995	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1996	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1997	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1998	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1999	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2000	2970.47	2970.47-	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2001	858.45	855.15-	.00	.00	.00	.00 %	3.30	.00	.00	.00	.00	.00
2002	1954.11	.00	.00	.00	.00	.00 %	1954.11	.00	.00	.00	.00	.00
2003	3563.52	.00	.00	.00	.00	.00 %	3563.52	.00	.00	.00	.00	.00
2004	2766.13	19.06-	.00	.00	.00	.00 %	2747.07	.00	.00	.00	.00	.00
2005	3268.17	18.64-	.00	.00	.00	.00 %	3249.53	.00	.00	.00	.00	.00
2006	8732.06	153.88-	.00	.00	.00	.00 %	8578.18	.00	.00	.00	.00	.00
2007	9046.51	124.82-	.00	.00	.00	.00 %	8921.69	.00	.00	.00	.00	.00
2008	13064.80	701.22-	.00	.00	.00	.00 %	12363.58	.00	.00	.00	.00	.00
2009	22940.50	9469.01-	.00	.00	.00	.00 %	13471.49	.00	.00	.00	.00	.00
2010	41533.96	18846.35-	.00	.00	.00	.00 %	22687.61	.00	.00	.00	.00	.00
2011	37646.83	4003.11-	19.97	.00	19.97	.06 %	33623.75	21.77	.00	.00	.00	41.74
2012	50161.24	.00	43.87	.00	43.87	.09 %	50117.37	56.14	.00	.00	.00	100.01
2013	49264.47	.00	286.69	.00	286.69	.58 %	48977.78	330.86	.00	.00	.00	617.55
2014	52683.89	.00	.00	.00	.00	.00 %	52683.89	.00	.00	.00	.00	.00
2015	62756.42	.00	.00	.00	.00	.00 %	62756.42	.00	.00	.00	.00	.00
2016	77934.80	.00	.00	.00	.00	.00 %	77934.80	.00	.00	.00	.00	.00
2017	99241.66	.00	.00	.00	.00	.00 %	99241.66	.00	.00	.00	.00	.00
2018	185101.00	.00	721.44	.00	721.44	.39 %	184379.56	404.00	.00	.00	.00	1125.44
2019	260986.85	2666.15	1702.05	.00	1702.05	.65 %	261950.95	693.85	.00	.00	.00	2395.90
2020	405055.95	11789.35-	14419.49	13282.29	1137.20	.29 %	392129.40	2457.66	24.82-	22.44	.00	3592.48
TOTL	1391531.79	46284.91-	17193.51	13282.29	3911.22	.29 %	1341335.66	3964.28	24.82-	22.44	.00	7873.12
2021	937700.99	59275.90-	83467.92	52695.11	30772.81	3.50 %	847652.28	16315.83	41.38-	21.70	.00	47068.96

ENTITY

TOTL	2329232.78	105560.81-	100661.43	65977.40	34684.03	1.56 %	2188987.94	20280.11	66.20-	44.14	.00	54942.08
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# Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 09/01/2022 to 09/30/2022 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)  
IS

2021 Fiscal Year: 10/01/2021 - 09/30/2022

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2023	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2022	86,353,297.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2021	94,332,048.48	173,577.58	-27,401.97	146,175.61	7,248.53	7,276.33	193.97	6,380.03	-0.10	138,733.01	94,003,907.96
2020	80,626,149.65	65,940.69	-10,846.21	55,094.48	-10,330.43	369.57	152.19	248.89	0.00	65,272.72	3,884.45
2019	75,775,669.00	55,640.07	-7,762.74	47,877.33	-7,408.00	73.53	0.00	10.44	0.00	55,285.33	-33,917.05
2018	68,954,540.92	35,324.18	-7,987.55	27,336.63	-7,983.41	2.32	0.00	0.97	0.00	35,320.04	-103.30
2017	62,290,320.36	33,916.28	-56.62	33,859.66	-56.62	0.00	0.00	0.00	0.00	33,916.28	4,027.72
2016	55,603,656.23	27,023.89	0.00	27,023.89	0.00	0.00	0.00	0.00	0.00	27,023.89	2,633.18
2015	49,093,370.76	23,227.83	0.00	23,227.83	0.00	0.00	0.00	0.00	0.00	23,227.83	2,280.22
2014	44,412,322.78	20,428.31	0.00	20,428.31	0.00	0.00	0.00	0.00	0.00	20,428.31	2,253.16
2013	38,869,330.27	22,064.67	0.00	22,064.67	36.03	41.79	0.00	11.67	0.00	22,028.64	2,326.25
2012	36,200,605.63	17,363.46	0.00	17,363.46	0.00	0.00	0.00	0.00	0.00	17,363.46	2,217.78
2011	34,042,595.83	13,342.92	0.00	13,342.92	0.00	0.00	0.00	0.00	0.00	13,342.92	1,997.42
2010	30,041,634.03	10,834.99	0.00	10,834.99	0.00	0.00	0.00	0.00	0.00	10,834.99	946.69
2009	27,944,427.52	4,804.25	0.00	4,804.25	0.00	0.00	0.00	0.00	0.00	4,804.25	384.01
2008	24,003,652.64	3,683.86	0.00	3,683.86	0.00	0.00	0.00	0.00	0.00	3,683.86	155.93
2007	0.00	2,933.98	0.00	2,933.98	0.00	0.00	0.00	0.00	0.00	2,933.98	131.95
2006	0.00	2,623.77	0.00	2,623.77	0.00	0.00	0.00	0.00	0.00	2,623.77	136.79
2005	0.00	1,238.77	0.00	1,238.77	0.00	0.00	0.00	0.00	0.00	1,238.77	131.18
2004	0.00	1,259.16	0.00	1,259.16	0.00	0.00	0.00	0.00	0.00	1,259.16	129.56
2003 & prior	0.00	1,158.09	0.00	1,158.09	0.00	0.00	0.00	0.00	0.00	1,158.09	0.00
Summary											
<b>Total Current</b>	180,685,346.04	173,577.58	-27,401.97	146,175.61	7,248.53	7,276.33	193.97	6,380.03	-0.10	138,733.01	94,003,907.96
<b>Total Delinquent</b>	627,858,275.62	342,809.17	-26,653.12	316,156.05	-25,742.43	487.21	152.19	271.97	0.00	341,746.29	-10,384.06
<b>Rollbacks</b>		189,456.76	22,496.96	211,953.72	92,302.97	0.00	0.00	0.00	0.00	119,650.75	507,416.41
<b>Fee Type Total</b>	808,543,621.66	705,843.51	-31,558.13	674,285.38	73,809.07	7,763.54	346.16	6,652.00	-0.10	600,130.05	94,500,940.31

Combined Collections (Collections + P&I Collected) -- 81,572.61

# Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 09/01/2022 to 09/30/2022 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)  
MO

2021 Fiscal Year: 10/01/2021 - 09/30/2022

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2023	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2022	247,179,750.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2021	176,897,933.42	325,503.85	-51,386.11	274,117.74	13,592.78	13,645.00	363.73	11,964.38	-0.23	260,161.00	176,282,582.71
2020	165,309,606.89	135,199.07	-22,238.26	112,960.81	-21,180.86	757.62	312.03	510.29	0.00	133,829.64	7,964.03
2019	157,224,379.73	115,445.83	-16,106.63	99,339.20	-15,370.59	152.54	0.00	21.66	0.00	114,709.79	-70,373.20
2018	152,580,256.06	78,164.18	-17,674.59	60,489.59	-17,665.44	5.13	0.00	2.14	0.00	78,155.03	-228.66
2017	137,287,673.22	74,751.16	-124.80	74,626.36	-124.80	0.00	0.00	0.00	0.00	74,751.16	8,877.05
2016	122,550,282.37	59,560.25	0.00	59,560.25	0.00	0.00	0.00	0.00	0.00	59,560.25	5,803.45
2015	108,201,646.02	51,193.89	0.00	51,193.89	0.00	0.00	0.00	0.00	0.00	51,193.89	5,025.57
2014	97,884,620.94	45,023.79	0.00	45,023.79	0.00	0.00	0.00	0.00	0.00	45,023.79	4,965.93
2013	85,667,878.57	48,630.36	0.00	48,630.36	79.40	92.11	0.00	25.73	0.00	48,550.96	5,127.03
2012	79,786,018.87	38,268.90	0.00	38,268.90	0.00	0.00	0.00	0.00	0.00	38,268.90	4,887.97
2011	77,006,044.05	30,182.25	0.00	30,182.25	0.00	0.00	0.00	0.00	0.00	30,182.25	4,518.28
2010	75,321,364.08	27,165.81	0.00	27,165.81	0.00	0.00	0.00	0.00	0.00	27,165.81	2,373.50
2009	76,011,409.77	13,067.98	0.00	13,067.98	0.00	0.00	0.00	0.00	0.00	13,067.98	1,044.50
2008	73,587,435.47	11,293.38	0.00	11,293.38	0.00	0.00	0.00	0.00	0.00	11,293.38	478.02
2007	0.00	9,008.05	0.00	9,008.05	0.00	0.00	0.00	0.00	0.00	9,008.05	405.12
2006	0.00	10,896.37	0.00	10,896.37	0.00	0.00	0.00	0.00	0.00	10,896.37	568.09
2005	0.00	5,963.50	0.00	5,963.50	0.00	0.00	0.00	0.00	0.00	5,963.50	631.51
2004	0.00	5,591.54	0.00	5,591.54	0.00	0.00	0.00	0.00	0.00	5,591.54	575.32
2003 & prior	0.00	5,452.30	0.00	5,452.30	0.00	0.00	0.00	0.00	0.00	5,452.30	0.00
<b>Summary</b>											
<b>Total Current</b>	424,077,683.85	325,503.85	-51,386.11	274,117.74	13,592.78	13,645.00	363.73	11,964.38	-0.23	260,161.00	176,282,582.71
<b>Total Delinquent</b>	1,408,418,616.04	764,858.61	-56,144.28	708,714.33	-54,262.29	1,007.40	312.03	559.82	0.00	762,664.59	-17,356.49
<b>Rollbacks</b>		392,969.33	49,629.42	442,598.75	196,083.08	0.00	0.00	0.00	0.00	246,515.67	1,085,486.49
<b>Fee Type Total</b>	1,832,496,299.89	1,483,331.79	-57,900.97	1,425,430.82	155,413.57	14,652.40	675.76	12,524.20	-0.23	1,269,341.26	177,350,712.71

# Recap & Standings Report

WTAXSaaS

Cycles: **All**      Taxing Units: **Leander ISD...**      Deposit Date Range: **09/01/2022 to 09/30/2022**      Sorted By: **By Year, Descending**      Options: **Separate Rollbacks, Include**

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## Property Tax

Combined Collections (Collections + P&I Collected) -- 170,065.97
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# Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 09/01/2022 to 09/30/2022 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2021 Fiscal Year: 10/01/2021 - 09/30/2022

SA

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2023	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2022	114,067.61	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2021	88,927.72	2,950.00	-134.17	2,815.83	453.55	90.20	52.94	81.56	-0.15	2,309.19	82,566.45
2020	64,284.07	1,236.91	-7.58	1,229.33	61.95	19.86	44.10	12.28	0.00	1,123.28	1,884.01
2019	69,012.56	1,404.08	0.00	1,404.08	1.64	0.72	0.00	0.35	0.00	1,402.44	289.05
2018	83,414.82	1,087.63	0.00	1,087.63	1.26	0.70	0.00	0.29	0.00	1,086.37	16.48
2017	56,346.24	509.45	0.00	509.45	0.00	0.00	0.00	0.00	0.00	509.45	-0.20
2016	55,049.70	932.98	0.00	932.98	0.00	0.00	0.00	0.00	0.00	932.98	0.00
2015	48,897.66	861.78	0.00	861.78	0.00	0.00	0.00	0.00	0.00	861.78	0.00
2014	50,500.66	559.28	0.00	559.28	0.00	0.00	0.00	0.00	0.00	559.28	0.82
2013	48,069.44	2,208.57	0.00	2,208.57	10.96	12.72	0.00	3.55	0.00	2,197.61	40.89
2012	44,655.51	875.11	0.00	875.11	0.00	0.00	0.00	0.00	0.00	875.11	4.36
2011	31,924.14	912.76	0.00	912.76	0.00	0.00	0.00	0.00	0.00	912.76	0.00
2010	36,721.71	1,523.82	0.00	1,523.82	0.00	0.00	0.00	0.00	0.00	1,523.82	0.00
2009	36,058.37	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2008	31,809.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2005	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2004	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2003 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Summary</b>											
<b>Total Current</b>	202,995.33	2,950.00	-134.17	2,815.83	453.55	90.20	52.94	81.56	-0.15	2,309.19	82,566.45
<b>Total Delinquent</b>	656,744.79	12,112.37	-7.58	12,104.79	75.81	34.00	44.10	16.47	0.00	11,984.88	2,235.41
<b>Rollbacks</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Fee Type Total</b>	859,740.12	15,062.37	-141.75	14,920.62	529.36	124.20	97.04	98.03	-0.15	14,294.07	84,801.86

Combined Collections (Collections + P&I Collected) -- 653.56

# Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 09/01/2022 to 09/30/2022 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2021 Fiscal Year: 10/01/2021 - 09/30/2022

Taxing Unit Totals (IS,MO,SA)

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2023	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2022	333,647,115.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2021	271,318,909.62	502,031.43	-78,922.25	423,109.18	21,294.86	21,011.53	610.64	18,425.97	-0.48	401,203.20	270,369,057.12
2020	246,000,040.61	202,376.67	-33,092.05	169,284.62	-31,449.34	1,147.05	508.32	771.46	0.00	200,225.64	13,732.49
2019	233,069,061.29	172,489.98	-23,869.37	148,620.61	-22,776.95	226.79	0.00	32.45	0.00	171,397.56	-104,001.20
2018	221,618,211.80	114,575.99	-25,662.14	88,913.85	-25,647.59	8.15	0.00	3.40	0.00	114,561.44	-315.48
2017	199,634,339.82	109,176.89	-181.42	108,995.47	-181.42	0.00	0.00	0.00	0.00	109,176.89	12,904.57
2016	178,208,988.30	87,517.12	0.00	87,517.12	0.00	0.00	0.00	0.00	0.00	87,517.12	8,436.63
2015	157,343,914.44	75,283.50	0.00	75,283.50	0.00	0.00	0.00	0.00	0.00	75,283.50	7,305.79
2014	142,347,444.38	66,011.38	0.00	66,011.38	0.00	0.00	0.00	0.00	0.00	66,011.38	7,219.91
2013	124,585,278.28	72,903.60	0.00	72,903.60	126.39	146.62	0.00	40.95	0.00	72,777.21	7,494.17
2012	116,031,280.01	56,507.47	0.00	56,507.47	0.00	0.00	0.00	0.00	0.00	56,507.47	7,110.11
2011	111,080,564.02	44,437.93	0.00	44,437.93	0.00	0.00	0.00	0.00	0.00	44,437.93	6,515.70
2010	105,399,719.82	39,524.62	0.00	39,524.62	0.00	0.00	0.00	0.00	0.00	39,524.62	3,320.19
2009	103,991,895.66	17,872.23	0.00	17,872.23	0.00	0.00	0.00	0.00	0.00	17,872.23	1,428.51
2008	97,622,898.02	14,977.24	0.00	14,977.24	0.00	0.00	0.00	0.00	0.00	14,977.24	633.95
2007	0.00	11,942.03	0.00	11,942.03	0.00	0.00	0.00	0.00	0.00	11,942.03	537.07
2006	0.00	13,520.14	0.00	13,520.14	0.00	0.00	0.00	0.00	0.00	13,520.14	704.88
2005	0.00	7,202.27	0.00	7,202.27	0.00	0.00	0.00	0.00	0.00	7,202.27	762.69
2004	0.00	6,850.70	0.00	6,850.70	0.00	0.00	0.00	0.00	0.00	6,850.70	704.88
2003 & prior	0.00	6,610.39	0.00	6,610.39	0.00	0.00	0.00	0.00	0.00	6,610.39	0.00

Summary

<b>Total Current</b>	604,966,025.22	502,031.43	-78,922.25	423,109.18	21,294.86	21,011.53	610.64	18,425.97	-0.48	401,203.20	270,369,057.12
<b>Total Delinquent</b>	2,036,933,636.45	1,119,780.15	-82,804.98	1,036,975.17	-79,928.91	1,528.61	508.32	848.26	0.00	1,116,395.76	-25,505.14

<b>Rollbacks</b>		582,426.09	72,126.38	654,552.47	288,386.05	0.00	0.00	0.00	0.00	366,166.42	1,592,902.90
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<b>Taxing Unit Total</b>	2,641,899,661.67	2,204,237.67	-89,600.85	2,114,636.82	229,752.00	22,540.14	1,118.96	19,274.23	-0.48	1,883,765.38	271,936,454.88
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Percentages

% of Roll Collected - 2021 - 99.85%	Adjusted Original Roll -- \$270,770,260.32	Current YTD Collected -- \$270,369,057.12
Tax Collections Compared to Current Taxes Billed 4.24% Collected		
All Collections Compared to Current Taxes Billed 8.43% Collected		
Combined Collections (Collections + P&I Collected) -- 252,292.14		

# Recap & Standings Report

WTAXSaaS

Cycles: **All**      Taxing Units: **Leander ISD...**      Deposit Date Range: **09/01/2022 to 09/30/2022**      Sorted By: **By Year, Descending**      Options: **Separate Rollbacks, Include**

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**Property Tax**

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