



**Regular Meeting Agenda  
Thursday, September 21, 2023  
Concordia University Texas  
11400 Concordia University Drive  
Austin, TX 78726  
6:15 PM**

The Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

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/3KXQhrp>, between noon the day prior to the meeting and noon the day of the meeting and be present when their number is called.

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 September 15, 2023, at 4:47 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: 18+ Transition Services
- B. National IT Professionals Week, September 18-22

**4. CITIZEN COMMENTS**

*(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*

**5. CONSENT AGENDA**

- A. Consider Approval of Minutes of Regular and Called Board Meetings 3
- B. Consider Approval of LEEF MOU Amendment 11
- C. Consider Approval of Budget Amendments 19
- D. Consider Approval of School Health Advisory Committee Membership Recommendation 26
- E. Consider Approval of a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors 28
- F. Consider Adoption of Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding 36

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<b>8. CLOSED SESSION</b>	
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	
<b>9. ACTION PURSUANT TO CLOSED SESSION</b>	
A. Consider Approval of a Resolution Authorizing the District to Join the TEA A-F Accountability Lawsuit, Cause No. D-1-GN-23-004675 filed in the 419th District Court, Travis County	572
<b>10. BOARD MEETING DEBRIEF</b>	
<b>11. ADJOURNMENT</b>	

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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, September 21, 2023

**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, Ed.D.  
**Attachments:** 08-10-23 Regular Board Meeting Minutes DRAFT  
08-24-23 Regular Board Meeting Minutes DRAFT

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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 Board approve the minutes for the August 10 and 24, 2023 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, August 10, 2023, beginning at 6:16 PM in the Concordia University Texas, 11400 Concordia University Drive, Bldg C, Room C125, Austin, TX 78726. The following members were present: Gloria Gonzales-Dholakia, Anna Smith, Christine Mauer, Trish Bode, Sade Fashokun, and Francesca Romans. Paul Gauthier arrived after the Board President made the declaration of quorum and called the meeting to order.

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

**2. OPENING CEREMONY**

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

**3. CITIZEN COMMENTS**

*25 citizens addressed the Board of Trustees.*

**4. CONSENT AGENDA**

- A. Consider Endorsement of a Candidate for the TASB Board of Directors Region 13B Position
- B. Consider Approval of Bagdad and Collaborative Way Right of Way

*I move the Consent Agenda items be approved as presented. This motion made by Anna Smith and seconded by Trish Bode passed unanimously.*

**5. SUPERINTENDENT'S REPORT**

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

**6. DISCUSSION/ ACTION ITEMS**

**A. STUDENT EXPERIENCE**

- 1. Consider Approval of 2023-2024 Student Code of Conduct

*I move that the Board adopt the 2023-2024 Student Code of Conduct. This motion made by Christine Mauer and seconded by Francesca Romans passed six in favor and one, Paul Gauthier opposed.*

**B. GOVERNANCE**

- 1. Legislative Committee Update 4

2. Discussion and Consider Approval of Appointment and Alternate to Represent Leander ISD at the Texas Association of School Board's 2023 Delegate Assembly

*I move that the Board approve that Leander ISD pays the cost for Trustee Trish Bode to attend the Texas Trustee Advocates Program sponsored by Raise Your Hand Texas in Austin on August 23-25, 2023. This motion made by Anna Smith and seconded by Christine Mauer passed six in favor. Trish Bode abstained from voting.*

3. Discussion of 2023-24 Board Member Representation on Board and District Administrative Committees
4. Discussion of Board Operating Procedures
5. Consider Approval for Trustee to Attend the Trustee Advocates Program Summit

*I move that Gloria Gonzales-Dholakia be appointed as Leander ISD's delegate, and Anna Smith be appointed as Leander ISD's alternate representative to the 2023 Texas Association of School Boards Delegate Assembly. This motion made by Trish Bode and seconded by Christine Mauer passed six in favor and one, Paul Gauthier opposed.*

### C. OPERATIONS

1. Consider Approval of the Bond Oversight Committee Recommendation to Transfer Bond Savings to Technology to Purchase Projector Replacements

*I move that the Board approve the Bond Oversight Committee Recommendation to Transfer \$125,000 Bond Project Savings to Technology to Purchase Projector Replacements. This motion made by Christine Mauer and seconded by Francesca Romans passed unanimously.*

2. Consider Approval of Student Capacity for Elementary School Design

*I move that the Board approve the Leander ISD standard elementary design to be 800 students. This motion made by Anna Smith and seconded by Christine Mauer passed unanimously.*

3. Discussion of an Ordinance Adopting the 2023 Property Tax Rate

### 7. CLOSED SESSION

*The Board went into its first closed session at 6:19 PM after the Board president announced the right to do so under Texas Government Code 551.071 and 551.074.*

*The Board went into its second closed session at 9:50 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 River Ridge Elementary School Principal
- E. Texas Government Code 551.074: deliberation and consideration of Chief of Schools

- F. Texas Government Code 551.089: discussion of districtwide intruder detection audit report findings

*The Board returned from its first closed session at 6:28 PM.*

*The Board returned from its second closed session at 10:10 PM.*

**8. ACTION PURSUANT TO CLOSED SESSION**

- A. Consider Employment of River Ridge Elementary School Principal

*I move that the Board of Trustees accept the recommendation(s) of Dr. Sally Sosa for Principal at River Ridge 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 2023-24 school year. This motion made by Francesca Romans and seconded by Trish Bode passed unanimously.*

- B. Consider Employment of Chief of Schools

*No action was taken at this meeting as administration did not make a recommendation for a Chief of Schools.*

**9. BOARD MEETING DEBRIEF**

**10. ADJOURNMENT**

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

Time: 10:11 PM

These minutes were read and approved by the Board of Trustees on the 21<sup>st</sup> day of September 2023.

\_\_\_\_\_  
President

\_\_\_\_\_  
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, August 24, 2023, beginning at 6:20 PM in the Concordia University Texas, 11400 Concordia University Drive, Austin, TX 78726. The following members were present: Anna Smith, Christine Mauer, Trish Bode, Sade Fashokun, Paul Gauthier, and Francesca Romans. 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: New Hope High School
  - B. Resolution from Texas Rep. John Bucy Recognizing Homebound Teacher Mike Sanders
  - C. Leader in Me Lighthouse Recertification - Westside Elementary School
  - D. National High School Musical Theatre Jimmy Awards for Best Performance by an Actor - Langston Lee, Rouse High School Graduate
  - E. Texas Association of Secondary School Principals (TASSP) Region 13 High School Assistant Principal of the Year - Wendell Mills, Vista Ridge High School
  - F. Texas Educational Theatre Association (TxETA) Exemplary Award of Distinction - Lorri Boyd, Henry Middle School
  - G. Texas Music Educators Association (TMEA) 3C State Honor Band - Henry Middle School
4. **CITIZEN COMMENTS**

*7 citizens addressed the Board of Trustees.*
5. **CONSENT AGENDA**

*I move the Board approve the Consent Agenda items as presented. This motion, made by Trish Bode and seconded by Christine Mauer, passed six in favor and one, Gloria Gonzales-Dholakia absent.*

  - A. Consider Approval of Minutes of Regular and Called Board Meetings
  - B. Consider Approval of Grant Adjunct Staff Member Status - Williamson and Travis County

- C. Consider Approval of Texas State University Teacher Fellows Program Contract
- D. Consider Approval of a Resolution Approving List of Authorized Brokers/Dealers and a Resolution Approving List of Authorized Providers of Investment Training
- E. Consider Adoption of Board Resolution to Designate Certain Non-Business Days for the Purpose of the Texas Public Information Act for the 2023 Calendar Year

**6. SUPERINTENDENT'S REPORT**

- A. Beginning of School Update
- B. Safe and Innovative Learning Environments
- C. Empowered Student Learning

**7. DISCUSSION/ACTION ITEMS**

**A. STUDENT EXPERIENCE**

- 1. Update on Professional Learning

**B. GOVERNANCE**

- 1. Discussion of School Naming Charter Process for Elementary #30 and Other Facilities
- 2. Discussion and Consider Approval of Contracting Internal Audit Services
- 3. Consider Adoption of the Board Operating Procedures

*I move that the Board adopt the Board Operating Procedures as presented, delegating authority to the Superintendent's Office to make any necessary changes to address non-substantive scrivener's errors if necessary. This motion, made by Christine Mauer and seconded by Trish Bode, passed five in favor with one, Paul Gauthier opposed and one, Gloria Gonzales-Dholakia absent.*

**C. OPERATIONS**

- 1. Discussion of the Population And Survey Analyst (PASA) Process to Develop Enrollment Projections for Leander ISD
- 2. Consider Approval of Architects for the 2023 Building Program

*I move that the Board approve the Architect selection as presented by administration for each of the 2023 Building Program projects and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts. This motion, made by Francesca Romans and seconded by Christine Mauer, passed five in favor with one, Paul Gauthier opposed and one, Gloria Gonzales-Dholakia absent.*

- 3. Consider Approval of Construction Managers At Risk for the 2023 Building Program

*I move that the Board approve the Construction Manager at Risk recommendations as presented by administration for each of the 2023 Building Program projects presented and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts. This motion, made by Francesca Romans and seconded by Christine Mauer, passed five in favor with one, Paul Gauthier opposed and one, Gloria Gonzales-Dholakia absent.*



4. Consider Approval of Texas Education Agency Certification Waiver for Teachers  
*I move the Board accept administration's recommendation to apply for Certification Waivers for Teachers due to critical need, not to exceed two years for the 2023-2024 school year as presented. This motion, made by Francesca Romans and seconded by Christine Mauer, passed five in favor with one, Paul Gauthier opposed and one, Gloria Gonzales-Dholakia absent.*
5. Discussion of House Bill 3 - Safety & Security
6. Consider Approval of an Ordinance Adopting the 2023 Property Tax Rate  
*I move that property taxes be levied for the 2023 tax year by the adoption of a total tax rate of \$1.1087. As outlined in the Ordinance, the tax rate includes \$0.7787 for Maintenance and Operations and \$0.3300 for Interest and Sinking. This motion, made by Trish Bode and seconded by Francesca Romans, passed six in favor and one, Gloria Gonzales-Dholakia absent.*
7. Consider Approval of Budget Amendments  
*I move that the Board of Trustees approve the budget transfers and amendments to the 2023-2024 budget as presented. This motion, made by Francesca Romans and seconded by Christine Mauer, passed six in favor and one, Gloria Gonzales-Dholakia absent.*
8. Annual Investment Report
9. Consider Approval of a Resolution Adopting Investment Policy and Investment Strategy  
*I move that the Board of Trustees approve a Resolution Adopting Investment Policy and Investment Strategy as presented, reflecting no changes to policy as revised and adopted on May 25, 2023, as part of TASB's Comprehensive Policy Review. This motion, made by Christine Mauer and seconded by Francesca Romans, passed six in favor and one, Gloria Gonzeles-Dholakia absent.*
10. Business and Finance Monthly Reports
  - a. Monthly Financial Report
  - b. Monthly Bond Status Report
  - c. Monthly Investment Report
  - d. Monthly Tax Collection Report

**8. CLOSED SESSION**

*The Board of Trustees went into closed session at 10:21 PM after the Board Vice-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: 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 551.076: deliberations regarding security devices or security audits

*The Board of Trustees returned to open session at 10:50 PM.*

**9. ACTION PURSUANT TO CLOSED SESSION**

**10. BOARD MEETING DEBRIEF**

**11. ADJOURNMENT**

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

Time: 10:51 PM

These minutes were read and approved by the Board of Trustees on the 21st day of September 2023.

\_\_\_\_\_  
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, September 21, 2023

**Agenda Item:** Consider Approval of LEEF MOU Amendment  
**Purpose:**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Shawn Swisher  
**Attachments:** Amendment to Memorandum of Understanding Between Leander Educational Excellence Foundation and the Leander Independent School District, September 2023  
Memorandum of Understanding Between the Leander Independent School District (“LISD-LEEF MOU”), November 2022

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## **Background Information:**

The District and the Leander Educational Excellence Foundation (LEEF) entered into an updated Memorandum of Understanding in November 2022, which articulates the public purpose of the agreement and the associated performance obligations of each party to further the relationship between them. Administration from the district and LEEF have been engaged in conversations and are proposing an amendment to that agreement that would eliminate the requirement for the district to provide a cash transfer, which was traditionally intended to ensure stability of LEEF's fund that is utilized for the District's benefit. In addition, the amendment will call for increasing the utilization of a District hired employee to provide administrative support to the LEEF executive director from a part-time position, to a full-time position.

These changes will allow for more efficient administration of the agreement between the parties and will enhance the ability to recruit for the administrative support position. Both the district and LEEF believe this will be a mutually beneficial improvement on the existing MOU. No other terms of the MOU would be affected by adoption of this amendment.

## **Administrative Recommendation:**

Administration recommends approval of the Amendment to the Memorandum of Understanding Between the Leander Educational Excellence Foundation and the Leander Independent School District

## **Sample Motion:**

I move to approve the Amendment to the Memorandum of Understanding Between the Leander Educational Excellence Foundation and the Leander Independent School District as presented.

**AMENDMENT TO MEMORANDUM OF UNDERSTANDING BETWEEN LEANDER EDUCATIONAL  
EXCELLENCE FOUNDATION AND THE LEANDER INDEPENDENT SCHOOL DISTRICT  
September 2023**

This Amendment (“Amendment”) is entered into on the \_\_\_\_\_ day of September, 2023 (“Amendment Effective Date”) by and between the Leander Educational Excellence Foundation (the “Foundation”) and Leander Independent School District (the “District”).

**RECITALS**

**Whereas**, the parties have a current Memorandum of Understanding (MOU) between the Foundation and the District, executed on November 10, 2022; and

**Whereas**, the parties agree that this amendment will further the public purpose and allow for more efficient administration of the agreement between the parties;

**Now, therefore**, the parties agree to amend the MOU between the Foundation and the District shall be amended as follows:

- 1) Section 4(iii) shall be stricken from the agreement and no further performance will be required for that specific provision after execution of this Amendment.
  
- 2) Section 4(iv) shall be modified and replaced to increase the assignment of the District employee from part-time to full-time. Specifically, Section 4(iv) will state the following, “Assignment of a District employee to assist the Executive Director on a full-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.”
  
- 3) Except as set forth herein, all other terms and conditions of the MOU shall remain in full force and effect.

**In Witness Whereof**, the parties have caused this Amendment to be executed as of the Amendment Effective Date, and do each hereby warrant and represent that its respective signatory has been and is on the date of this Amendment authorized by all necessary and appropriate corporate action to execute this Amendment.

**For the District**

**For the Foundation**

By \_\_\_\_\_  
Gloria Gonzalies-Dholakia, Ph.D  
Board President

By \_\_\_\_\_  
Crystal Smith, Foundation President

Date \_\_\_\_\_

Date \_\_\_\_\_

## 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.

LISD-LEEF MOU

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.

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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.

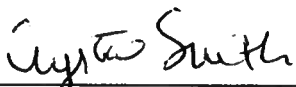
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**For the District**

By   
Trish Bode, Board President

Date 11/10/22

**For the Foundation**

By   
Crystal Smith, Foundation President

Date 11/15/2022

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<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>	Monthly Budget Amendments 2023 Tax Rate Calculation Worksheet

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## **Background Information:**

The Board of Trustees adopted the 2023-2024 budget on June 15, 2023. 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 September 13, 2023.

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

- Increase of \$1,704 to revenue and expenditure budgets to cover fence repairs at Mason Elementary.
- Transfers among functions with no effect on the total operating deficit/surplus.

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

Additionally, administration is requesting an amendment to the tax rate calculation forms, attached as an appendix to the 2023-2024 adopted budget. Texas Tax Code 26.04(e-5) requires school districts to include, as an appendix to the district's budget, the tax rate calculation forms used to calculate the district's no-new-revenue tax rate and voter-approval tax rate. The District's fiscal year ends June 30. The information needed to make the correct tax rate calculations at the time the budget was adopted was not available, so estimates were utilized in June. All necessary information to calculate the no-new-revenue tax rate and voter-approval tax rate is now available so the Board should amend the budget to append the updated tax rate calculation forms, as required by law, prior to adopting the tax rate.

## **Administrative Recommendation:**

Administration recommends that the Board approve the budget transfers and amendments to the 2023-2024 budget, as presented, as well as approve the amendment to the budget updating the tax rate calculation forms, as required by Tax Code 26.04(e-5).

## **Sample Motion:**

I move that the Board of Trustees approve the budget transfers and amendments to the 2023-2024 budget, as presented, as well as approve the amendment to the budget updating tax rate calculation forms, as required by Tax Code 26.04(e-5).

**Leander Independent School District**  
**General Fund - Fund 199**  
**Budget Amendments/Transfers as of September 13, 2023**

	2023-2024 Original Budget	Previously Amended Budget	Proposed Amendments 09/13/23	Proposed Amended Budget
<b>Revenues:</b>				
Local Sources	\$ 426,747,513	\$ 426,926,833	\$ 1,704	\$ 426,928,537
State Sources	56,983,976	56,983,976	-	56,983,976
Federal Sources	7,162,000	7,162,000	-	7,162,000
<b>TOTAL REVENUES</b>	<b>\$ 490,893,489</b>	<b>\$ 491,072,809</b>	<b>\$ 1,704</b>	<b>\$ 491,074,513</b>
<b>Expenditures:</b>				
Function 11 - Instruction	\$ 265,876,732	\$ 266,114,894	\$ (36,322)	\$ 266,078,572
Function 12 - Instructional Resources & Media	5,093,573	5,105,907	1,000	5,106,907
Function 13 - Staff Development	10,468,918	10,580,231	(2,937)	10,577,294
Function 21 - Instructional Administration	5,226,065	5,239,190	(2,000)	5,237,190
Function 23 - School Administration	25,724,098	25,726,473	1,197	25,727,670
Function 31 - Guidance & Counseling	22,067,309	22,187,792	5,811	22,193,603
Function 32 - Social Services	1,430,967	1,430,967	-	1,430,967
Function 33 - Health Services	4,133,802	4,181,652	-	4,181,652
Function 34 - Student Transportation	14,413,284	14,487,394	(820)	14,486,574
Function 35 - Food Services	71,074	71,074	-	71,074
Function 36 - Co-Curricular Activities	13,378,951	13,493,198	16,133	13,509,331
Function 41 - General Administration	11,547,244	12,031,368	-	12,031,368
Function 51 - Plant Maintenance & Operations	39,243,925	40,337,314	(861,616)	39,475,698
Function 52 - Security	3,056,021	3,085,421	1,647	3,087,068
Function 53 - Data Processing	9,350,999	9,516,711	-	9,516,711
Function 61 - Community Services	2,127,153	2,146,403	-	2,146,403
Function 71 - Debt Service	525,415	525,415	-	525,415
Function 81 - Capital Outlay	-	-	879,611	879,611
Function 91 - Contracted Instruction Services	57,867,040	57,867,040	-	57,867,040
Function 95 - JJAEP	245,000	245,000	-	245,000
Function 99 - Other Intergovernmental Charges	2,789,900	2,789,900	-	2,789,900
<b>TOTAL ALL EXPENDITURES</b>	<b>\$ 494,637,470</b>	<b>\$ 497,163,343</b>	<b>\$ 1,704</b>	<b>\$ 497,165,047</b>
<b>Excess/(Deficiency) of Revenues vs. Expenditures</b>	<b>\$ (3,743,981)</b>	<b>\$ (6,090,534)</b>	<b>\$ -</b>	<b>\$ (6,090,534)</b>
<b>Other Financing Sources/Uses</b>				
Sale of Assets	\$ 270,000	\$ 270,000	\$ -	\$ 270,000
Transfer Out - Other	(50,000)	(50,000)	-	(50,000)
Transfer Out - Healthcare	(3,000,000)	(3,000,000)	-	(3,000,000)
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	-	-	-	-
<b>Total Other Financing Sources/Uses</b>	<b>\$ (2,780,000)</b>	<b>\$ (2,780,000)</b>	<b>\$ -</b>	<b>\$ (2,780,000)</b>
<b>Net Increase/(Decrease) in Fund Balance</b>	<b>\$ (6,523,981)</b>	<b>\$ (8,870,534)</b>	<b>\$ -</b>	<b>\$ (8,870,534)</b>
<b>Beginning Fund Balance as of 6/15/2023</b>				
Beginning Fund Balance for Fund 181	(497,557)	(497,557)	-	(497,557)
Beginning Fund Balance for Fund 196	2,733,409	2,733,409	-	2,733,409
Beginning Fund Balance for Fund 197	(38,743,571)	(38,743,571)	-	(38,743,571)
Beginning Fund Balance for Fund 199	224,535,977	224,535,977	-	224,535,977
<b>Total Beginning Fund Balance of Fund 19X *</b>	<b>\$ 188,028,258</b>	<b>\$ 188,028,258</b>	<b>\$ -</b>	<b>\$ 188,028,258</b>
<b>Net Operating Results - All General Fund 19X</b>	<b>(6,523,981)</b>	<b>(8,870,534)</b>	<b>\$ -</b>	<b>(8,870,534)</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 181,504,277</b>	<b>\$ 179,157,724</b>	<b>\$ -</b>	<b>\$ 179,157,724</b>

\*Unaudited; subject to change based on 22-23 operations

# 2023 Tax Rate Calculation Worksheet

## School Districts without Chapter 313 Agreements

School District's Name

Phone (area code and number)

School District's Address, City, State, ZIP Code

School District's Website Address

**GENERAL INFORMATION:** Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per \$100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Chapter 313 agreements only**. School districts that have a Chapter 313 agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 Agreements*.

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet*.

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

### SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	<b>2022 total taxable value.</b> Enter the amount of 2022 taxable value on the 2022 tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). <sup>1</sup>	\$ _____
2.	<b>2022 tax ceilings.</b> Enter 2022 total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. <sup>2</sup>	\$ _____
3.	<b>Preliminary 2022 adjusted taxable value.</b> Subtract Line 2 from Line 1.	\$ _____
4.	<b>2022 total adopted tax rate.</b>	\$ _____ /\$100
5.	<b>2022 taxable value lost because court appeals of ARB decisions reduced 2022 appraised value.</b> <b>A. Original 2022 ARB values:</b> ..... \$ _____ <b>B. 2022 values resulting from final court decisions:</b> ..... - \$ _____ <b>C. 2022 value loss.</b> Subtract B from A. <sup>3</sup>	\$ _____
6.	<b>2022 taxable value subject to an appeal under Chapter 42, as of July 25.</b> <b>A. 2022 ARB certified value:</b> ..... \$ _____ <b>B. 2022 disputed value:</b> ..... - \$ _____ <b>C. 2022 undisputed value.</b> Subtract B from A. <sup>4</sup>	\$ _____
7.	<b>2022 Chapter 42-related adjusted values.</b> Add Line 5 and 6.	\$ _____
8.	<b>2022 taxable value, adjusted for actual and potential court-ordered adjustments.</b> Add Line 3 and Line 7.	\$ _____
9.	<b>2022 taxable value of property in territory the school deannexed after Jan. 1, 2022.</b> Enter the 2022 value of property in deannexed territory. <sup>5</sup>	\$ _____

<sup>1</sup> Tex. Tax Code § 26.012(14)  
<sup>2</sup> Tex. Tax Code § 26.012(14)  
<sup>3</sup> Tex. Tax Code § 26.012(13)  
<sup>4</sup> Tex. Tax Code § 26.012(13)  
<sup>5</sup> Tex. Tax Code § 26.012(15)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
10.	<p><b>2022 taxable value lost because property first qualified for an exemption in 2023.</b> If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in 2023 does not create a new exemption or reduce taxable value.</p> <p><b>A. Absolute exemptions.</b> Use 2022 market value: ..... \$ _____</p> <p><b>B. Partial exemptions.</b> 2023 exemption amount or 2023 percentage exemption times 2022 value: ..... + \$ _____</p> <p><b>C. Value loss.</b> Add A and B. <sup>6</sup></p>	\$ _____
11.	<p><b>2022 taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/scenic appraisal or public access airport special appraisal in 2023.</b> Use only properties that qualified in 2023 for the first time; do not use properties that qualified in 2022.</p> <p><b>A. 2022 market value.</b> ..... \$ _____</p> <p><b>B. 2023 productivity or special appraised value:</b> ..... - \$ _____</p> <p><b>C. Value loss.</b> Subtract B from A. <sup>7</sup></p>	\$ _____
12.	<b>Total adjustments for lost value.</b> Add Lines 9, 10C and 11C.	\$ _____
13.	<b>Adjusted 2022 taxable value.</b> Subtract Line 12 from Line 8.	\$ _____
14.	<b>Adjusted 2022 total levy.</b> Multiply Line 4 by Line 13 and divide by \$100.	\$ _____
15.	<b>Taxes refunded for years preceding tax year 2022.</b> Enter the amount of taxes refunded by the district for tax years preceding tax year 2022. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for tax year 2022. This line applies only to tax years preceding tax year 2022. <sup>8</sup>	\$ _____
16.	<p><b>Adjusted 2022 levy with refunds.</b> Add Line 14 and Line 15. <sup>9</sup></p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in 2022 from the result.</p>	\$ _____
17.	<p><b>Total 2023 taxable value on the 2023 certified appraisal roll today.</b> This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. <sup>10</sup></p> <p><b>A. Certified values.</b><sup>11</sup> ..... \$ _____</p> <p><b>B. Pollution control and energy storage system exemption:</b> Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: ..... - \$ _____</p> <p><b>C. Total 2023 value.</b> Subtract B from A.</p>	\$ _____
18.	<p><b>Total value of properties under protest or not included on certified appraisal roll.</b> <sup>12</sup></p> <p><b>A. 2023 taxable value of properties under protest.</b> The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. <sup>13</sup> ..... \$ _____</p> <p><b>B. 2023 value of properties not under protest or included on certified appraisal roll.</b> The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. <sup>14</sup> ..... + \$ _____</p> <p><b>C. Total value under protest or not certified.</b> Add A and B.</p>	\$ _____
19.	<b>2023 tax ceilings.</b> Enter 2023 total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. <sup>15</sup>	\$ _____

<sup>6</sup> Tex. Tax Code § 26.012(15)  
<sup>7</sup> Tex. Tax Code § 26.012(15)  
<sup>8</sup> Tex. Tax Code § 26.012(13)  
<sup>9</sup> Tex. Tax Code § 26.012(13)  
<sup>10</sup> Tex. Tax Code §§ 26.012, 26.04(c-2)  
<sup>11</sup> Tex. Tax Code § 26.012(6)  
<sup>12</sup> Tex. Tax Code § 26.01(c) and (d)  
<sup>13</sup> Tex. Tax Code § 26.01(c)  
<sup>14</sup> Tex. Tax Code § 26.01(d)  
<sup>15</sup> Tex. Tax Code § 26.012(6)(B)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
20.	<b>2023 total taxable value.</b> Add Lines 17C and 18C. Subtract Line 19.	\$ _____
21.	<b>Total 2023 taxable value of properties in territory annexed after Jan. 1, 2022.</b> Include both real and personal property. Enter the 2023 value of property in territory annexed by the school district.	\$ _____
22.	<b>Total 2023 taxable value of new improvements and new personal property located in new improvements.</b> New means the item was not on the appraisal roll in 2022. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, 2022, and be located in a new improvement.	\$ _____
23.	<b>Total adjustments to the 2023 taxable value.</b> Add lines 21 and 22.	\$ _____
24.	<b>Adjusted 2023 taxable value.</b> Subtract line 23 from line 20.	\$ _____
25.	<b>2023 NNR tax rate.</b> Divide line 16 by line 24 and multiply by \$100.	\$ _____/\$100

**SECTION 2: Voter-Approval Tax Rate**

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.<sup>18</sup>

- Maximum Compressed Tax Rate (MCR):** A district’s maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.<sup>19</sup>
- Enrichment Tax Rate:**<sup>20</sup> A district’s enrichment tax rate is defined as any tax effort in excess of the district’s MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield.<sup>21</sup>
- Debt Rate:** The debt rate includes the debt service necessary to pay the school district’s debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district’s maintenance and operations (M&O) tax rate. Districts cannot increase the district’s M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district’s debt service.<sup>22</sup>

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district’s website 30 days prior to the election.<sup>23</sup> Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit*.<sup>24</sup>

Districts should review information from TEA when calculating their voter-approval tax rate.

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	<b>2023 maximum compressed tax rate (MCR).</b> TEA will publish compression rates based on district and statewide property value growth. Enter the school districts’ maximum compressed rate based on guidance from TEA. <sup>25</sup>	\$ _____/\$100
27.	<b>2023 enrichment tax rate.</b> Enter the greater of A and B. <sup>26</sup> A. Enter the district’s 2022 enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) ..... _____/\$100 B. \$0.05 per \$100 of taxable value ..... _____/\$100	\$ _____/\$100
28.	<b>2023 maintenance and operations (M&amp;O) tax rate.</b> Add Lines 26 and 27.  Note: M&O tax rate may not exceed the sum of \$0.17 and the district’s maximum compressed rate. <sup>27</sup>	\$ _____/\$100

<sup>16</sup> [Reserved for expansion]  
<sup>17</sup> [Reserved for expansion]  
<sup>18</sup> Tex. Tax Code §26.08(n)  
<sup>19</sup> Tex. Edu. Code §48.2551(a)(3)  
<sup>20</sup> Tex. Tax Code §26.08(j) and Tex. Edu. Code §45.0032  
<sup>21</sup> Tex. Edu. Code §§48.202(a-1)(2) and 48.202(f)  
<sup>22</sup> Tex. Edu. Code §45.0021(a)  
<sup>23</sup> Tex. Edu. Code §11.184(b)  
<sup>24</sup> Tex. Edu. Code §11.184(b-1)  
<sup>25</sup> Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)  
<sup>26</sup> Tex. Tax Code §26.08(n)(2)  
<sup>27</sup> Tex. Edu. Code §45.003(d)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
<b>29.</b>	<p><b>Total 2023 debt to be paid with property tax revenue.</b> Debt means the interest and principal that will be paid on debts that:</p> <ul style="list-style-type: none"> <li>(1) Are paid by property taxes;</li> <li>(2) Are secured by property taxes;</li> <li>(3) Are scheduled for payment over a period longer than one year; and</li> <li>(4) Are not classified in the school district's budget as M&amp;O expenses.</li> </ul> <p>A. <b>Debt</b> includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here.<sup>28</sup> Enter debt amount: ..... \$ _____</p> <p>B. Subtract <b>unencumbered fund amount</b> used to reduce total debt. .... - \$ _____</p> <p>C. Subtract <b>state aid</b> received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. .... - \$ _____</p> <p>D. <b>Adjust debt:</b> Subtract B and C from A.</p>	\$ _____
<b>30.</b>	<b>Certified 2022 excess debt collections.</b> Enter the amount certified by the collector. <sup>29</sup>	\$ _____
<b>31.</b>	<b>Adjusted 2023 debt.</b> Subtract line 30 from line 29D.	\$ _____
<b>32.</b>	<p><b>2023 anticipated collection rate.</b> If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%.<sup>30</sup></p> <ul style="list-style-type: none"> <li>A. Enter the 2023 anticipated collection rate certified by the collector.<sup>31</sup> _____%</li> <li>B. Enter the 2022 actual collection rate _____%</li> <li>C. Enter the 2021 actual collection rate _____%</li> <li>D. Enter the 2020 actual collection rate _____%</li> </ul>	_____%
<b>33.</b>	<p><b>2023 debt adjusted for collections.</b> Divide Line 31 by Line 32.</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in 2023 to the result.</p>	\$ _____
<b>34.</b>	<b>2023 total taxable value.</b> Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____
<b>35.</b>	<b>2023 debt rate.</b> Divide Line 33 by Line 34 and multiply by \$100.	\$ _____/\$100
<b>36.</b>	<p><b>2023 voter-approval tax rate.</b> Add Lines 28 and 35.</p> <p>If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35.<sup>32</sup></p>	\$ _____/\$100

**SECTION 3: Voter-Approval Tax Rate Adjustment for Pollution Control**

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
<b>37.</b>	<p><b>Certified expenses from the Texas Commission on Environmental Quality (TCEQ).</b> Enter the amount certified in the determination letter from TCEQ.<sup>33</sup> The school district shall provide its tax assessor with a copy of the letter.<sup>34</sup></p>	\$ _____

<sup>28</sup> Tex. Tax Code § 26.012(7)  
<sup>29</sup> Tex. Tax Code §§26.012(10) and 26.04(b)  
<sup>30</sup> Tex. Tax Code §§26.04(h), (h-1) and (h-2)  
<sup>31</sup> Tex. Tax Code §26.04(b)  
<sup>32</sup> Tex. Tax Code §26.08(g)  
<sup>33</sup> Tex. Tax Code § 26.045(d)  
<sup>34</sup> Tex. Tax Code § 26.045(i)



Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	<b>2023 total taxable value.</b> Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____
39.	<b>Additional rate for pollution control.</b> Divide line 37 by line 38 and multiply by \$100.	\$ _____/\$100
40.	<b>2023 voter-approval tax rate, adjusted for pollution control.</b> Add line 36 and line 39.	\$ _____/\$100

**SECTION 4: Voter-Approval Tax Rate Adjustment in Year Following Disaster**

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year.<sup>35</sup> As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
41.	<b>2022 adopted tax rate.</b> Enter the rate in Line 4 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____/\$100
42.	<b>2022 voter-approval tax rate.</b> If the school district adopted a tax rate above the 2022 voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	\$ _____/\$100
43.	<b>Increase in 2022 tax rate due to disaster (disaster pennies).</b> Subtract Line 42 from Line 41.	\$ _____/\$100
44.	<b>2023 voter-approval tax rate, adjusted for prior year disaster.</b> Subtract Line 43 from one of the following lines (as applicable): Line 36 or Line 40 (school districts with pollution control).	\$ _____/\$100

**SECTION 5: Total Tax Rate**

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate ..... \$ \_\_\_\_\_/\$100  
 Enter the 2023 NNR tax rate from Line 25.

Voter-Approval Tax Rate ..... \$ \_\_\_\_\_/\$100  
 As applicable, enter the 2023 voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: \_\_\_\_\_

**SECTION 6: School District Representative Name and Signature**

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.<sup>36</sup>

**print here** ▶ \_\_\_\_\_  
 Printed Name of School District Representative

**sign here** ▶ \_\_\_\_\_ Date

<sup>35</sup> Tex. Tax Code §26.042(f) and Tex. Edu. Code § 45.0032(d)  
<sup>36</sup> Tex. Tax Code §26.04(c)

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	Consider Approval of School Health Advisory Committee Membership Recommendation
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Matt Bentz
<b>Attachments:</b>	2023-2024 School Health Advisory Committee Membership Recommendation List

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## **Background Information:**

LISD administration is bringing the attached membership list for the 2023-2024 School Health Advisory Committee (SHAC) to the Board of Trustees for approval. Individuals proposed for membership reflect LISD's continued commitment to representing the geographic, cultural, gender and economic diversity of the district in accordance with recommendations for membership as set forth in SHAC Bylaws. The attached list delineates each person's position/role, campus affiliation, who they were appointed by and any previous service. Proposed members who were not appointed by a Trustee are noted as "participation request."

## **Administrative Recommendation:**

The administration recommends that the Board of Trustees approve the recommended membership list for the 2023-2024 Student Health Advisory Committee.

## **Sample Motion:**

I move that the Board of Trustees approve the 2023-2024 Student Health Advisory Committee membership list as presented.

## 2023-24 SHAC Members

First Name	Last Name	Membership Criteria	Campus Affiliation	Appointed	Years of Service
Tori	Algiere	Community Member	-	Appointed by Anna Smith	Newly Added
Debra	Antich	Community Member	-	Appointed by Christine Mauer	Newly Added
Stephani	Bercu	Parent	LHS	Appointed by Francesca Romans	Newly Added
Marci	Booker	Parent	PHE	Participation Request Received	Newly Added
Lauren	Cafferty	Parent	CPHS	Appointed by Gloria Gonzales- Dholakia	1
Jessica	Cance	Community Member	-	Appointed by Trish Bode	1
Nicole	Cato	Parent	PHE	Participation Request Received	2
Heather	Christmas	Parent	BAG	Participation Request Received	Newly Added
Timothy	Cole	Faculty	BAG	Participation Request Received	Newly Added
Jessica	Cooper	Faculty	LMS	Appointed by Francesca Romans	Newly Added
Jennifer	Crutsinger	Parent	WSE	Participation Request Received	Newly Added
Molly	Czepiel	Parent	RPL, FPMS	Participation Request Received	Newly Added
Krista	Dimas	Parent	HMS	Appointed by Francesca Romans	Newly Added
Mike	Eddleman	Community Member	-	Appointed by Trish Bode	1
Tiffany	Esteban	Parent	CAM	Participation Request Received	Newly Added
Nick	Famighetti	Parent	KNOW	Participation Request Received	Newly Added
Kelly	Gin	Parent	CYP, CPMS	Appointed by Trish Bode	1
Robyn	Gogue	Parent	DMS	Participation Request Received	Newly Added
JoEllen	Goldsberry	Parent	TAR, FSMS	Participation Request Received	Newly Added
Helena	Gonzalez	Parent	RPL	Participation Request Received	Newly Added
Paul	Gray	Community Member	-	Participation Request Received	Newly Added
Ashley	Grimes	Parent	CYP	Participation Request Received	Newly Added
David	Hamm	Parent	LMS	Participation Request Received	Newly Added
Lauren	Harrison	Parent	CYP	Participation Request Received	Newly Added
Andrea	Hernandez	Parent	LHS	Appointed by Christine Mauer	Newly Added
Isabel	Herrera	Faculty	DMS	Participation Request Received	2
Chris	Hexter	Faculty	DCE , CPHS	Appointed by Trish Bode	Newly Added
Stephanie	Holdren	Parent	VHS	Appointed by Gloria Gonzales- Dholakia	2
Heather	Hovechar	Parent	RPL	Appointed by Gloria Gonzales- Dholakia	1
Karla	Johnson	Parent	PHE	Participation Request Received	Newly Added
Jennefer	Jordan	Parent	GVH	Participation Request Received	Newly Added
Darron	Jurajda	Parent	Cox, VRHS	Appointed by Sade Fashokun	1
Slava	Khassine	Parent	Akin	Participation Request Received	Newly Added
Alexis	Marek	Parent	GID, RBMS	Participation Request Received	Newly Added
Katherine	McClellan	Community Member	-	Appointed by Sade Fashokun	Newly Added
Kelli	Merchant	Parent	VRHS	Appointed by Gloria Gonzales- Dholakia	1
Maggie	Moore	Community Member	-	Appointed by Christine Mauer	1
Ashley	Narup	Parent	PHE, WMS	Appointed by Gloria Gonzales- Dholakia	1
Kim	Oelfke	Parent	SRE	Appointed by Sade Fashokun	Newly Added
Sanjay	Parab	Community Member	-	Participation Request Received	Newly Added
Trista	Parks	Community Member	-	Participation Request Received	Newly Added
Becky	Peevey	Parent	LHS	Participation Request Received	2
Shawn	Peterson	Parent	Winkley, RBMS	Appointed by Christine Mauer	Newly Added
Veronique	Poncet	Parent	VHS	Participation Request Received	Newly Added
Lori	Post	Parent	TAR, FSMS	Participation Request Received	3
Jayashree Jaganath	Sahu	Parent	TAR	Participation Request Received	Newly Added
Amanda	Sayers	Parent	DMS	Participation Request Received	Newly Added
Harvey	Schneider	Faculty	VRHS	Participation Request Received	Newly Added
Scott	Sereboff	Parent	CPMS, CPHS	Appointed by Trish Bode	Newly Added
Emily	Stone	Parent	CPMS, CPHS	Participation Request Received	Newly Added
Stefanie	Turner	Community Member	-	Appointed by Sade Fashokun	1
Justin	Tyler	Parent	HMS, VRHS	Participation Request Received	Newly Added
Scarleth	Valle	Faculty	CAM	Participation Request Received	Newly Added
Jeremy	Walker	Parent	KNOW	Participation Request Received	Newly Added
Courtnei	Whetsell	Parent	Bagdad	Appointed by Francesca Romans	Newly Added
Jennifer	White	Parent	Winkley	Appointed by Francesca Romans	Newly Added
Courtney	Willingham	Faculty	WSE, DMS	Participation Request Received	Newly Added
Zach	Zayner	Parent	RRE	Appointed by Sade Fashokun	Newly Added

# Leander ISD Board Meeting Agenda Item Information

**Meeting Date: Thursday, September 21, 2023**

**Agenda Item:** Consider Approval of a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors

**Purpose (this meeting):**  Discussion Item/Report Only       Action Requested

**Administrator Responsible:** Pete Pape

**Attachments:** WCAD Board of Directors Resolution  
 WCAD Board of Directors Election General Information Sheet  
 WCAD Board of Directors Election Procedures  
 WCAD Board of Directors Requirements  
 WCAD Taxing Unit Checklist for Board Election

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**Background Information:**

The Williamson Central Appraisal District (WCAD) has advised us of our voting entitlement for this year’s biennial elections for member of the WCAD Board of Directors. Any nominations for the WCAD Board must be made by resolution and submitted to the Chief Appraiser, Alvin Langford, prior to October 15, 2023. If the Board wishes to submit any nominations for the WCAD, a Board resolution needs to be adopted by the October 12<sup>th</sup> meeting, to meet the October 15, 2023 nomination deadline. The process is summarized below.

<b>ACTION:</b>	<b>DUE DATE:</b>
Chief Appraiser calculates the number of votes for each taxing unit (LISD = 815 votes)	Before October 1 of each odd-numbered year
Taxing units nominate by Resolution one candidate for each position to be filled (up to 5)	Submitted by October 15
Chief Appraiser prepares a ballot from candidates submitted	Before October 30
Taxing units determine vote by Resolution and submit to the Chief Appraiser	Before December 15

The Board of Directors Requirements document lists the requirement for any nominee to be considered. The Board of Directors Election General Information Sheet must be completed and signed by both the nominee and an LISD Board Officer. The District may nominate up to five individuals. Mrs. Hope Hisle-Piper is the District’s current Board representative.

**Administrative Recommendation:**

Administration recommends that the Board approve the Resolution Nominating Mrs. Hope Hisle-Piper to serve on the Williamson Central Approval District WCAD Board of Directors.

**Sample Motion:**

I move the Board of Trustees approve the Resolution Nominating Mrs. Hope Hisle-Piper to serve on the Williamson Central Approval District WCAD Board of Directors.

RESOLUTION NO. \_\_\_\_\_

WHEREAS, Section 6.03 (f) of the Property Tax Code provides for the governing body of taxing units to nominate individuals for each position to be filled on the Williamson Central Appraisal District Board of Directors, and

WHEREAS, the Leander Independent School District  
(Entity)

Wishes to nominate the following individuals:

Mrs. Hope Hisle-Piper

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES  
(Governing Body)

that the Leander Independent School District hereby nominates the individual(s) listed above for  
(Entity)

the Williamson Central Appraisal District Board of Directors.

RESOLVED this 21st day of September 2023

Signed \_\_\_\_\_  
Presiding Officer

Attest: \_\_\_\_\_  
Secretary

**2024-2025**  
**BOARD OF DIRECTORS ELECTION**  
**GENERAL INFORMATION SHEET**

Name: \_\_\_\_\_  
*(Please print name as you wish it to appear on nameplate, if elected)*

**\*\*\* Dear Taxing Unit:** This document was created for your purposes and should be used to verify the qualifications of nominees.

**\*\*\* Dear Applicant:** If you, for any reason, do NOT meet the qualifications listed in this document, please contact your nominating taxing unit immediately.

*Pursuant to Section 6.03 of the Texas Property Tax Code:*

1. Are you an employee of a taxing unit in Williamson County? *(This includes part-time employment. If you need a list of taxing units, please contact the appraisal district office.)* Yes  No

**\*\*\* Note:** If you answered YES and do not meet the qualifications listed in #2 below, please contact the nominating taxing unit immediately.

2. If you answered YES, are you also a member of the governing body or elected official of that taxing unit? Yes  No

*Note: An employee of a taxing unit that participates in the CAD is not eligible to serve on the Board of Directors, unless that individual is also a member of the governing body of the taxing unit or an elected official of a taxing unit.*

*Pursuant to Government Code Chapter 573:*

3. Is any relative of either you or your spouse employed by the Williamson Central Appraisal District in any capacity, or a member of the WCAD Appraisal Review Board? Yes  No

*If yes:*

Relative's Name: \_\_\_\_\_

Relative's Address: \_\_\_\_\_

Degree of Relationship: \_\_\_\_\_

WCAD Position: \_\_\_\_\_

*Note: An answer of "Yes" may disqualify you, depending on the relative's position and the degree of relationship. Please check with your nominating taxing unit.*

*Pursuant to Section 6.03 of the Texas Property Tax Code:*

4. Are you a resident of Williamson County? Yes  No

5. How long, in years, have you resided in Williamson County? \_\_\_\_\_

*Note: To be eligible to serve on a Board of Directors, an individual must have resided in the CAD for at least two years immediately preceding the date of taking office. This requirement does not apply to a County Tax Assessor Collector serving as a non-voting Director.*

6. Have you appraised property for compensation for use in proceedings or represented property owners for compensation in proceedings in Williamson County at any time within the preceding three years? Yes  No

*Note: A person who has appraised property for compensation for use in proceedings or represented property owners for compensation in proceedings in the CAD at any time within the preceding three years is ineligible to serve on the Board of Directors.*

7. Have you owned property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date you knew or should have known of the delinquency unless?

- The delinquent taxes and any penalties and interest are being paid under an installment payment agreement
- A suit to collect the delinquent taxes is deferred or abated

Yes  No

*Note: To be eligible to serve on the Board of Directors, a member must NOT own property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless the individual meets one of the criteria listed above.*

8. Have you contracted with the appraisal district, or on a tax related matter with a taxing unit served by the appraisal district, or do you have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district?

Yes  No

*Note: A person who contracts with the appraisal district or on a tax related matter with a taxing unit served by the appraisal district or who has a substantial interest in a business that contracts with either the appraisal district or a taxing unit served by the appraisal district is ineligible to serve on the Board of Directors.*

**\*\*\*IF YOU NOTED ANY REASON YOU MAY NOT MEET THE QUALIFICATIONS LISTED ABOVE, PLEASE CONTACT YOUR NOMINATING TAXING UNIT IMMEDIATELY.**

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**Applicant Information:**

**Home Address:** \_\_\_\_\_  
\_\_\_\_\_

**Business Address:** \_\_\_\_\_  
\_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Business Phone:** \_\_\_\_\_

**Cellular Phone:** \_\_\_\_\_

**Emergency Contact Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Relationship:** \_\_\_\_\_

**IF ELECTED, where do you want to receive hand deliveries (when necessary)?**

\_\_\_\_\_

**IF ELECTED, where do you want to receive mail?** \_\_\_\_\_

\_\_\_\_\_

**IF ELECTED, do you want your address and phone number kept confidential?**

Yes  No

\_\_\_\_\_  
**Signature of Presiding Officer**

\_\_\_\_\_  
**Date**



# Board of Directors Election Procedures

## Excerpts from Texas Property Tax Code Section 6.03 Board of Directors

(e) The chief appraiser shall calculate the number of votes to which each taxing unit other than a conservation and reclamation district is entitled and shall deliver written notice to each of those units of its voting entitlement before October 1 of each odd-numbered year. The chief appraiser shall deliver the notice:

(1) to the county judge and each commissioner of the county served by the appraisal district;

(2) to the presiding officer of the governing body of each city or town participating in the appraisal district, to the city manager of each city or town having a city manager, and to the city secretary or clerk, if there is one, of each city or town that does not have a city manager; and

(3) to the presiding officer of the governing body of each school district participating in the district and to the superintendent of those school districts.

(g) Each taxing unit other than a conservation and reclamation district that is entitled to vote may nominate by resolution adopted by its governing body one candidate for each position to be filled on the board of directors. The presiding officer of the governing body of the unit shall submit the names of the unit's nominees to the chief appraiser before October 15.

(j) Before October 30, the chief appraiser shall prepare a ballot, listing the candidates whose names were timely submitted under Subsection (g), alphabetically according to the first letter in each candidate's surname, and shall deliver a copy of the ballot to the presiding officer of the governing body of each taxing unit that is entitled to vote.

(k) The governing body of each taxing unit entitled to vote shall determine its vote by resolution and submit it to the chief appraiser before December 15. The chief appraiser shall count the votes, declare the five candidates who receive the largest cumulative vote totals elected, and submit the results before December 31 to the governing body of each taxing unit in the district and to the candidates.

BOARD OF DIRECTORS  
*Requirements*

The Williamson Central Appraisal District is governed by a Board of five Directors. An ex officio Board member cannot vote. He or she should not make or second motions. A tax assessor-collector who serves as a nonvoting member is eligible to serve as a Board officer; this individual can conduct the meeting and may serve on committees.

Eligibility

To be eligible to serve on the Board, an individual must be a resident of the district and must have resided in the district for at least two years immediately preceding the date of appointment.

Section 6.035 of the Property Tax Code states an individual is ineligible to serve on an appraisal district Board of Directors if the individual owns property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless:

- (a) the delinquent taxes and any penalties and interest are being paid under an installment payment agreement
- (b) a suit to collect the delinquent taxes is deferred or abated

An employee of a taxing unit participating in the appraisal district is not eligible to serve unless the individual is also a member of the governing body or an elected official of a taxing unit participating in the district (*see additional taxing jurisdictions listing attached*).

Section 6.035 of the Property Tax Code, effective September 1, 1989, bars a Board member from serving if the member is related to a person who operates for compensation as a tax agent or a property tax appraiser in the appraisal district.

Section 6.036 of the Property Tax Code, effective September 1, 1989, bars a person from serving on the Board if they contract with the appraisal district, or if they contract on a tax related matter with a taxing unit served by the appraisal district, or if they have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district.

Persons who appraise property for compensation for use in property tax proceedings or tax agents who represent owners for compensation are ineligible to serve on the appraisal district Board until the expiration of five (5) years after such activity.

Term of Office

Members of the Board of Directors will serve two-year terms beginning in January of even numbered years.

Selection

Section 6.03 of the Property Tax Code establishes the selection process for Appraisal District Directors. Members of the Board are selected by certain taxing entities participating in the district. An option of the Property Tax Code allows three fourths of the voting entities to increase the number of Directors. The taxing units of Williamson County have adopted a five member Board of Directors. The tax assessor-collector serves as an ex-officio member unless the taxing units appoint the tax assessor-collector as a voting member.

Vacancies on the Board

Section 6.03 of the Property Tax Code (Board of Directors) provides that in the event of a vacancy on the Board, the governing body of the taxing unit or units shall nominate a candidate. The Board of Directors shall elect, by majority vote of its members, one of the nominees to fill the vacancy.

Recall

Section 6.033 of the Property Tax Code (Recall of Director) provides that the governing body of a taxing unit that participated in the appointment of an individual to the Board may initiate the procedure for recall of its representative.



***Taxing Unit Checklist for Board Election***

- Before October 15<sup>th</sup>**, have I checked my candidate’s requirements pertaining to serving on the Williamson Central Appraisal District Board of Directors? (See [Board Requirements](#))
  - A member **MUST** be a resident of the district and must have resided in the district for at least two years immediately preceding the date of appointment.
  - A member **MUST NOT** own property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless:
    - The delinquent taxes and any penalties and interest are being paid under an installment payment agreement.
    - A suit to collect the delinquent taxes is deferred or abated.
  - A member **may NOT serve** if they are an employee of a taxing unit participating in the appraisal district unless they are also a member of the governing body or an elected official of a taxing unit participating in the district. (See list of [additional taxing units](#)).
  - A member **may NOT serve** if he or she appraise property for compensation for use in property tax proceedings (to include appraisal district employees) or tax agents who represent owners for compensation until the expiration of three (3) years after such activity.
  - A member **may NOT serve** if he or she is related to a person who operates for compensation as a tax agent, a member of the Appraisal Review Board or a property tax appraiser in the appraisal district.
  - A member **may NOT serve** on the Board if they contract with the appraisal district, or if they contract on a tax related matter with a taxing unit served by the appraisal district, or if they have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district.
  - A member **MUST** fill out, sign, and return the [General Information sheet](#).
  
- Before October 15<sup>th</sup>**, if we choose to nominate, have I submitted, by [resolution](#), the name(s) of my taxing unit’s nominee(s)? (See [Board Election Procedures](#))

\_\_\_\_\_  
**Nominating Entity:** (Entity Name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
**Nominee:** (Printed Name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	Consider Adoption of Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding
<b>Purpose (this meeting):</b>	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Bryan Miller
<b>Attachments:</b>	Memorandum of Understanding for the Juvenile Justice Alternative Education Cooperative of Travis County

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## **Background Information:**

Attached is the 2023-2024 Memorandum of Understanding (MOU) with the Travis County Juvenile Justice Alternative Education Program (JJAEP). From September 1, 2022, to August 31, 2023, the total number of students expelled to Travis County Core/JJAEP was zero. There were only slight changes to the document to reflect the dates of the current agreement year and updated superintendent names for those districts that changed.

## **Administrative Recommendation:**

The Administration recommends that the Board of Trustees review and adopt the 2023-2024 Travis County Juvenile Justice Alternative Education Program Memorandum of Understanding.

## **Sample Motion:**

I move that the Board adopt the 2023-2024 Travis County Juvenile Justice Alternative Education Program Memorandum of Understanding.

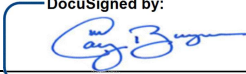


**TRAVIS COUNTY JUVENILE PROBATION DEPARTMENT**

2515 South Congress Avenue | Austin, Texas 78704  
Phone: (512) 854-7000

**CORY J. BURGESS**  
Chief Juvenile Probation Officer

**TO:** The Honorable Andy Brown, County Judge  
The Honorable Jeff Travillion, Commissioner, Precinct One  
The Honorable Brigid Shea, Commissioner, Precinct Two  
The Honorable Ann Howard, Commissioner, Precinct Three  
The Honorable Margaret Gomez, Commissioner, Precinct Four

**FROM:**   
Cory J. Burgess  
Chief Juvenile Probation Officer

**RE:** Approval of Memorandum of Understanding (MOU) between the Travis County Juvenile Board, Travis County, and the following Independent School Districts: Austin, Del Valle, Eanes, Lake Travis, Lago Vista, Leander, Manor, Pflugerville, and Round Rock, regarding the Travis County Juvenile Justice Alternative Education Program (JJAEP) for the 2023-2024 school year

**DATE:** August 21, 2023

The Travis County Juvenile Probation Department respectfully requests the attached Memorandum of Understanding (MOU) regarding the operation of the Juvenile Justice Alternative Education Program (JJAEP) be considered before Commissioner’s Court for review and approval. Through this MOU, the Travis County Juvenile Probation Department would continue to operate the JJAEP as mandated by the Texas Education Code. The proposed MOU with the joint school districts was approved by the Juvenile Board on August 17, 2023, for the school year operation from September 1, 2023 through August 31, 2024.

Thank you for your review of this request.

**cc:** Steven Smith, Director of Finance, TCJPD  
Sharon Berger, Deputy Chief of Social Services, TCJPD  
Kristin Meurer, Director of Social Services, TCJPD  
Chris Hubner, General Counsel, TCJPD

**MEMORANDUM OF UNDERSTANDING  
FOR THE  
JUVENILE JUSTICE ALTERNATIVE EDUCATION COOPERATIVE  
OF TRAVIS COUNTY**

This Memorandum of Understanding ("Agreement") is an Interlocal Agreement entered into pursuant to Texas Education Code, Chapter 37 and the Texas Interlocal Cooperation Act, Texas Government Code, Chapter 791, and is entered into to be effective the 1st day of September, 2023, between **Travis County**, the **Travis County Juvenile Board** ("TCJB"), and the following educational entities: **Austin** Independent School District, **Del Valle** Independent School District, **Eanes** Independent School District, **Lake Travis** Independent School District, **Lago Vista** Independent School District, **Leander** Independent School District, **Manor** Independent School District, **Pflugerville** Independent School District, and **Round Rock** Independent School District (hereinafter referred to collectively as the "ISDs"). The parties to this Agreement shall be collectively referred to herein as "Participants."

**RECITALS:**

**WHEREAS:**

(1) Texas Education Code Sec. 37.011(m) requires the TCJB to enter into a Memorandum of Understanding with the ISDs establishing a Juvenile Justice Alternative Education Program ("JJAEP"); and

(2) The Participants desire to participate in the Juvenile Justice Alternative Education Program Cooperative of Travis County ("JJAEP Co-Op") and to comply with the agreements contained herein; and

(3) The ISDs wish to reach an agreement with the TCJB as to the placement of students expelled from school under the discretionary expulsion and removal provisions of Texas Education Code, Chapter 37; and

(4) The Participants desire to create and operate the JJAEP Co-Op pursuant to Chapter 37 of the Texas Education Code and this Agreement; and

(5) The Participants further desire to define and create the duties and responsibilities of the Participants, and to set forth herein the methods by which the Participants shall fund, govern and establish the JJAEP Co-Op; and

(6) The Participant ISDs recognize that the Texas Legislature has appropriated certain funds to pay the County and TCJB for the cost of educating students in the JJAEP Co-Op who are expelled under the mandatory expulsion provisions of Texas Education Code Chapter 37. However, such funds are insufficient to meet the cost of educating students in the JJAEP Co-Op; and

(7) The ISDs are required to consider course credit earned by a student while in the JJAEP Co-Op as credit earned in a school district program pursuant to Texas Education Code Sec. 37.011(d), and the ISDs have an ongoing interest in the quality of education provided in the JJAEP Co-Op and the academic success of students who will be returned from the JJAEP Co-Op to the regular school setting. Therefore, the ISDs desire to assist in providing the JJAEP Co-Op with full, adequate funding; and

(8) The Participant ISDs recognize that for purposes of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a student enrolled in the JJAEP shall be reported as if the student were enrolled in an Alternative Education Program of the student's home district and the participating home district of each student shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the students placed in the program shall remain the responsibility of the home district, and all average daily attendance funding entitlements generated from such data shall also remain with the home district, unless otherwise provided by law or regulation of the Texas Education Agency. However, students expelled as "mandatory" placements shall be counted as "ineligible" for attendance counting purposes in the home district; and

(9) The relationship between the Participants necessitates this Interlocal Agreement.

**NOW THEREFORE, BY THIS AGREEMENT IT IS MUTUALLY UNDERSTOOD AND AGREED BY THE PARTICIPANTS AS FOLLOWS:**

**SECTION ONE: DEFINITIONS**

For purposes of this Agreement:

1.1 "Discretionary" shall mean any student who is expelled or removed from the regular classroom and meets the definition of any one of the following three categories:

1.1.a. "Discretionary Category I" shall mean any student who is expelled under Texas Education Code Sec. 37.007 (b), (c), (f), or (i) or Sec. 37.0052.

1.1.b. "Discretionary Category II" shall mean any student who is expelled for committing an off-campus offense under Texas Education Code Sec. 37.0081(a);

1.1.c. "Discretionary Category III" shall mean any student who is a publicly Registered Sex Offender who is eligible for placement in the JJAEP under Subchapter I of Chapter 37 of the Texas Education Code.

1.1.d. "Discretionary Category IV" shall mean any student who meets the definitions in Sections 1.1.a–c. above and whose placement in the JJAEP would exceed a school district's allotted discretionary placements as set forth in Section 4.8(A) of this Agreement.

1.2 "ISSP transition team" shall mean those persons responsible for reviewing a student's academic progress in accordance with Texas Education Code Sec. 37.011(d); that is, the TCJB or its designee, and the parent or guardian of the student. For purposes of this Agreement, a representative of the ISD from which the student was expelled may also be a member of the ISSP transition team, together with any JJAEP Co-Op staff as may be appropriate.

1.3 "Mandatory expulsion" shall mean any student who is expelled pursuant to the provisions of Texas Education Code Sec. 37.007 (a), (d), or (e).

1.4 "Rollover funds" shall mean all funds paid by the ISDs to the TCJB for either discretionary or mandatory expulsion allotments that remain unexpended on August 31 of each year.

1.5 "Semester" as referenced by the Texas Education Code Subchapter I. Placement of Registered Sex Offenders shall mean 90 school days.

1.6 "Student" shall mean any person residing in Travis County aged ten years or older and required to attend school pursuant to Texas Education Code Sec. 25.085 and who are under the supervision of juvenile or adult probation.

## **SECTION TWO: STUDENT CODES OF CONDUCT**

2.1 The JJAEP Co-Op will be created and operated pursuant to Chapter 37 of the Texas Education Code and this Memorandum of Understanding. Each ISD has developed a Student Code of Conduct, specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

2.2 The Student Code of Conduct adopted by each ISD shall set forth the circumstances under which students will be subject to expulsion from the school setting and placement in the JJAEP Co-Op. A student may be expelled and placed in the JJAEP if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior despite documented behavioral interventions. Serious misbehavior, as defined by Texas Education Code 37.007(c), means:

- (1) Deliberate violent behavior that poses a direct threat to the health or safety of others;
- (2) Extortion, meaning the gaining of money or other property by force or threat;
- (3) Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or
- (4) Conduct that constitutes the offense of:
  - (A) Public lewdness under Section 21.07, Texas Penal Code;
  - (B) Indecent exposure under Section 21.08, Texas Penal Code;
  - (C) Criminal mischief under Section 28.03, Texas Penal Code;



- (D) Personal hazing under Section 37.152, Texas Education Code; or
- (E) Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district employee.

### **SECTION THREE: GOVERNANCE OF JJAEP CO-OP**

3.1 Composition of Governing Body - The JJAEP shall operate as a function of Travis County and the TCJB, separate and apart from the other Participants to this Agreement. It shall not be an independent political subdivision, nor shall it operate under the direction or control of any party to this Agreement other than Travis County and the TCJB.

3.2 Executive Committee - Upon the effective date of this Agreement, there shall be created an Executive Committee, consisting of one (1) representative of each ISD, one (1) representative of Travis County, and one (1) representative of the TCJB (Chief Juvenile Probation Officer or designee), each to be appointed by their respective governing body. All representatives to the Executive Committee shall be named not later than thirty (30) days from the effective date of this Agreement. Vacancies on the Executive Committee shall be filled by appointment by the governing body represented thereby.

The Executive Committee exists solely to advise and assist the TCJB, and has no authority to direct or control the JJAEP Co-Op.

3.3 Quorum and Voting - Four (4) members of the Executive Committee shall constitute a quorum. The Executive Committee shall act by and through resolutions, motions or orders adopted or passed by the Executive Committee upon the vote of the majority of the members the Executive Committee attending the meeting at which the issue was presented.

3.4 Voting Rights - Each member shall be entitled to one vote on each matter submitted to a vote of the members. In the event of a tie vote, the Chair shall have two votes.

3.5 Chair - At the initial meeting of the Executive Committee, and thereafter annually, the Executive Committee shall select from its membership a Chair by the affirmative vote of a majority of the members. The Chair shall prepare the agenda, preside over the meetings of the Executive Committee and shall be responsible for scheduling regular and special called meetings of the Executive Committee, including the provision of notice thereof.

3.6 The TCJB representative shall act as custodian of all minutes, records, and reports of the Executive Committee, and shall generally assist the Chair and shall have such powers and perform such duties and services as shall from time to time be delegated to him or her by the Chair.

3.7 The Chair shall serve in his or her respective capacities until tendering written resignation(s) or until replacement by a majority vote of the members of the Executive Committee.

3.8 The Chair shall be entitled to vote on all matters coming before the Executive Committee.

3.9 Meetings - The Executive Committee shall hold regular meetings at such time and in such place determined by the Executive Committee. Procedures for meetings shall be governed by the most current version of *Robert's Rules of Order*. Special meetings of the Executive Committee shall be called by the Chair, or by affirmative vote of not less than one-third (1/3) of the members of the Committee.

3.10 Notice of Meeting - Written notice of the regular meetings of the Executive Committee shall be mailed, delivered or sent by electronic mail to each member not less than five (5) days prior to the date thereof. Written notice of all meetings of the Executive Committee shall be posted at the place(s) for posting notice of public meetings of each of the Parties hereto in accordance with the Texas Open Meetings Act. The Chair of the Executive Committee shall transmit to each member of the Executive Committee a notice for the purpose of such posting not less than five (5) days prior to the date of the meeting. Written notice of any special meeting of the members shall be given to each member not less than 24 hours and as soon as reasonably possible prior to the date thereof. The notice shall state the place, date and time of the meeting, who called the meeting, and the general purpose or purposes for which the meeting is called. Notice shall be given by or at the general direction of Chair of the Committee, or the members calling the meeting.

3.11 Duties - The activities of the Executive Committee shall include, but not be limited to the following:

- A. To develop and recommend proposed written operating policies to the TCJB consistent with any rules and regulations adopted by the Texas Juvenile Justice Department pursuant to Texas Education Code Sec. 37.011, and Texas Human Resources Code Sec. 221.002(a) regarding the operations, policies and procedures of the JJAEP Co-Op, and to make advisory recommendations to the TCJB regarding such operations, policies, and procedures including suggested changes or amendments thereto;
- B. To facilitate coordination with the Participants to this Agreement on matters relating to the supervision, educational and rehabilitative services available for expelled students and students assigned to the JJAEP Co-Op and the subsequent transition back into the school setting;
- C. To formulate and recommend other policies or procedures as appropriate to the TCJB as may be necessary to operate consistent with any rules and regulations as shall be adopted by the Texas Juvenile Justice Department; and
- D. To review the annual budget, actual operating costs, and cost projections for the JJAEP Co-Op.

3.12 JJAEP Co-Op Executive Committee Compensation - No member of the JJAEP Co-Op Executive Committee shall receive compensation for his or her services as a member of the Committee. Nothing herein contained shall be construed to preclude any Committee member from receiving compensation or reimbursement for expenses from the member's respective employer for serving on the Committee.

**SECTION FOUR: STUDENT PLACEMENT IN JJAEP**

4.1 The Participants hereto acknowledge that Texas Education Code Sec. 37.010(a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must be enrolled in an educational program. It is therefore the intent of the JJAEP Co-Op to provide educational services to all expelled students, as provided more fully herein, in accordance with Texas Education Code Sec. 37.011. However, no students will be assigned to the Travis County JJAEP except as set forth by provisions of this Agreement.

4.2 Students who are expelled from the school district setting will be afforded due process within the respective ISD as provided by school district policy and federal and state law.

4.3 Each ISD shall use its best efforts to notify the juvenile court in writing as soon as practicable upon the ISD's identification of a student who the ISD reasonably believes has engaged in conduct for which the student will be subject to mandatory expulsion. Such notice may be given in addition to any notice required under Texas Family Code Sec. 52.041. If the juvenile court receives written notice under this section that a student is believed to have engaged in conduct for which the ISD reasonably believes the student will be subject to mandatory expulsion, and the student is under the jurisdiction of the juvenile court, the juvenile court shall consider entering an order that the student attend the JJAEP Co-Op as soon as practicable, pending the outcome of any disciplinary proceedings at the ISD.

4.4 Every student eligible for placement in the JJAEP as set forth by the provisions of this Agreement who has been expelled from an ISD, and for whom information has been provided by the ISD from which the student has been expelled to the juvenile court in accordance with Texas Family Code Sec. 52.041, shall be ordered by the juvenile court to enroll in the JJAEP Co-Op as soon as reasonably practicable after the juvenile court's receipt of such notice. The information provided by the ISD for any student expelled for serious misbehavior under Texas Education Code Sec. 37.007(c), shall include documentation of the serious misbehavior and documentation of the behavioral interventions provided by the ISD prior to the expulsion.

4.5 Failure of an ISD to timely notify the juvenile court of an expulsion pursuant to Texas Family Code Sec. 52.041 shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile court is properly made.

4.6 The juvenile court shall, for each student taken into custody for conduct that occurred on school property or at a school-sponsored or school-related activity, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the juvenile court ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the juvenile court shall consider entering an order that the student immediately begin attending the JJAEP Co-Op pending resolution of the disciplinary action, including any expulsion hearings, at the ISD.

4.7 It is the intent of the Participants hereto that for each expelled student who is placed in the JJAEP Co-Op, the term of such placement will be coterminous with the term of the student's expulsion from school. In an effort to support a student's successful transition from the JJAEP, the ISDs agree that a student's JJAEP placement shall terminate at the end of the home school district's grading period, except that any placement shall have a term of no less than 30 school days, absent extenuating circumstances. Students must remain in the JJAEP Co-Op for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court, or the student is referred back to the ISD pursuant to Section 4.8 or Section 4.9 or Section 4.10 herein. The juvenile court shall consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. At the conclusion of the student's term of probation, or any other requirement imposed by the juvenile court, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, and if the student meets the requirements for admission into the public schools established by law, the school district in which the student resides must readmit the student, but may assign such student to the school district alternative education program. In an effort to facilitate the required transition meeting between JJAEP and the home school district, a student may remain enrolled in the JJAEP for up to one week (7 calendar days) in the event that a student's term of probation or pre-trial supervision ends before the term of expulsion expires. The JJAEP is responsible for ensuring the transition meeting is scheduled at the earliest possible date.

4.8 It is the intent of the Participants hereto that the JJAEP Co-Op shall give priority to mandatory expulsion students from each of the ISDs. It is understood by the Participants, however, that the JJAEP Co-Op has limited space and staffing, and that conditions outside the control of any Participant to this Agreement may cause fluctuations in the JJAEP Co-Op population. The current maximum capacity of the JJAEP is fifty students. The "maximum capacity" of the JJAEP may be redefined from time to time, however, as deemed appropriate by the JJAEP Co-Op. Given the limited space at the JJAEP, participants agree to abide by the following procedures for discretionary placement decisions:

- A. Each participating school district will be permitted to enroll as many as four (4) discretionary students in the JJAEP Co-Op at the same time during the school year. Any district that exceeds four (4) discretionary enrollments at the same time will be billed in accordance with Section 9.1.b. of this Agreement. These students must meet the definitions of Discretionary Category I, II, III or IV students, as set forth by

Section 1.1 of this Agreement.

- B. Discretionary students will not be accepted into the JJAEP in the event that maximum capacity has been reached.
- C. Discretionary students will not be accepted into the JJAEP if the student is seventeen (17) years of age or older, and not under the jurisdiction of the juvenile court.

In the event the JJAEP has reached maximum capacity and a mandatory expulsion student is referred for placement in the JJAEP Co-Op, the JJAEP Manager will immediately identify the school district(s) with the highest number of discretionary student placements and determine which discretionary student from these districts should be dismissed from the JJAEP Co-Op to accommodate the additional mandatory expulsion student. The decision by the JJAEP Manager will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

In the event the JJAEP has reached maximum capacity and a school district with fewer than four (4) discretionary placements refers a student for placement based on a discretionary offense, the JJAEP Manager will identify any district(s) with more than four (4) discretionary student placements and determine which discretionary student(s) from these districts must be dismissed from the JJAEP to accommodate the referral from the district with fewer than four (4) discretionary placements. The decision by the JJAEP Manager will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

4.9 A student who is assigned to the JJAEP as a "Discretionary Category II" student for a felony offense under Texas Education Code Sec. 37.0081(a) shall be returned to the student's home ISD upon the first of the following events to occur:

- a. The charges are dismissed or reduced to a misdemeanor offense;
- b. The student is acquitted;
- c. The student completes the term of placement;
- d. The student is assigned to another program; or
- e. The student graduates from high school.

4.10 A student who is assigned to the JJAEP for engaging in serious misbehavior, as defined by and pursuant to Texas Education Code Sec. 37.007(c) will be returned to the sending ISD upon the completion of the semester or, in circumstances when the student is expelled within 6 weeks of the end of a semester, the completion of the following semester, unless otherwise returned earlier by expiration of the term of the expulsion or by other mutual agreement.

## **SECTION FIVE: SCHOOL LIAISON**

5.1 Each ISD shall notify the juvenile court in writing of its designated School Liaison. Each School Liaison shall have authority to offer recommendations to the juvenile court regarding placement alternatives for students under the jurisdiction of the juvenile court, and to bind the School Liaison's respective ISD to any agreement to return a child to the school setting.

5.2 The School Liaison shall assist the juvenile court in obtaining the permission from the parent(s) of each student served by the JJAEP Co-Op to release medical, educational or other appropriate records to the juvenile court and to the JJAEP Co-Op. In the absence of such parental consent, the juvenile court may consider the need for a court order releasing such records, and the School Liaison may provide the juvenile court with such other educational information regarding the child as may be permitted by law.

5.3 The School Liaison shall be responsible for coordinating the ISD's participation on the ISSP transition team, as appropriate.

5.4 As necessary, the School Liaison will consult with representatives of the Participants regarding matters affecting the programs, services, and student population of the JJAEP Co-Op.

## **SECTION SIX: JJAEP CO-OP FACILITIES AND STAFFING**

6.1 The JJAEP Co-Op facilities and staffing will be provided by Travis County and the TCJB. Such facilities and staffing may be provided under a separate agreement with one or more ISDs or a third-party provider. It is contemplated by the Participants that the facilities, staffing, services and other requirements of the JJAEP Co-Op will be fully operational to the extent of this Agreement no later than the first day of school in each year in which this Agreement continues in force and effect. The JJAEP Co-Op shall operate on the same school calendar as the Austin Independent School District. TCJB shall comply with all state bidding and procurement laws in obtaining facilities and staffing for the JJAEP Co-Op to the extent such are applicable.

## **SECTION SEVEN: TRANSPORTATION**

7.1 Each ISD shall be responsible for providing for the transportation of its students to and from the JJAEP Co-Op facility. Each ISD acknowledges and agrees that the student drop off and pick-up locations will be no further than two (2) miles from the students' residence. Disciplinary incidents occurring during transport on the ISDs' vehicles will be referred to the JJAEP Program Administrator or designee for appropriate disciplinary action.

## **SECTION EIGHT: RELEASE OF STUDENT AND JUVENILE RECORDS**

8.1 The governing body of each Participant finds that in order to appropriately serve students receiving services under this Agreement, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. In the absence of parental consent, the juvenile court with jurisdiction over a student receiving educational services under this Agreement shall consider authorizing the entities providing services to such student to release appropriate juvenile, educational, diagnostic, treatment or other records as appropriate to permit the consistent provision of services to the student, as provided under Texas Family Code Sec. 58.0051 and 58.0052.

8.2 All student education records specific to an individual student shall be considered confidential, and shall be shared only with the juvenile court, the student, the parent(s) or guardian(s) of the student, and those employees of the juvenile court, Participant, or JJAEP Co-Op with a legitimate educational interest in the student. Student educational records shall be transferred to the appropriate ISD upon dismissal of a student from the JJAEP Co-Op.

- 8.3 Each ISD shall be responsible for providing the JJAEP the following educational records prior to the student's admission to the JJAEP:
- a. Grades and transcript (current and immediately preceding semester)
  - b. Current student schedule
  - c. Attendance for the immediately preceding semester
  - d. Behavior referrals for the immediately preceding semester
  - e. Student's Texas Unique ID Number (TSDS #)
  - f. PEIMS ID
  - g. Immunization records
  - h. Special Education assessments, if applicable
  - i. Special Education plans, including ARD, IEP, BIP, or 504 information, if applicable
  - j. Manifestation Determination Review documentation, if applicable
  - k. LPAC-ELL documentation, if applicable
  - l. Home language survey
  - m. School lunch eligibility
  - n. Current information related to state-mandated assessments
  - o. Expulsion letter

## **SECTION NINE: FUNDING FOR JJAEP CO-OP**

9.1.a. Daily Rate for Discretionary Category I and III Students - The ISDs will be billed a daily rate not to exceed the daily rate authorized by the Texas Juvenile Justice Department for mandatory expulsion students for each day a "Discretionary Category I" student expelled pursuant to Texas Education Code Sec. 37.007 (b), (c), (f) or (i); or a "discretionary category III" student placed as a publicly Registered Sex Offender pursuant to Texas Education Code Chapter 37,

Subchapter I, is in attendance in the JJAEP Co-Op.

9.1.b. Daily Rate for Discretionary Category II and IV Students - The ISDs will be billed a daily rate based on the actual operational costs, as determined by the TCJB based on the Board's annual audit, for each day a "Discretionary Category II" student expelled for a felony pursuant to Texas Education Code Sec. 37.0081 or a "Discretionary Category IV" student is enrolled in the JJAEP. Audit figures from the most recently finalized audit will be used to set current year actual daily costs. The rate per student per day of enrollment for school year 2023-2024 will be set by the TCJB at their duly noticed meeting in August 2023, and notification will be provided to all ISDs under this Agreement.

9.2 Rollover Funds - If any portion of the funds paid by the ISDs hereunder remain unused at the end of the term of this Agreement, such funds shall become rollover funds for the following year and shall be applied to the cost of funding JJAEP Co-Op operational expenses for the subsequent school year(s).

9.3 Maintenance of Depository Account - Travis County shall place all funds received hereunder in a fully insured depository account, or other secured account, as required by law. Funds received hereunder shall be separately accounted for and may not be budgeted or allocated for any purpose other than the operation of the JJAEP Co-Op. All principal and any interest accruing to the TCJB account from such deposited funds shall be credited to the JJAEP Co-Op and shall be used for the necessary and reasonable expenses of the JJAEP Co-Op and shall not be commingled with the regular operating funds of either the TCJB or Travis County. All rollover funds shall be separately accounted for and used to fund program costs for the subsequent school year.

9.4 Accounting - Travis County shall provide an accounting to the Participants, on an as-requested basis, of the amounts paid to the TCJB in connection with the JJAEP Co-Op, together with supporting documentation.

9.5 Billing - Travis County agrees to establish and coordinate billing arrangements with the ISDs with respect to the ISDs' funding obligations, if any, to the JJAEP Co-Op under this Agreement.

9.6 Audit - At least annually, Travis County shall provide an audited accounting to the other Participants of funds received and paid with respect to the JJAEP Co-Op.

9.7 Budget - The Executive Committee shall provide recommendations to the TCJB on budgetary matters relating to the establishment and operation of the JJAEP Co-Op.

**SECTION TEN: SPECIAL SERVICES**

10.1 The TCJB shall be responsible for providing any educational and support services that are provided to all students in a general education setting. The referring ISD is responsible for



providing any education and support services beyond the general educational curriculum and general education setting that are required to comply with Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act of 1990 (“ADA”), Individuals with Disabilities Education Act (“IDEA”), and Title VI of the Civil Rights Act of 1964. The ISD in which a student resides shall provide and fund any services specified in the Individualized Education Plan (IEP), 504 Plan, and Language Proficiency Assessment Committee (LPAC) Report that fall outside of the general education curriculum or setting to eligible students.

10.2 TCJB and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP Co-Op. However, ultimately, the referring ISD is responsible to ensure that appropriate programs and services, as articulated in a student’s IEP, Behavior Intervention Plan (BIP), 504 Plan, or LPAC Report are provided at the JJAEP continuously and without disruption.

10.3 Any student who commits an offense and has been identified by the ISD as having a disability may be expelled from the ISD only after a duly constituted Admission, Review, and Dismissal (“ARD”) Committee or 504 Committee determines that the alleged offense is not a manifestation of the student’s disability in accordance with applicable state and federal laws. Each ISD shall provide reasonable notice to the administrator of the JJAEP Co-Op of the ISD’s ARD Committee or 504 Committee meetings where placement in the JJAEP Co-Op will be considered or when reviewing or modifying the program of a student who qualifies for special education or 504 services in the JJAEP Co-Op. A copy of the student’s current Special Education or 504 records must be provided to the JJAEP administrator with the notice of the meeting. The JJAEP administrator or designee may participate in the meeting to the extent that the meeting relates to the student’s placement in the JJAEP and the implementation of the student’s IEP, BIP, or 504 Plan. The ISDs shall be responsible for scheduling and sending notices of ARD or 504 meetings during the period of expulsion, and for notifying and inviting JJAEP Co-Op representatives to participate in these meetings. For students receiving services under the Individuals with Disabilities Education Act or Section 504, the ARD Committee or 504 Committee meetings shall satisfy the requirement for the Individual Student Services Plan transition team meetings as otherwise required in Section 12.1 herein.

10.4 If, after placement of a student with disabilities in the JJAEP Co-Op under this Agreement, the administrator of the JJAEP Co-Op has concerns that the student’s educational or behavioral needs cannot be met in the JJAEP Co-Op, the administrator (or his/her designee) shall immediately provide written notice to the ISD from which the student was expelled. Upon receipt of such notice, the ISD shall convene an ARD Committee or 504 Committee meeting to reconsider the placement of the student in the program, giving reasonable advance notice to the administrator of the JJAEP Co-Op. A representative of the JJAEP Co-Op may participate in the ARD Committee or 504 Committee meeting to the extent that the meeting relates to the student’s placement or continued placement in the JJAEP Co-Op.

10.5 If a student assigned to the JJAEP is suspected of having a disability under IDEA criteria, the referring ISD’s Child Find procedure will be initiated to resolve whether an assessment to determine eligibility is necessary. The JJAEP will assist with the completion of necessary

referral documents. Any student determined to qualify for services and protection under IDEA or Section 504, shall be afforded all lawfully required services and protections by the referring ISD to the extent that the JJAEP cannot provide the service and the referring ISD is notified of the need to provide the service.

10.6 The JJAEP, in collaboration with the referring ISD, must ensure that a student who is non-English speaking or who speaks English as a second language is provided English Language Learner (ELL) services and instruction appropriate to address his or her needs, as determined by a Language Proficiency Assessment Committee (LPAC). The referring ISD shall be responsible for scheduling and sending notices of LPAC meetings and any related assessments during the period of expulsion. The referring ISD shall provide reasonable written notice to the JJAEP Administrator of any LPAC meetings during the period of expulsion and will allow JJAEP representatives to attend and participate in the meetings. The referring ISDs will provide copies of the most current LPAC determinations to the JJAEP.

## **SECTION ELEVEN: ADMINISTRATION OF ALL REQUIRED STATE TESTING**

11.1 In accordance with Texas Education Code, Section 37.011(d), state mandated assessment instruments shall be administered to all students enrolled in the JJAEP, except where such students are exempted from such testing by an ARD committee or other legal authority. The Participants agree that they will cooperate in the acquisition of testing materials, scheduling, and as otherwise necessary in order to facilitate assessment instrument administration. Prior to scheduled testing dates, the Participants will communicate regarding the most efficient method of obtaining secured testing materials for all students placed in the JJAEP. The JJAEP and ISDs will cooperate in the acquisition of such materials for students in the JJAEP. Each ISD shall provide to the JJAEP Administrator the name of a responsible contact person who shall have responsibility, on behalf of each ISD, for coordination of administration of statewide assessment instruments for that ISD's students enrolled in the JJAEP.

## **SECTION TWELVE: EXPEDITED MAGISTRATE SYSTEM**

12.1 The expeditious hearing of all cases related to the JJAEP Co-Op by the juvenile court is crucial to the spirit and the letter of the Texas Legislature's changes to the Education, Family, and Penal Codes, along with Texas Administrative Code, Chapter 348. The TCJB and juvenile courts will utilize their best efforts to provide a system whereby all juvenile cases related to the Travis County JJAEP can be heard by the juvenile courts as soon as practicable after the student has been expelled from the school setting. Accordingly, the following expedited judicial procedures shall be applied to those cases concerning students expelled from the school setting, pursuant to [Texas Family Code Sec. 52.041](#):

- A. The juvenile courts shall establish a procedure by which the Juvenile Probation Department Intake Unit shall identify students who are eligible for placement in the JJAEP Co-Op and notify the District Attorney when it receives a referral for an offense that may result in placement in the JJAEP Co-Op not later than the next

working day after the referral is received.

- B. The ISDs shall make their best efforts to conduct their expulsion hearings no later than seven (7) school days after an offense is reported to the respective School Liaison. If the student is expelled, the ISD will send to the juvenile court, not later than the second working day after the expulsion hearing, the recommendations of the School Liaison regarding placement of the student in either the JJAEP Co-Op or a school district program and any other relevant documentation as required by Section 12.1 (D) of this Agreement.
- C. If a student is expelled before a referral to juvenile court is made by law enforcement or any other referring agency, the expulsion order will serve as the initial referral to juvenile court.
- D. The board of the school district or a person designated by the board shall deliver a copy of the order expelling the student and any other information required by [Texas Family Code Sec. 52.04](#) on or before the second working day after the date of the expulsion hearing to the authorized officer of the juvenile court. The referring agency shall provide the following information upon the referral of a child to juvenile court:
  - (1) all information in the possession of the person or agency making the referral pertaining to the identity of the child and the child's address, the name and address of the child's parent, guardian, or custodian, the names and addresses of any witnesses, and the child's present whereabouts;
  - (2) a complete statement of the circumstances of the alleged delinquent conduct or conduct indicating a need for supervision;
  - (3) when applicable, a complete statement of the circumstances of taking the child into custody;
  - (4) when referral is by an officer of a law-enforcement agency, a complete statement of all prior contacts with the child by officers of that law-enforcement agency; and
  - (5) when referral is by a school district, any academic and behavioral records as the district has legal authority to share with the juvenile court, or in the absence of such authority, a written report relating non-confidential information that is relevant to the educational placement of the student.
- E. Within five (5) working days of receipt of an expulsion order by the office or official designated by the juvenile board, a preliminary investigation and determination shall be conducted as required by [Texas Family Code Sec. 53.01](#).

- F. The office or official designated by the juvenile board shall within two (2) working days notify the school district that expelled the student if:
- (1) the student is not a child;
  - (2) no probable cause existed to believe the child engaged in delinquent conduct or conduct indicating the need for supervision;
  - (3) no deferred prosecution or formal court proceedings have been or will be initiated involving the child;
  - (4) the court or jury finds that the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case has been dismissed with prejudice; or
  - (5) the child was adjudicated but no disposition was or will be ordered by the court. [Texas Family Code Sec. 52.041\(d\)](#).
- G. No student shall be expelled without written notification by the board of the school district or its designated agent to the juvenile board’s designated representative. The notification shall be made not later than two (2) working days following the board’s determination that the student is to be expelled. Failure to timely notify the designated representative of the juvenile board shall result in the student’s duty to continue attending the school district’s educational program, which shall be provided to that student until such time as the notification to the juvenile board’s designated representative is properly made. [Texas Family Code Sec. 52.041\(e\)](#).

**SECTION THIRTEEN: ACADEMIC REVIEW AND TRANSITION**

13.1 Within a reasonable period of time after admission to the JJAEP Co-Op, each student shall have an Individual Student Services Plan (“ISSP”) prepared by the ISSP transition team to meet the student’s individual academic needs. The ISSP shall be reviewed periodically, at reasonable intervals, and shall address each student’s emotional, social, and educational needs. In the case of a high school student, the ISSP shall contain a review of the student’s progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The ISSP shall be designed by the ISSP transition team and any other persons deemed appropriate by the TCJB, and shall require parental participation. For students receiving services under IDEA, no ISSP transition team review shall be required under this section.

13.2 The TCJB shall provide to the ISDs a summative evaluation of the performance of all students served by the JJAEP Co-Op on an annual basis. Such evaluation shall reflect the academic performance of students served in the JJAEP Co-Op each year, as well as providing follow-up with former students of the JJAEP Co-Op. The ISDs shall assist the JJAEP Co-Op in developing meaningful performance measurement criteria, and in providing follow-up data for

former JJAEP Co-Op students who return to the school setting. All Participants shall use their best efforts to work collaboratively to capture meaningful performance data, as well as follow-up information on students returning to the ISDs.

13.3 The ISSP transition team shall formulate a transition plan, specifying any services to be provided upon return to the regular educational setting, as part of the ISSP for each student. The ISSP transition plan shall be completed prior to the student's completion of the JJAEP Co-Op placement.

**SECTION FOURTEEN: TERM OF AGREEMENT**

14.1 The initial term of this Agreement shall be for the period from the effective date of this Agreement through August 31, 2024. This Agreement shall be automatically renewed for an additional term of one (1) year on the same terms and conditions, unless one or more of the Participants hereto elects to terminate this Agreement by providing written notice to all other Participants hereto at least sixty (60) days prior to the expiration of the initial term, unless terminated sooner. This Agreement may be extended for additional terms of one (1) year upon the mutual consent of the Participants evidenced by an extension agreement entered into not later than thirty (30) days prior to the termination date of this Agreement, or any extension hereof.

14.2 Any provision of the preceding Section 14.1 to the contrary notwithstanding, any ISD may withdraw from this Agreement prior to the expiration of the term hereof by written agreement of the TCJB, or for good cause, at any time. Any ISD withdrawing from this Agreement shall be entitled to recover all funds from the Texas Juvenile Justice Department to which it is entitled. No ISD withdrawing from this Agreement shall be entitled to receive any portion of the rollover funds, unless this Agreement is terminated by all Participants hereto in its entirety, or this Agreement is terminated by operation of law. In the event this Agreement is terminated in its entirety, any rollover funds remaining shall be distributed to the ISDs, pro-rata, based upon the number of students served by the ISD residing in Travis County.

14.3 In the event of termination by any Participant, the Agreement will remain in force and effect with respect to the remaining Participants, unless such termination frustrates the overall purposes and intent of this Agreement.

**SECTION FIFTEEN: MISCELLANEOUS**

15.1 Records and Reporting Requirements - Throughout the term of this Agreement, the Participants hereto agree to establish and maintain detailed records regarding the administration and operation of the Juvenile Justice Alternative Education Program and JJAEP Co-Op, including information regarding the costs of such programs, including facilities, staffing and administrative expenses.

15.2 Legal Requirements - The Participants agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing the juvenile justice programs applicable to school districts and/or county juvenile probation departments. In the event that any of the Participants hereto are required by law or regulation to perform any act inconsistent with this Agreement, or to cease performing any act required by this Agreement, this Agreement shall be deemed to have been modified to conform with the requirements of such law or regulation.

15.3 Notice - Except where oral notice is specifically allowed or required under this Agreement, any notice provided hereunder by any party to another shall be in writing and may be either: 1) delivered by hand to the party or the party's designated agent; 2) deposited in the United States mail, postage paid; 3) transmitted by telecopy; 4) transmitted by electronic mail transmission; or 5) delivered by a reputable courier service, to the following address or telecopy number:

**Austin Independent School District:**

Mr. Matias Segura, Interim Superintendent of Schools  
Austin Independent School District  
4000 S. I-H 35 Frontage Road  
Austin, Texas 78704  
512-414-2412 PHONE      512-414-1486 FAX  
e-mail: [matias.segura@austinsisd.org](mailto:matias.segura@austinsisd.org)

**Del Valle Independent School District:**

Dr. Annette Tielle, Superintendent of Schools  
Del Valle Independent School District  
5301 Ross Road, Suite 103  
Del Valle, TX 78617  
512-386-3010 PHONE      512-386-3015 FAX  
e-mail: [superintendent@dvisd.net](mailto:superintendent@dvisd.net)

**Eanes Independent School District:**

Dr. Jeff Arnett, Superintendent of Schools  
Eanes Independent School District  
601 Camp Craft Road  
Austin, TX 78746  
512-732-9001 PHONE      512-732-9005 FAX  
e-mail: [jarnett@eanesisd.net](mailto:jarnett@eanesisd.net)

**Lake Travis Independent School District:**

Mr. Paul Norton, Superintendent of Schools  
Lake Travis Independent School District  
3322 Ranch Road 620 South  
Austin, TX 78738  
512-533-6020 PHONE      512-533-6001 FAX  
e-mail: [nortonp@ltsidschools.org](mailto:nortonp@ltsidschools.org)

**Lago Vista Independent School District:**

Mr. Darren Webb, Superintendent of Schools  
Lago Vista Independent School District  
P.O. Box 4929  
Lago Vista, TX 78645-0001  
512-267-8300 PHONE      512-267-8304 FAX  
e-mail: [darren\\_webb@lagovista.txed.net](mailto:darren_webb@lagovista.txed.net)

**Leander Independent School District:**

Dr. Bruce Gearing, Superintendent of Schools  
Leander Independent School District  
P.O. Box 218  
Leander, Texas 78646  
512-570-0000 PHONE      512-570-0048 FAX  
e-mail: [superintendent@leanderisd.org](mailto:superintendent@leanderisd.org)

**Manor Independent School District:**

Dr. Robert Sormani, Superintendent of Schools  
Manor Independent School District  
P.O. Box 359  
Manor, TX 78653  
512-278-4002 PHONE      512-278-4017 FAX  
e-mail: [Robert.Sormani@manorisd.net](mailto:Robert.Sormani@manorisd.net)

**Pflugerville Independent School District:**

Dr. Douglas Killian, Superintendent of Schools  
Pflugerville Independent School District  
1401 West Pecan Street  
Pflugerville, TX 78660-2518  
512-594-0000 PHONE      512-594-0011 FAX  
e-mail: [superintendent@pfisd.net](mailto:superintendent@pfisd.net)

**Round Rock Independent School District:**

Dr. Hafedh Azaiez, Superintendent of Schools  
Round Rock Independent School District  
1311 Round Rock Avenue  
Round Rock, Texas 78681  
512-464-5022 PHONE            512-464-5055 FAX  
e-mail: [superintendent\\_rrisd@roundrockisd.org](mailto:superintendent_rrisd@roundrockisd.org)

**Travis County Juvenile Board:**

Honorable Rhonda Hurley  
98th District Court  
Chair, Travis County Juvenile Board  
1000 Guadalupe Street, 5th Floor  
Austin, Texas 78701  
512- 854-9384 PHONE            512-854-9332 FAX

**Travis County:**

Honorable Andy Brown, Travis County Judge  
700 Lavaca, Suite 2.300  
Austin, Texas 78701  
512- 854-9555 PHONE            512-854-9535 FAX  
with a copy to the Travis County Attorney:

Honorable Delia Garza, Travis County Attorney  
314 West 11th Street, Suite 300  
Austin, Texas 78701  
512- 854-9415 PHONE            512-854-9316 FAX

Any party may designate a different agent or address for notice purposes by giving the other Participants ten (10) days written notice in the manner provided above.

15.4 Amendments - If changed conditions are encountered during the term of this Agreement, the Agreement may be supplemented or amended under terms and conditions mutually agreeable to the Participants, provided that all such changes, amendments, supplements or modifications shall be in writing.

15.5 Integration Clause - This Agreement, including schedules and attachments, contains the entire agreement of the Participants hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Participants. No other agreement, statement, or promise made by or to any party, or made by or to any employee, officer, or agent of any party, that is not contained in this Agreement shall be of any force or effect. It is acknowledged by the Participants that no officer, agent, employee or representative of Travis County has any authority to change or amend the terms of this Agreement or any attachments to it or to waive any breach of this Agreement unless expressly granted that authority by the Travis



County Commissioners Court.

15.6 Partial Invalidity - If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be effected, impaired or invalidated, unless such holding causes the obligations of the Participants hereto to be impossible to perform or shall render the terms of this Agreement to be inconsistent with the intent of the Participants hereto.

15.7 Non-assignability - No assignment of this Agreement or of any duty or obligation of performance hereunder, shall be made in whole or in part by any Participant without the prior written consent of the other Participants hereto.

15.8 Waiver - No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

15.9 Immunity - Neither Travis County, the TCJB, nor the ISDs waive or relinquish any immunity or defense on behalf of themselves, their trustees, commissioners, offices, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

15.10 Available Funds - The Participants to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds for the current fiscal year of each such entity.

15.11 Open Meetings - The meetings at which this Agreement was approved by the Participants' governing boards were posted and held in accordance with the Texas Open Meetings Act, Texas Government Code Ch. 551.

15.12 Mediation - Any dispute arising under this Agreement may be submitted, upon agreement of the Participants, to non-binding mediation. When mediation is acceptable to the participants in resolving any dispute arising under this Agreement, the Participants agree to use the Dispute Resolution Center of Austin or any other mediator as shall be mutually agreed upon by the Participants, to provide mediation as described in Section 154.023 of the Texas Civil Practice and Remedies Code. Unless the Participants are satisfied with the result of the mediation, the mediation will not constitute a final binding resolution of the dispute. All communications within the scope of the mediation shall remain confidential as described in §154.073 of the Texas Civil Practice and Remedies Code, unless the Participants agree, in writing, to waive the confidentiality.

**IN WITNESS THEREOF**, the undersigned Participants acting under the authority of their respective governing boards have caused this Agreement to be duly executed in multiple counterparts, each of which shall constitute an original, all as of the day and year above first written, which is the date of this Agreement.

**APPROVED:**

DocuSigned by:  
*Rhonda Hurley*  
D1D4934DF4F8483...  
\_\_\_\_\_  
Honorable Rhonda Hurley  
Chair, Travis County Juvenile Board

**APPROVED:**

DocuSigned by:  
*Andy Brown*  
C21317DB201D47D...  
\_\_\_\_\_  
Honorable Andy Brown  
Travis County Judge

**APPROVED:**

\_\_\_\_\_  
Austin Independent School District

**APPROVED:**

\_\_\_\_\_  
Eanes Independent School District

**APPROVED:**

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Lake Travis Independent School District

**APPROVED:**

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Manor Independent School District

**APPROVED:**

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Round Rock Independent School District

**APPROVED:**

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Del Valle Independent School District

**APPROVED:**

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Lago Vista Independent School District

**APPROVED:**

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Leander Independent School District

**APPROVED:**

\_\_\_\_\_  
Pflugerville Independent School District

**Superintendent's Report**  
**September 21, 2023 | Board of Trustees Meeting**



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# Empowered Staff

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# CAMPUS LEADERSHIP PROFILE

THINK | BUILD | CREATE

## LEADERSHIP BELIEF STATEMENT

Only through a full commitment to developing the leadership capacity of campus administrators will we be able to ensure that each campus will effectively establish a clear focus, manage change, and create a purposeful learning community needed to reach our shared vision.

## VISION OF A HIGHLY EFFECTIVE CAMPUS LEADER

A campus leader who is willing to be challenged and is passionate about ensuring that every student, regardless of socioeconomics and demographics, every day will have every option open to reach their full potential by developing a learning community that works collaboratively to impact student learning

### AS AN INSTRUCTIONAL LEADER

*Our decisions focus on positively impacting student learning.*

#### WE WILL...

- Provide students an innovative and challenging learning experience through the active involvement and knowledge of curriculum, instruction and assessment practice.
- Engage staff in the implementation of PLCs as defined by LISD PLC Collaborative Team Commitments.
- Be a visible presence in classrooms to provide formative feedback to staff as they impact student success.

### AS AN INTERRELATIONAL LEADER

*Our actions focus on building and maintaining our interdependence.*

#### WE WILL...

- Hire and support high-quality teachers and staff.
- Build strong, collaborative relationships.
- Empower teachers by providing ongoing feedback and professional development.

### AS AN EXECUTIVE LEADER

*Our words and actions align with and model core values.*

#### WE WILL...

- Exemplify the 10 Ethical Principles.
- Self reflect and pursue growth opportunities as a lifelong learner.
- Utilize strong communication skills and solicit input from all stakeholders to drive decisions.

### AS A CULTURAL LEADER

*Our vision supports high expectation and excellence for all.*

#### WE WILL...

- Create shared vision, common purpose and goals.
- Embrace the Leander Way by nurturing a growth mindset with high expectations for all.
- Maintain a safe, caring learning environment.
- Foster an active involvement of and partnership with all stakeholders.

### AS A TRANSFORMATIONAL LEADER

*Our efforts are driven by a results-oriented mindset.*

#### WE WILL...

- Establish a clear focus, manage change, and create a purposeful learning community.
- Continuously improve key processes and use improvement tools.
- Analyze data to inform the decision-making process.



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# Empowered Learners


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# Early College High School Newsletter - August 18, 2023

## GRADUATE PROFILE AT ECHS

Each week, we will ask a scholar, ECHS staff or ACC staff of an example when they witnessed the [Leander ISD Graduate Profile](#) lived out on the ECHS campus. Here are this week's examples:

- Critical & Creative Thinkers: *"In engineering class, all of the members of my project team had different ideas and designs. We used a prototyping process to test several models until we found a design that worked."* - Kalan (sophomore)
- Skilled Communicators & Collaborators: *"A group of us wanting to have a literature club during our advisory time. Our club is completely student designed and led. We worked together to decide the structure, themes and we created a Google classroom to support students interested in both reading and writing."* -Arianna (freshman)



**LEANDER ISD**  
**GRADUATE PROFILE**

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

**Critical & Creative Thinkers**  
who seek and solve problems through curiosity, flexibility and innovation.

**Skilled Communicators & Collaborators**  
who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

**Compassionate Community Contributors**  
who value diverse perspectives and share their unique gifts with the world.

**Adaptable & Reflective Individuals**  
who confidently embrace their strengths and challenges while pursuing their interests and passions.



# Early College High School Newsletter - August 25, 2023



**LEANDER ISD**  
**GRADUATE PROFILE**

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

**Critical & Creative Thinkers**  
who seek and solve problems through curiosity, flexibility and innovation.

**Skilled Communicators & Collaborators**  
who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

**Compassionate Community Contributors**  
who value diverse perspectives and share their unique gifts with the world.

**Adaptable & Reflective Individuals**  
who confidently embrace their strengths and challenges while pursuing their interests and passions.

## GRADUATE PROFILE AT ECHS

Each week, we will ask a scholar, ECHS staff or ACC staff of an example when they witnessed the [Leander ISD Graduate Profile](#) lived out on the ECHS campus. Here is this week's example:

- **Critical & Creative Thinkers:** *"In computer science class we are encouraged to solve problems in different ways using unique methods. There is always a variety of people and a variety of answers."* - Rain
- **Compassionate Community Contributors:** *"My classes are so diverse. It helps me to see different perspectives. I understand more and I am becoming more compassionate."* - Haasini

## GRADUATE PROFILE AT ECHS

Each week, we will ask a scholar, ECHS staff or ACC staff of an example when they witnessed the [Leander ISD Graduate Profile](#) lived out on the ECHS campus. Here are this week's examples:

- Skilled Communicators and Collaborators: "Our teachers model strong communication skills and flexibility in how they provide us additional academic supports. It is normal for us to be working in partnerships and groups where we have the opportunity to practice both collaboration and effective communication" - Aarushie
- Compassionate Community Members: "ECHS is so diverse with so many different ideas. I feel safe to share my thoughts and opinions. Students have voice in the campus decisions and can initiate change." - Aarohie



# Early College High School Newsletter - September 15, 2023



**LEANDER ISD**  
**GRADUATE PROFILE**

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

**Critical & Creative Thinkers**  
who seek and solve problems through curiosity, flexibility and innovation.

**Skilled Communicators & Collaborators**  
who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

**Compassionate Community Contributors**  
who value diverse perspectives and share their unique gifts with the world.

**Adaptable & Reflective Individuals**  
who confidently embrace their strengths and challenges while pursuing their interests and passions.

## GRADUATE PROFILE AT ECHS

Each week, we will ask a scholar, ECHS staff or ACC staff of an example when they witnessed the [Leander ISD Graduate Profile](#) lived out on the ECHS campus. Here are this week's examples:

- **Skilled Communicators & Collaborators:** "In debate, we struggled, but have learned how to give and receive constructive criticism. In my ACC classes with both ECHS and traditional community college students, I am learning to adapt to my audience and growing in confidence." - Maggie (*sophomore*)
- **Critical and Creative Thinkers:** "At ECHS, the answers to questions are unexpected, unique, and complex." - Sidney (*sophomore*)
- **Compassionate Community Contributors:** "The teachers at ECHS have a different teaching style. They guide us so we can discover. We are learning from them and are teaching and guiding our cohort 2 scholars" - Asmaa (*sophomore*)



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# Safe and Innovative Learning Environments

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	2023-2024 Instructional Materials Selection Process Update	
<b>Purpose (this meeting):</b>	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
<b>Administrator Responsible:</b>	Chris Clark, Ed.D.	
<b>Attachments:</b>	2023-24 Instructional Materials Selection Process Update Presentation	

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## **Background Information:**

The purpose of this agenda item is to provide the Board with an overview of the instructional materials selection process for the courses adopting new materials that will be implemented in the 2024-2025 school year. Included this year are materials for the following courses:

- AP Government
- AP European History
- AP Economics
- AP Psychology
- AP Chemistry
- K-12 Science
  - Astronomy (tentative new course)
- Career & Technology Education
  - Technology Applications (6-8)
  - Principles of Education and Training
  - Instructional Practices
  - Human Growth and Development
  - Anatomy and Physiology
  - Medical Microbiology
  - Medical Terminology
  - Anatomy and Physiology
  - Health Science Theory
  - Forensic Science
  - Computer Science I
  - AP Computer Science
  - Cybersecurity Capstone
  - Digital Forensics
  - Fundamentals of Computer Science

Additional courses may be added to this list based on the New Course Proposal process.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# 2023-2024 Instructional Materials Selection Process Update

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September 21, 2023

# Purpose

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The purpose of this presentation is to provide the Board with an overview of the instructional materials selection process for the courses adopting new materials that will be implemented in the 2024–2025 school year.

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# Courses Up for Materials Adoption

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## Career Technology Education

- Technology Applications (6–8)
- Principles of Education and Training
- Instructional Practices
- Human Growth and Development
- Anatomy and Physiology
- Medical Microbiology
- Anatomy and Physiology
- Health Science
- Forensic Science
- Computer Science I
- AP Computer Science
- Cybersecurity Capstone
- Digital Forensics
- Fundamentals of Computer Science
- Foundations of Cybersecurity

## Advanced Placement Courses

- AP Government
- AP European History
- AP Economics
- AP Psychology
- AP Chemistry

## K–12 Science

- Astronomy\*

*\*Tentative new course*

# Who is involved in the process?

## **Leander ISD Staff**

- Instructional Materials District Steering Committee
- District Instructional Materials Committee
- Campus Instructional Materials Committee

## **Parents, Students & Community Members**

- Community Curriculum Advisory Committee (CCAC)
- Superintendent Student Advisory Committee (SSAC)
- District-Wide Educational Improvement Committee (DWEIC)
- Any community member can participate in the open viewing dates and Zoom meetings to provide feedback.

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# Teacher & Staff Feedback

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(August – March)

- Each campus has a teacher-representative on the District Instructional Materials Committee
- District Selection Committee members facilitate the Campus Instructional Materials Committees
- Campus Committees provide their feedback and campus recommendation to the District Committee

# Community Feedback & Communication

(Jan – Feb)

- District Instructional Materials Selection Website designed for virtual preview and online feedback
- Samples available for in-person preview at north and south locations in the district for at least one month (LISD Admin Building & Cedar Park High School)
- School Community Relations (SCR) media blast
- Collaboration with DWEIC, CCAC, SSAC and other district-wide committees
- Three community listening sessions hosted by content coordinators



# Evaluating Instructional Materials

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## Rubrics

- Policy EF (Local) Selection Criteria Alignment
- Organization and Ease of Use
- Student Centered Learning
- Online Resources
- Teacher Resources & Supports
- Assessment Resources

# Board Recommendations

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- Policy EF (Local) Selection Criteria Alignment
- Rubric (EF local)
- Community Feedback
- Campus Feedback
- Other factors (language, price, student data privacy, alignment with Leander)

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# Adoption Timeline

- Establish District Steering Committee (August)
- Establish District Instructional Materials Committee (August/Sept)
- District Level Meetings with campus representatives (Oct – Jan)
- Campus Level Meetings (Nov – Feb)
- Gather community feedback (Jan – Feb)
- Gather campus level feedback (Feb)
- Review recommendations with Board of Trustees (March)
- Board considers approval of recommended materials (April)

# Board Communication Timeline

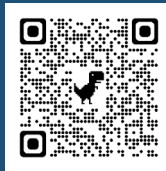
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- Annual Instructional Materials Selection presentation (September 2023)
- Progress update (January 2024)
- Opportunity for board members to provide feedback on instructional resources (January/February, 2024)
- Final recommendation (March 2024)
- Consider approval (April 2024)

# Feedback Opportunities

## Online and Virtual

- Zoom Q&A with Curriculum Coordinators
  - February 7, 2024 9 AM, 12 PM, or 5 PM
- LISD [Instructional Materials Selection Website](#)
  - Overview of the process
  - Link to resources (when available)
- Feedback form shared virtually



## In Person

- January 18, 2024
  - LISD Board of Trustees meeting
- January 11, 2024 through February 16, 2024
  - LISD Administration Building
  - Cedar Park High School
- CCAC & DWEIC
- Feedback form at each in-person meeting

# DISCUSSION

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	Discussion of District and Campus Improvement Plans
<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 5, 2023
<b>Administrator Responsible:</b>	Sarah Grissom & Angela Hodges
<b>Attachments:</b>	District and Campus Improvement Plans Presentation District and Campus Goals and HB3 Performance Objectives Attachment

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## **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:**

N/A

## **Sample Motion:**

N/A



# Discussion of District and Campus Improvement Plans

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September 21, 2023

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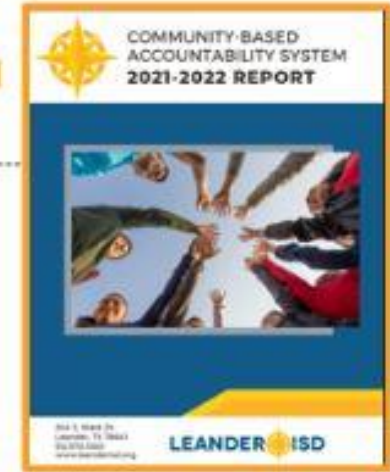
# PURPOSE

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.

# System Alignment



LISD 5-Year Strategic Plan



Community-Based Accountability

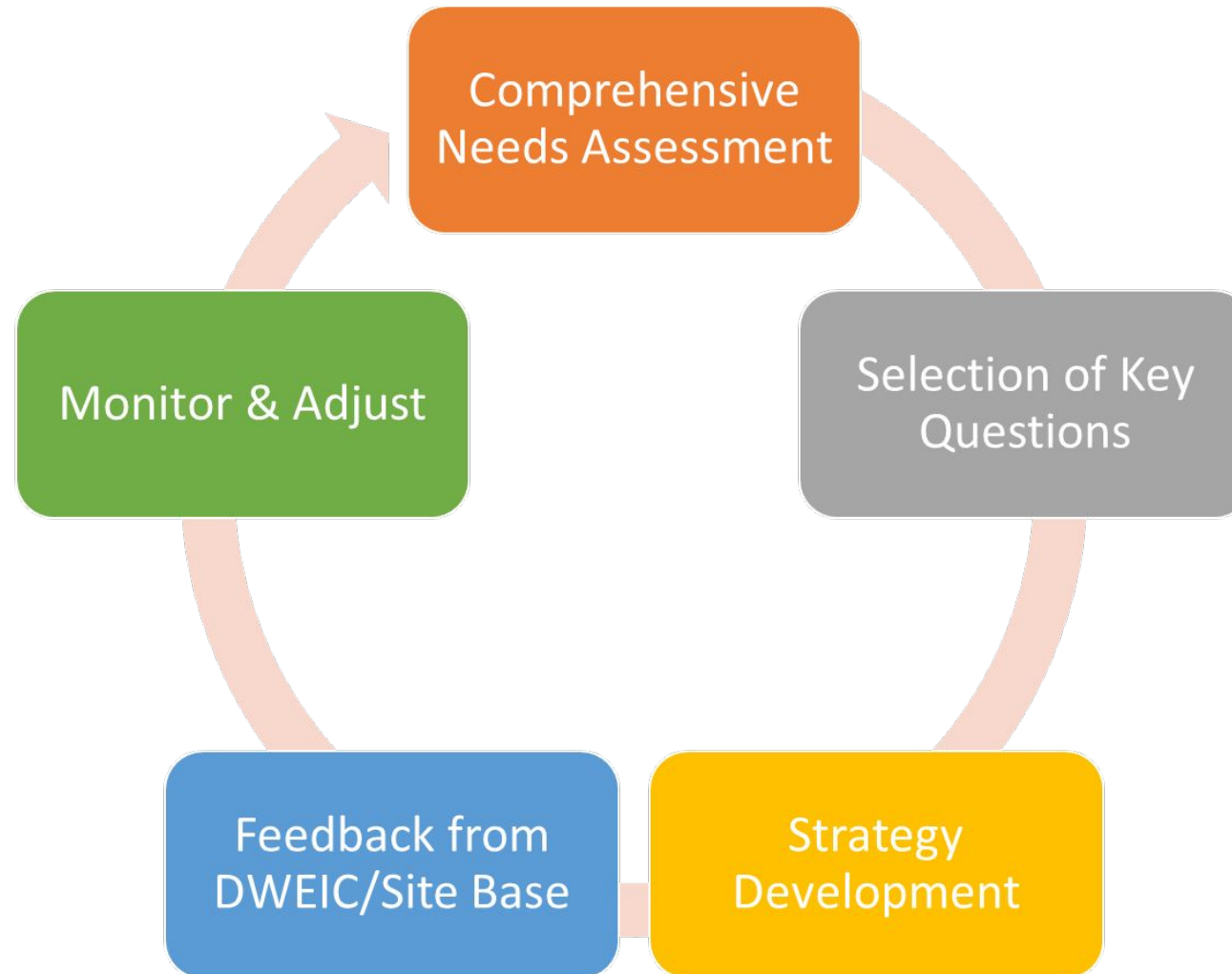
District and Campus Improvement Plans

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Superintendent Evaluation



# IMPROVEMENT PROCESS



# 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 Status:** Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<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</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>Feedback from campus and district leaders on implementation and finalized parameters and options within the assessment framework</li> <li>Evidence within agendas and professional learning opportunities addressing assessment tools and data and use of data protocols/analysis is evident in campus PLC time collected through campus walks, agendas, and professional learning opportunities</li> <li>Professional learning sessions and agendas reflecting learning aligned to engaging students in goal setting and progress tracking and student-level artifacts which show students are engaged in or have knowledge of their individualized goals and progress (goal-setting, monitoring, and self-reflection of learning needs) as viewed during classroom/Graduate Profile walkthroughs</li> <li>Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA.</li> <li>Agendas and professional learning attendance records for all teachers' attendance from the K/1 reading professional learning.</li> <li>Professional Learning agendas and attendance records for all 3-6 math teachers, Algebra 1 teachers, and campus/district leaders and curriculum implementation with fidelity will be reflected in campus and district leader classroom observations.</li> </ol> <p><b>Staff Responsible:</b> Chief Academic Officer</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2</p>				92
<p> <span>0% No Progress</span> <span>100% Accomplished</span> <span>→ Continue/Modify</span> <span>✗ Discontinue</span> </p>				



# DISCUSSION

**Leander Independent School District  
District Improvement Plan  
2023-2024 Goals**



# 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.

## 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. <sup>95</sup>

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


**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> 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</p> <ul style="list-style-type: none"> <li>a. Overall Well-being &amp; Engagement</li> <li>b. Empowered Student Learning Dimension</li> <li>c. Meaningful Learning Dimension</li> <li>d. Student Experience Dimension</li> </ul> <p>2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character.</p> <p><b>Evidence by Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Evidence of defined processes and expectations for the development of student portfolios, student-led conferences, and other learning showcase opportunities. Additionally, the total percentage of students with active student portfolios will increase each year over the next three years.</li> <li>2. Documentation of a shared vision and understanding of Deeper Learning and student agency in LISD and documentation of agendas and professional development opportunities aligned to Deeper Learning</li> </ol> <p><b>Staff Responsible:</b> Chief Academic Officer, Teaching and Learning Team, Area Superintendents, Campus Principals</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				98

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**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	Reviews			
<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</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>1. Feedback from campus and district leaders on implementation and finalized parameters and options within the assessment framework</li> <li>2. Evidence within agendas and professional learning opportunities addressing assessment tools and data and use of data protocols/analysis is evident in campus PLC time collected through campus walks, agendas, and professional learning opportunities</li> <li>3. Professional learning sessions and agendas reflecting learning aligned to engaging students in goal setting and progress tracking and student-level artifacts which show students are engaged in or have knowledge of their individualized goals and progress (goal-setting, monitoring, and self-reflection of learning needs) as viewed during classroom/Graduate Profile walkthroughs</li> <li>4. Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA.</li> <li>5. Agendas and professional learning attendance records for all teachers' attendance from the K/1 reading professional learning.</li> <li>6. Professional Learning agendas and attendance records for all 3-6 math teachers, Algebra 1 teachers, and campus/district leaders and curriculum implementation with fidelity will be reflected in campus and district leader classroom observations.</li> </ol> <p><b>Staff Responsible:</b> Chief Academic Officer</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				99

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Initial Status:** Major Change





System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> 1) Positive trends in student, teacher, and parent survey questions related to acquiring the LISD Graduate Profile attributes.</p> <p>Awareness Score:                      Elementary Students (Baseline/2021-22=34%; 2022-23=54%)                      Secondary Students (Baseline/2021-22=32%; 2022-23=40%)                      Parent (Baseline/2021-22=29%; 2022-23=43%)</p> <p>Connection between Graduate Profile and what students are doing in school.                      Elementary Students (Baseline/2021-22=52%; 2022-23=71%)                      Secondary Students (Baseline/2021-22=53%; 2022-23=56%)                      Parent (Baseline/2021-22=25%; 2022-23=48%)</p> <p>2) Campus-based artifacts related to the LISD Graduate Profile.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>Agendas and professional learning opportunities aligned to the implementation of the Graduate Profile indicators PLC planning aligned to the Graduate Profile indicators as viewed through walkthroughs and campus visits</li> <li>Alignment and expansion of resources available on the LISD Graduate Profile Resource Website Resource use as viewed during classroom and/or Graduate Profile Affirmation walkthroughs</li> <li>Campus and district walkthrough qualitative data and artifacts</li> <li>Documentation of the Graduate Profile implementation (what, how, and why) in Mentor and New Leader Academy agendas and professional learning.</li> <li>Student communication and collaboration will increase as viewed in walk-throughs/observations.</li> </ol> <p><b>Staff Responsible:</b> Chief Academic Officer and Teaching and Learning Leadership team</p> <p><b>Opportunity Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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	Reviews			
<p><b>System Response 1:</b> Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-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            Review of TEA Dashboard            Benefits Survey</p> <p>Evidence by Strategy:            1. Increased district % of demographic categories and diversity.            Increased number of overall satisfactory responses on employee survey.</p> <p>2. Documentation of on-going meetings/agendas with principals with recommendations for staffing</p> <p>3. Maintain and or increase leadership opportunities through P3 (Perspective Principal Program) , Triple A (Aspiring Administrators Academy) and Learning Leaders.</p> <p>4. a) Documentation and evidence of documented onboarding processes            b) Documentation of evidence of support structures for the substitute program including campus support            c) Feedback from the Learning Environment/Culture Day; participation and feedback on learning modules; and agendas from New To Profession training</p> <p>5. a) Year long Leadership and Operational meeting plans and agendas            b) District and campus documents and social media presences focusing on the Leander Way.</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>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>1. Number of staff spotlights and events that honor staff. (LEEF grants)</li> <li>2. Leadership Meeting agendas focused on PLC commitments and professional learning sessions/agendas aligned to the PLC Commitments</li> <li>3. Development of the Guiding Coalition/ meeting agendas</li> </ol> <p><b>Staff Responsible:</b> Chief Human Resources Officer</p> <p><b>Opportunity Statements:</b> District Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				102

**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	Reviews			
<p><b>System Response 1:</b> Review and redesign systems to improve trust, mutual respect, and shared responsibility within Leander ISD.</p> <p><b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff on the:            Family Involvement Dimension- Parents (Baseline/2021-22= 66%; 2022-23=71%)            Acceptance and Belonging Dimension                Elementary Students (Baseline/2021-22= 91%; 2022-23=93%)                Secondary Students (Baseline/2021-22= 56%; 2022-23=60%)                Parents (Baseline/2021-22= 72%; 2022-23=72%)            Community Dimension for the UT Employee Engagement Survey (Baseline/2021-22= 400; 2022-23=405)</p> <p>A matrix of options for ensuring and enhancing campus-level accessibility by the end of the year.</p> <p>Evidence by Strategy:            1. Increase of community engagement activities beyond written communication (Listening sessions, board chats, etc.).            2. A compiled list of campus practices for family engagement at the campus level.</p> <p><b>Staff Responsible:</b> Chief Communications Officer, Superintendent, Board of Trustees, Campus and District Administration, Teachers and Staff</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				103

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<p><b>System Response 1:</b> Improve processes for reciprocal communication at all levels and to all audiences.</p> <p><b>Evidence of Success:</b> Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>Each tool will have a process for access and use from the district to the campus level.</li> <li>Perception of district and community partnership engagement increased. Level of access with campuses and campus staff and LEEF increased. (Measured by event participation, grant requests, etc)</li> </ol> <p><b>Staff Responsible:</b> Chief Communications Officer</p> <p><b>Opportunity Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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?

**HB3 Goal**

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





System Response 1 Details	Reviews			
<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>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>Evidence of feeder pattern meetings, processes, and improvement in targeted Equity Inventory elements.</li> <li>Evidence of the use of Equity Access Inventory Data to continue to focus on reducing gaps between student groups' participation in these programs.</li> <li>Increase in the staff cultural competency survey results using pre to post-survey administrations</li> <li>Increased participation in the Inclusive Practices Academy compared to the previous year and Increased participation in Unified Champions, which increases inclusive opportunities for students.</li> <li>Development of a clear, defined plan for implementation and evidence of communication aligned to this implementation communicated with campus leaders.</li> </ol> <p><b>Staff Responsible:</b> Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Assistant Superintendent of Special Programs</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				105

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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 surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>Increase in positive responses from the Student and parent survey results Action plan is developed</li> <li>Documentation of processes at classroom, campus, and district levels. Increase in percentage of students completing the annual survey, indicating students feeling heard and included.</li> <li>A clear process is created, communicated, and utilized for gathering feedback.</li> <li>Fully implementing all requirements per TEA.</li> </ol> <p><b>Opportunity Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				106
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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>Evidence by Strategy:</p> <ol style="list-style-type: none"> <li>1. Current resources are evaluated based on feedback from stakeholders (through listening sessions and trends in help tickets) and continued or discontinued based on effectiveness.</li> <li>2. Documentation of professional learning sessions offered ; participation in sessions. Strategies are observed during SIVs and campus classroom visits.</li> <li>3. Increased positive responses from surveys (student, parent, and staff); Bond projects are designed and implemented based on stakeholder feedback.</li> <li>4. Communication of refined plan to the LISD Board of Trustees and the long-range planning committee. Board memorandums and meeting agendas serve as documentation of communication.</li> </ol> <p><b>Staff Responsible:</b> Chief Operations Officer, Chief Academic Officer</p> <p><b>Opportunity Statements:</b> District Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				107
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Akin Elementary

**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

System Response 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	108			

**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	Reviews			
<p><b>System Response 1:</b> Create a culture of active, engaged learning for all students and staff.</p> <p><b>Evidence of Success:</b> Improvement of trends in the perceptual data of students staff, and parents related to opportunities and supports of engaged, active learning, classroom confidence, level of engagement, and student empowerment. Also by continuing our PLC work and instructional walkthroughs to understand the level of implementation in every classroom, at every level.</p> <p><b>Staff Responsible:</b> Administration, Instructional Coach, Teachers, Support Staff, Sped. Staff, Curriculum Support Specialist</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Recruit and retain high-quality staff to promote a sense of belonging and create an atmosphere of instructional support for 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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Bagdad Elementary

**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

System Response 1 Details	Reviews			
<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: 92% 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</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	111			

**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?

**Initial Status:** Major Change





System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Provide staff/student support for Tier I, II, and III interventions.</p> <p><b>Evidence of Success:</b> Increase in ISIP, Running Records, MAP Growth, and STAAR Math and Reading student achievement.</p> <p><b>Staff Responsible:</b> Administration, ICs, LA Coteacher, Math Coteacher, Math Specialist, Interventionist</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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	Reviews			
<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), Bagdad Guiding Coalition, Administration</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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. An increase of agreement for the questions: The campus provides me with adequate and timely communication (56%) and The campus keeps me informed about my child's academic progress (60%).</p> <p><b>Staff Responsible:</b> Principal, Guiding Coalition</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Block House Creek Elementary

**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

System Response 1 Details	Reviews			
<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 90% of students will show at least a year's growth in reading. (22-23 Campus Average=90%)</p> <p><b>Staff Responsible:</b> Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><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%)</p> <p><b>Staff Responsible:</b> Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Recruit and retain high-quality staff. <b>Evidence of Success:</b> Increase the employee engagement construct score from employee survey by at least 10 points (Spring 2022=413) <b>Staff Responsible:</b> Administration	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Camacho Elementary

**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	Reviews			
<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 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				118
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Eliminate barriers to equitable access for all students across all demographics and sub-populations.</p> <p><b>Evidence of Success:</b> Students in across all populations will demonstrate at least a year's worth of growth in Reading and Math as reflected by ISIP, MAP, STAAR and other performance data such as Common Assessments, CBA, etc.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, IC, Teaching and Learning, Teachers, SST (SPROG &amp; SPED), Math Co-Teacher, Math Curriculum Specialist</p> <p><b>Opportunity Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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> Increase in responses for Student &amp; parent surveys specifically related to safe schools.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Counselors, Teachers, Staff</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# Canyon Ridge Middle School


**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	Reviews			
<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, "I receive support when I am struggling to learn in class" by 3% (2023 student response was 74%).</p> <p>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% (2023 student response was 64%).</p> <p>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% (2023 student response was 68%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach &amp; Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				121

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**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

System Response 1 Details	Reviews			
<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% (2023 staff overall level of engagement was 74%).</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% (2023 student response was 80%).</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% (2023 student response was 89%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach &amp; Teachers</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				122


 No Progress
 Accomplished
 Continue/Modify
 Discontinue


**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	Reviews			
<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% (2023 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% (2023 parent response was 71%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I feel accepted and valued as a student in our school community." by 3% (2023 student response was 66%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach &amp; Teachers</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				123

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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	Reviews			
<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 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%).</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 pursue my passions, strengths, and aspirations during the school day." by 3% (2022 student response was 48%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach &amp; Teachers</p> <p><b>Opportunity Statements:</b> Demographics 2 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				124
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Cedar Park High School





**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> 1. Positive trend in student experience survey responses for the following prompts:                      -I feel like I am being prepared to do well in the next grade or after graduation.                      2022-23 baseline - 60% Almost Always/ Always or Often                      Goal = 5% increase in positive responses - 65% Total                      -I see how what I am learning in school relates to the outside world.                      2022-23 baseline - 26% Almost Always/ Always or Often                      Goal = 5% increase in positive responses - 31% Total</p> <p>2. Positive progress in the percentage of students meeting TSI readiness.                      2022-23 Baseline = 78%                      Goal = 80%</p> <p>3. Positive progress toward campus-wide implementation of cooperative learning strategies resulting in student collaboration/ communication.                      2022-23 Baseline - 47% of classrooms showed evidence of student communication and collaboration (learning walk data)                      Goal = 10% Increase - 57%</p> <p><b>Staff Responsible:</b> CPHS Admin Team, Transition Coordinator</p> <p><b>Opportunity Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 4, 5, 6 - School Processes &amp; Programs 2, 3, 4 - Perceptions 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				125


 No Progress
 Accomplished
 Continue/Modify
 Discontinue


**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	Reviews			
<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. 7.5% increase from 2023 survey. 2022 Baseline = 362; 2023=370; Target = 398</p> <p><b>Staff Responsible:</b> Campus Leadership Team</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**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	Reviews			
<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=36% often; 15% Almost always/ always (51% often - always).                      Goal = 56% often - always                      Increase the percentage of economically disadvantaged and black/ African American students in advanced programs.                      2022-23 Baseline enrollments= economically disadvantaged - 27%; Black/ AA students - 29%                      2024-25 Enrollment Goal = 5% Increase</p> <p><b>Staff Responsible:</b> Campus leadership team</p> <p><b>Opportunity Statements:</b> Demographics 1, 4 - Student Learning 3, 4 - School Processes &amp; Programs 3 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				127
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Cedar Park Middle School





**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	Reviews			
<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." 2022-23 score was 57% of students reporting often or always, which was down 1% from the previous year.</p> <p>Increased evidence of classrooms observed using Kagan strategies during learning walks.</p> <p><b>Staff Responsible:</b> Administration, teachers, and staff.</p> <p><b>Opportunity Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				128

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







**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	Reviews			
<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> Continued upward trend of overall level of employee engagement of 62% from 2022-2023 survey.                      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> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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(s) accepted and valued as a student in my school community"I/my child feel a part of the community at my school." In 2022-23, 57% of students and 64% of parents reported often or always.</p> <p><b>Staff Responsible:</b> Administration, Teachers, and Staff</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Cox Elementary

**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	Reviews			
<p><b>System Response 1:</b> Promote deeper learning through collaboration and challenge.</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</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				131
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Cypress Elementary

**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	Reviews			
<p><b>System Response 1:</b> Refine existing and develop new systems to promote Student Ownership of Learning.</p> <p><b>Evidence of Success:</b> Perceptual surveys of students will increase- "My teachers encourage me to take charge of my own education." 54% say no or sometimes.</p> <p><b>Staff Responsible:</b> Teachers, Administration, Instructional Coach</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				134
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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

System Response 1 Details	Reviews			
<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 is listed as a construct score of 312, a decrease of 35 points from the previous year.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Opportunity Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Work on creating systems that foster trust, mutual respect, and shared responsibility between the campus and the community.</p> <p><b>Evidence of Success:</b> Per the Student Experience Survey for Parents, 73% percent of parents positively state "The Campus keeps me informed about my child's academic Progress". Growth in this indicator will provide evidence that we are creating more effective academic communication systems with parents.</p> <p><b>Staff Responsible:</b> Teachers, Principal, Assistant Principal</p> <p><b>Opportunity Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







# Danielson Middle School

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> New Tech Network partnership and training. Improvement in/positive trend in STAAR, ISIP, MAP, and perceptual survey of students, staff and parents related to classroom engagement, rigor, and intervention. (baseline '23 STAAR, EOY ISIP, EOY MAP, surveys)</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				137
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<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.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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

System Response 1 Details	Reviews			
<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 Principals, Counselors, Instructional Coaches, Teaching Staff	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><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 &amp; parent survey data.  <b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coaches, Counselors, Teaching Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Deer Creek Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Innovation Lab rotation schedule, student end-of-year showcase artifacts and parent attendance, staff agendas for shared UDL learning, staff survey feedback for professional learning, Instructional Rounds data regarding presence of Kagan structures, EOY staff survey (baseline: My work group regularly uses performance data to improve the quality of our work 76% agreement, my supervisor recognizes outstanding work 64% agreement).</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach, Campus ILT, Grade Level Teams, SPROGS</p> <p><b>Opportunity Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				141
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> 100% of students meet or exceed projected growth in math (as determined by EOY MAP Projected RIT Growth) and in reading (as determined by EOY ISIP ROI); 2023-24 STAAR results in grades 4 and 5, Assembly agendas, Student Goal Attainment rates.</p> <p><b>Staff Responsible:</b> Principal Assistant Principal Instructional Coach Instructional Leadership Team Grade Level Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**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	Reviews			
<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 and parent perception survey data (Student baseline: Acceptance and Belonging dimension 92%, Student Experience 89%; Parent baseline: Empowered Student Learning 80%, Acceptance and Belonging 86%, Safety and Behavior 70%). Evidence of Kagan structures in classroom during Instructional Rounds, student goal attainment success rates, and end of year student survey feedback regarding opportunity to be a creative and critical thinker and project opportunities.</p> <p><b>Staff Responsible:</b> Instructional Leadership Team Principal Assistant Principal Instructional Coach Counselor SPROGS Teachers</p> <p><b>Opportunity Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				143
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Early College High School

**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





System Response 1 Details	Reviews			
<b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff. <b>Evidence of Success:</b> Improvement in/ positive trend in the perceptual survey of all scholars, 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) <b>Staff Responsible:</b> Chief Academic Officer, Teaching and Learning Team, Campus Principals	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	144			



**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	Reviews			
<p><b>System Response 1:</b> Refine existing, and develop new systems, to 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. Use of a variety of intervention and assessment tools to monitor scholar growth toward TSI readiness.</p> <p><b>Staff Responsible:</b> Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Create and implement processes to identify and eliminate barriers to equitable access to high quality programs and resources in LISD.</p> <p><b>Evidence of Success:</b> Demographics of cohorts align with TEA ECHS outcome-based measures; TSI pass rates improve with tiered and targeted interventions; Pass rates of college courses supports credit acquisition for associate's degree.</p> <p><b>Staff Responsible:</b> All</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Faubion Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a professional learning culture with a focus on student experience and 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); walkthrough/observation data; PLC Agendas</p> <p><b>Staff Responsible:</b> Campus Admin, Instructional Coach, Classroom Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				147
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Empower students to encapsulate the specific qualities that make up the Graduate Profile.</p> <p><b>Evidence of Success:</b> Students will set and track goals, students participating in campus-wide leadership opportunities, evidence of student to student collaboration in learning walk data, and student participation in service learning opportunities</p> <p><b>Staff Responsible:</b> Campus Admin, Instructional Coach, Classroom Teachers</p> <p><b>Opportunity Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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, 3 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Four Points Middle School

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Instructional Identity - Instituting the "FPMS Classroom Structure" as an expectation for all classrooms</p> <p><b>Evidence of Success:</b> Posted "FPMS Class Structure" Classroom Walks aligning instruction to "FPMS Class Structure."</p> <p><b>Staff Responsible:</b> Administration, Instructional Coach, Student Success Facilitator, Staff</p> <p><b>Opportunity Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes &amp; Programs 4, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	May
				150
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<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 Fall 2022 &amp; Spring 2023)</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coach, Student Success Facilitators</p> <p><b>Opportunity Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes &amp; Programs 4, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	May
System Response 2 Details	Reviews			
<p><b>System Response 2:</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 as measured by Student Data Trackers and Teacher Failure Rate Reports.</p> <p><b>Staff Responsible:</b> Teachers, Instructional Coach, Student Success Facilitators</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 4, 5, 6 - School Processes &amp; Programs 1, 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				151
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved parent climate survey	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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	Reviews			
<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 - Student Learning 4, 6 - School Processes &amp; Programs 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





# Giddens Elementary

**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	Reviews			
<b>System Response 1:</b> Refine systems to focus on student academic growth in Reading and Math. <b>Evidence of Success:</b> MAP Scores Istation Scores <b>Staff Responsible:</b> Teachers, Administrators, and Instructional Coach  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	May
				154
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Recognize and support staff. <b>Evidence of Success:</b> Staff Survey <b>Staff Responsible:</b> Admin and leadership team	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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> Admin and leadership team</p> <p><b>Opportunity Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Glenn High School

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> 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 &amp; Fall 2023) 2) 33% of campus leadership teams completing Deeper Learning Institute</p> <p><b>Staff Responsible:</b> Campus Leadership</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				157
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning and Personal Growth</p> <p><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</p> <p><b>Staff Responsible:</b> Campus Administration Transition Coordinator Teachers</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Recruit and retain high-quality staff by maintaining market competitiveness and implementing a variety of options for workplace structures.</p> <p><b>Evidence of Success:</b> Positive trends in staff recruitment and retention data            Positive trends in staff satisfaction survey data            Increase in diversity of GHS staff in the following groups (Hispanic, African American, and Asian)            Positive trends in PLC survey data</p> <p><b>Staff Responsible:</b> District and campus administration</p> <p><b>Opportunity Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	159			

**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	Reviews			
<b>System Response 1:</b> Recognize and support staff. <b>Evidence of Success:</b> Positive trends in staff survey (Employee Engagement) <b>Staff Responsible:</b> Campus Leadership and IC	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# Grandview Hills Elementary





**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	Reviews			
<p><b>System Response 1:</b> Refine existing and develop new systems to promote student ownership of learning</p> <p><b>Evidence of Success:</b> Increase the number of students scoring above the 40th %tile from 62.8 (EOY 2023) to 70% (EOY 2024) as measured by ISIP.</p> <p>Increase the number of students scoring above the 40th %tile from 60.8% (EOY 2023) to 65% (EOY 2024) as measured by MAP.</p> <p><b>Staff Responsible:</b> GHE Empowered Student Learning Vertical Cadre                      GHE Admin                      GHE Math Curriculum Specialist                      GHE Instructional Coach                      GHE Math Co-Teacher                      GHE Teachers</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				161





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<p><b>System Response 1:</b> Recognize and support staff.</p> <p><b>Evidence of Success:</b> Increase from 24.2% of employees feel there aren't enough opportunities to give supervisor feedback to 50% as measured by surveys throughout the year and the University of Texas Employee Engagement Survey given in March.</p> <p><b>Staff Responsible:</b> Empowered Staff Vertical Cadre                      GHE Admin                      GHE teachers                      GHE Empowered Student Learning Vertical Cadre                      GHE Admin                      GHE Math Curriculum Specialist                      GHE Instructional Coach                      GHE Math Co-Teacher                      GHE Teachers</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				162

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**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:** Minor Change





System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Develop and promote a shared understanding of equitable access.</p> <p><b>Evidence of Success:</b> International Baccalaureate (IB) Assessment, Language, and Inclusion Policies will be understood to offer opportunities that help students explore their interests, talents, and passions by all stakeholders, as measured by quarterly surveys while including LISD policies related to the IB policies.</p> <p><b>Staff Responsible:</b> GHE Safe and Innovative Learning Environment Vertical Cadre                      GHE Admin                      GHE Counselor                      GHE Social Worker                      GHE Math Curriculum Specialist                      GHE Instructional Coach                      GHE Math Co-Teacher                      GHE Teachers</p> <p><b>Opportunity Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				163
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Henry Middle School

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Increasing student achievement is dependent on increasing student engagement in school. Our evidence of success will be to increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Experience Survey for Secondary Students to the question, "How would you rate your overall engagement in school" by 5% (2023 student response was 76%).</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, &amp; Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	164			

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Student achievement is increased when student ownership of learning is facilitated. Our evidence of success will be to increase the percentage of students answering, 'Almost Always/Always' or 'Often' on the LISD Student Experience Survey for Secondary Students to the following questions:</p> <ul style="list-style-type: none"> <li>* "My teachers encourage me to take charge of my own education" by 5% (2023 student response was 66%).</li> <li>* "I have the opportunity to set goals to track my progress" by 5% (2023 student response was 57%).</li> <li>* "I receive support when I am struggling to learn in class" by 5% (2023 student response was 68%).</li> </ul> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, &amp; Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Support the acquisition of the Leander ISD Graduate Profile.</p> <p><b>Evidence of Success:</b> Provide a program to encourage parental involvement by holding community and staff forums on the HMS Essential Skills Matrix (5Cs) and gather feedback on the student skills breakdown within each essential skill. Our evidence of success will be the agendas of forums provided.</p> <p><b>Staff Responsible:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Knowles Elementary





**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	Reviews			
<p><b>System Response 1:</b> Students will demonstrate increased academic success in foundational curriculum areas.</p> <p><b>Evidence of Success:</b> - Increase in the number of students reading on or above grade level                      - Increase in the number of students scoring in the Tier 1 range in ISIP                      - Increase in the number of students scoring above the 40th percentile of NWEA MAP Achievement                      - Increase in the number of students scoring above the 40th percentile on NWEA MAP Growth                      - Increase in the percentage of students scoring in the Approaches, Meets, and Masters range on STAAR Reading, Math, and Science</p> <p><b>Staff Responsible:</b> Campus Administrators, Instructional Coaches, Interventionists, Reading Specialists, Teachers, and students</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				167

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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 Improved student climate survey data Improved attendance data Increased readership of campus newsletters Increased subscribers on campus social media channels Increase volunteerism as captured by adults checking in to volunteer Increased numbers of families attending school events as measured by sign in sheets</p> <p><b>Staff Responsible:</b> Campus Administrators</p> <p><b>Opportunity Statements:</b> Demographics 1, 3 - Student Learning 1 - School Processes &amp; Programs 1, 3, 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				168
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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> Increase in students rating their physical and emotional well-being as excellent or good                      Decrease in the number of students violating the Student Code of Conduct (Office Referrals)                      Teachers scoring proficient or better in LEADS Domain 3                      Observations of classrooms observing campus wide RISE expectations                      Increase in the average daily attendance from 92.45% to 95% or higher</p> <p><b>Staff Responsible:</b> All staff</p> <p><b>Opportunity Statements:</b> Demographics 1, 3 - Student Learning 1 - School Processes &amp; Programs 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	169			

# Larkspur Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will build capacity among our staff regarding instructional practice using the support and partnership with Lead4ward.</p> <p><b>Evidence of Success:</b> We will see our teachers obtain a deeper understanding of our TEKS and how to use our Essential Units of Study through our PLC Notebooks. We will see backwards design and focusing on high leverage standards becoming a focus for our teams through common assessment data.</p> <p><b>Staff Responsible:</b> Campus Admin/Leadership Team</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				170
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> We will focus on high quality reading instruction and collaboration to meet individual student needs.</p> <p><b>Evidence of Success:</b> -Increase students reading on or above grade level as measured throughout the year by Istation and Running Records. -Successful Co-Teaching environments in Kinder and 1st.</p> <p><b>Staff Responsible:</b> All staff</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> We will use our Collective Responsibility model to meet our individual student needs through responsive teaching.</p> <p><b>Evidence of Success:</b> -Collaborative conversations around student needs with general education and Student Support Team members. -A decrease in Tier 2 and Tier 3 referrals.</p> <p><b>Staff Responsible:</b> All staff</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





# Laura Welch Bush Elementary

**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	Reviews			
<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 be members of a House and have the opportunity to participate in service projects throughout the year. 85% of parents will respond affirmatively to the prompt "My child sees how what they are learning in school relates to the outside world."</p> <p><b>Staff Responsible:</b> Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				173
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> 90% of students in third and fourth grade will receive a score of Approaches or Above on the Math STAAR. 85% of second and third grade students will perform on grade level on iSip and Running Records.</p> <p><b>Staff Responsible:</b> Grade Level Teachers Instructional Coach Administration</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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> 100% of students will be sorted into a House.                      50% or less of students will answer no or sometimes to the prompt "This school is free of incidents of bullying."                      65% or more of students answered no or sometimes to the prompt "I feel respected by other students in the school."                      25 % of parents will answer rarely/never or sometimes to the prompt "This school is free of incidents of bullying."</p> <p><b>Staff Responsible:</b> Classroom Teachers                      Instructional Coach                      Principal                      Assistant Principal                      Counselor</p> <p><b>Opportunity Statements:</b> Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				175
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





# Leander Extended Opportunity Center (LEO)

**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	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
				176
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



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





**Initial Status:** Major Change

System Response 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Recruit and retain high-quality staff. <b>Evidence of Success:</b> Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff <b>Staff Responsible:</b> All hiring agents (district and campus administration)	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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	Reviews			
<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  <b>Staff Responsible:</b> All staff</p> <p><b>Opportunity Statements:</b> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Leander High School

**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

System Response 1 Details	Reviews			
<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> <p><b>Opportunity Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				180
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Data for Class of 2023 won't be available until October - we will update once we have **</p> <p>System-wide adoption of MAP assessments &amp; Positive Growth with HB 3</p> <p>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.</p> <p>LHS HB 3 Baseline data:            All Students 79% (Class of 2019: 87%, Class of 2020: 90%; Class of 2021: 82%, Class of 2022: 82%, Class of 2023: 83%, Class of 2024: 84%)            African American 69% (Class of 2019: 74%, Class of 2020: 81%; Class of 2021: 70%, Class of 2022: 72%, Class of 2023: 73%, Class of 2024: 74%)            Hispanic 71% (Class of 2019: 86%, Class of 2020: 85%; Class of 2021: 79%, Class of 2022: 74%, Class of 2023: 75%, Class of 2024: 76%)            White 84% (Class of 2019: 89%, Class of 2020: 93%, Class of 2021: 83%, Class of 2022: 87%, Class of 2023: 88%, Class of 2024: 89%)            Asian 84% (Class of 2019: 82%, Class of 2020: 96%, Class of 2021: 96%, Class of 2022: 87%, Class of 2023: 88%, Class of 2024: 89%)            Two or more races 80% (Class of 2019: 86%, Class of 2020: 87%, Class of 2021: 85%, Class of 2022: 83%, Class of 2023: 84%, Class of 2024: 85%)            Special Education 93% (Class of 2019: 93%, Class of 2020: 93%, Class of 2021: 94%, Class of 2022: 94%, Class of 2023: 95%, Class of 2024: 95%)            Economical Disadvantage 71% (Class of 2019: 72%, Class of 2020: 72%, Class of 2021: 73%, Class of 2022: 74%, Class of 2023: 75%, Class of 2024: 76%)            English Language Learners 57% (Class of 2019: 58%, Class of 2020: 58%, Class of 2021: 59%, Class of 2022: 60%, Class of 2023: 61%, Class of 2024: 62%)</p> <p>Class of 2022 Actual Data:            All students, 82%            African American, 77%            Hispanic, 72%            White, 87%            Asian, 89%            Two or more races, 83%            Special Education, 98%            Economical Disadvantaged, 69%</p>	Formative			Summative
	Nov	Jan	Mar	May
				181

English Learners, 56%

Class of 2023 Goals:

All students, 83%

African American, 73%

Hispanic, 76%

White, 88%

Asian, 88%

Two or more races, 84%

Special Education, 95%

Economical Disadvantaged, 75%

English Learners, 61%

Class of 2023 Actual \*\* DATA COMING IN OCTOBER\*\*

Class of 2024 Goals:

All students, 84%

African American, 74%

Hispanic 76%

White 89%

Asian 89%

Two or more races 85%

Special Education 95%


Economically Disadvantaged 75%


English Language Learners 62%


**Staff Responsible:** Administrative Team, Instructional Coach, Transition Coordinator

**Opportunity Statements:** Demographics 2 - Student Learning 2, 4

182

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

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





**Initial Status:** Maintain

System Response 1 Details	Reviews			
<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>Staff Responsible:</b> LHS Administration</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </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	Reviews			
<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> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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





**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will create a campus culture that supports teachers and helps them feel more connected to campus goals.</p> <p><b>Evidence of Success:</b> Staff Survey</p> <p><b>Staff Responsible:</b> LHS Administration Instructional Coach</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Build systems to communicate all pertinent information to stakeholders.  <b>Evidence of Success:</b> Improved climate survey data from parents, students, and staff.  <b>Staff Responsible:</b> Administrative Team   <b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility among LHS families.</p> <p><b>Evidence of Success:</b> Improved parent and teacher climate survey results, and improved participation in the parent climate survey</p> <p><b>Staff Responsible:</b> APs, TC, IC, DOI, SpEd Lead, Counselors</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 but Consider a Change





System Response 1 Details	Reviews			
<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 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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>CLASSROOM: For 2021-22: 75% For 2022-23: 72%</p> <p>CAMPUS: For 2021-22: 69% For 2022-23: 67%</p> <p><b>Staff Responsible:</b> Entire faculty and staff of Leander HS with expectations set by Principal and APs for campus safety.</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				189

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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

System Response 1 Details	Reviews			
<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>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





# Leander Middle School

**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	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
				191
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Initial Status:** Minor Change





System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Promote Collective Efficacy and Shared Ownership of attributes connected to the Graduate Profile.</p> <p><b>Evidence of Success:</b> 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."</p> <p>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."</p> <p>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."</p> <p><b>Staff Responsible:</b> Administration, Teachers, and Support Staff at LMS</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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	Reviews			
<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.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Mason Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> 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.</p> <p><b>Evidence of Success:</b> 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)</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>	Formative			Summative
	Nov	Jan	Mar	May
				194
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<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.</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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	197			

# Naumann Elementary

**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

System Response 1 Details	Reviews			
<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> <p><b>Opportunity Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				198
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> All students will demonstrate positive towards growth in reading and math as measured by ISIP, MAP, STAAR, and running records.</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> School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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." Spring 2023 56% of employees were in agreement with the statement.</p> <p><b>Staff Responsible:</b> Administration</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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	Reviews			
<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. in the spring 2023 survey, 80% of parents selected always or often in regard to the statement "The campus makes me feel informed, included, and welcome."</p> <p><b>Staff Responsible:</b> All teachers, staff, administrators</p> <p><b>Opportunity Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# New Hope High School

**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	Reviews			
<b>System Response 1:</b> Promote Student Ownership of Learning <b>Evidence of Success:</b> Positive progress towards meeting HB 3 Goals for college, career, and military readiness. <b>Staff Responsible:</b> Administration, Counselor  <b>Opportunity Statements:</b> Demographics 1 - Student Learning 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
				202
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.  <b>Evidence of Success:</b> Improvements in scholar coursework acceleration, student self-advocacy, and survey data.  <b>Staff Responsible:</b> Administration, Counselor, Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><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> Positive increase in scholar and parent survey data and participation in community service events.  <b>Staff Responsible:</b> Administration, Counselor, Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# North Elementary School

**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

System Response 1 Details	Reviews			
<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> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				205
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> To promote students reading at or above grade level.  <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%. (May 2023 Overall - 72.6%)  <b>Staff Responsible:</b> Instructional Staff  <b>Opportunity Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
System Response 2 Details	Reviews			
<p><b>System Response 2:</b> To promote students ability to solve problems by applying mathematics concepts.  <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. (May 2023: 63% met or exceeded expected RIT growth on MAP)  <b>Staff Responsible:</b> Instructional Staff  <b>Opportunity Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				206
System Response 3 Details	Reviews			
<p><b>System Response 3:</b> To promote student growth and achievement in academics.  <b>Evidence of Success:</b> STAAR: Increase the percent of students achieving at the meets level to at least 60% as evidenced on STAAR.  <b>Staff Responsible:</b> Instructional Staff  <b>Opportunity Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<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>Staff Responsible:</b> Administrators, Teachers</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





# Parkside Elementary

**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	Reviews			
<p><b>System Response 1:</b> Promote academic and personal growth across content areas, with a focus on mathematics.  <b>Evidence of Success:</b> As measured by MAP Growth, 60% of all students will achieve expected growth. (Baseline 2022-23 53%)  <b>Staff Responsible:</b> Campus administrators, Instructional Coach, Classroom teachers &amp; Instructional staff  <b>Opportunity Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				208
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<p><b>System Response 1:</b> Provide meaningful and relevant professional learning opportunities for staff that align with the student and family demographics of our campus. This will enhance both student engagement and stakeholder satisfaction.</p> <p><b>Evidence of Success:</b> As measured by the UT Engagement Survey, 85% of teachers will respond in a favorable way when asked if learning opportunities/staff development is made available to them so that they can do their job better. (2023 80%)</p> <p><b>Staff Responsible:</b> Campus administrators, Instructional Coach, School Counselor, and the LISD Department of Diversity, Equity, and Inclusion (DEI).</p> <p><b>Opportunity Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	209			

**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	Reviews			
<p><b>System Response 1:</b> Support safe, inclusive spaces for students to build meaningful connections between themselves and their classroom/school community.</p> <p><b>Evidence of Success:</b> As measured by the student and parent engagement surveys, 90% of students and 80% of parents will answer in a favorable way when asked if they believe there is bullying at Parkside.</p> <p><b>Staff Responsible:</b> Administration</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Plain Elementary

**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	Reviews			
<p><b>System Response 1:</b> Promoting growth in academics and student interests</p> <p><b>Evidence of Success:</b> Students and staff will model elements of the Leander ISD Graduate Profile indicators as "Adaptable and Reflective Individuals" who confidently embrace their strengths and challenges while pursuing their interests and passions.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Instructional Coach</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				211
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Retain high-quality staff by supporting their continuous improvement in a focused and intentional manner.</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> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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> There will be an increase in percentage points on the Student Perception Survey (Climate Survey) for the question that states "How would you rate your emotional well-being?" increasing our percentage from 70% to 73% or higher.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principals, Counselor, Social Worker</p> <p><b>Opportunity Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Pleasant Hill Elementary





**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Improvement/ positive trend in student standardized assessment (STAAR) scores. Improvement/positive trend in student assessment (MAP Growth) scores. Improvement/positive trend in student assessment (ISIP) data. Improvement/positive trend in student running record data. Consistent implementation of district provided curriculum as observed via walkthroughs and classroom observation.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1, 2 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				214

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Initial Status:** Minor Change





System Response 1 Details	Reviews			
<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>Staff Responsible:</b> PHE Staff Instructional Coach Principal Assistant Principal</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> Positive feedback from campus driven surveys            Evidence of successful implementation during classroom visits, walkthroughs, and observations            Decrease in tier 2 and tier 3 needs for students            Positive student growth on district assessments            Students exiting more restrictive programs due to growth</p> <p><b>Staff Responsible:</b> PHE Staff            Instructional Coach            Principal            Assistant Principal</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	216			







# Reagan Elementary

**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	Reviews			
<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> Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	May
				217
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Strengthen partnership opportunities within the community to benefit students. <b>Evidence of Success:</b> Improved climate survey results from students and parents <b>Staff Responsible:</b> Administration, counselor, teachers	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD <b>Evidence of Success:</b> Improved student and teacher survey results <b>Staff Responsible:</b> Principal, Assistant Principal, Leadership Team, Counselor	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Reed Elementary





**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	Reviews			
<p><b>System Response 1:</b> Focus school-wide on improving student experiences.</p> <p><b>Evidence of Success:</b> Reed students will rate their school as "Excellent" from 46% (baseline) to 60% or more.</p> <p>Reed 3rd grade, 4th grade, and 5th grade students will set and meet their individual goals to increase STAAR Math and STAAR Reading.</p> <p>5th grade students will set and meet their individual goals to increase STAAR Science.</p> <p><b>Staff Responsible:</b> Teachers and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
				220

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





**Initial Status:** Minor Change

System Response 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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 68% (baseline-yes) to 75% or more of being respected in school by other teachers and staff.                      Reed students will report an increased feeling from 42% (baseline-yes) to 50% or more of being respected in school by other students.                      Reed students will report increased opportunities to learn about things that interest them from 57% (baseline-yes) to 65% or more.                      100% of Reed students will complete a student leadership conference by May 2024.</p> <p><b>Staff Responsible:</b> Teachers and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				222

# River Place Elementary

**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?

**Initial Status:** Major Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Educators will refine existing goal setting practices and develop new goal setting processes from their learning to promote student ownership of learning.</p> <p><b>Evidence of Success:</b> We will know we have accomplished this goal when (1) students experience a learning environment that embodies the Leander ISD Graduate Profile, (2) goal setting is visible across all content areas throughout the building and celebrated at the campus and classroom level, and (3) the new 45 minute block of time for flexible grouping on the master schedule is maximized to promote a rise in student growth in reading and/or math.</p> <p><b>Staff Responsible:</b> Principal, Instructional Coach, and Empowering Student Learning Cadre Staff Members</p> <p><b>Opportunity Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				223
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Initial Status:** Minor Change





System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Educators will align processes to support students and staff in the acquisition and application of the LISD Graduate Profile on campus and within the community.</p> <p><b>Evidence of Success:</b> All Titan Community individuals will know and apply the LISD Graduate Profile in decision making, goal setting, and celebrating students.</p> <p><b>Staff Responsible:</b> Principal and Assistant Principal</p> <p><b>Opportunity Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<p><b>System Response 1:</b> Educators will improve professional learning opportunities and ensure alignment with the district's core beliefs, vision, mission and graduate profile through applying campus input to impact campus systems.</p> <p><b>Evidence of Success:</b> We will know we have accomplished this goal when (1) educators trust that their input on campus systems and learning is impactful to the Titan Community and (2) educators maximize their team budgets and resources to grow their personal and professional growth.</p> <p><b>Staff Responsible:</b> Principal</p> <p><b>Opportunity Statements:</b> Student Learning 2 - School Processes &amp; Programs 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<p><b>System Response 1:</b> Educators will develop and promote a shared understanding of equitable practices and access.</p> <p><b>Evidence of Success:</b> We will know we accomplished this goal when (1) student progress is shown to be at pace regardless of sub-population and (2) educators identify and address barriers to learning prior to teaching a lesson.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach, Inclusive Practices for All Cadre Staff Members, and Diversity, Equity, and Inclusion Cadre Staff Members</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 2, 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# River Ridge Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> 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).</p> <p><b>Staff Responsible:</b> All instructional staff, campus administration, and instructional coach.</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				227
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> An increase in perceptual data for the following items:</p> <ul style="list-style-type: none"> <li>- Students "School helps me discover my strongest skills."</li> <li>- Parents: "The campus keeps me informed about my child's academic progress."</li> </ul> <p><b>Staff Responsible:</b> All Instructional Staff</p> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Minor Change

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p><b>Evidence of Success:</b> To be successful, our academic achievement scores will improve in ISIP.</p> <p>To be successful, our academic achievement scores will improve in the Master's category for STAAR.</p> <p>Teachers will feel they have the opportunity to engage in quality professional learning.</p> <p><b>Staff Responsible:</b> Campus Leadership</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





# Rouse High School

**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	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
				230
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Eliminate barriers to equitable access.</p> <p><b>Evidence of Success:</b> EOC Data, Map Growth Data, AP Participation, and Performance Data</p> <p><b>Staff Responsible:</b> RHS Administration, RHS Teachers</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 2, 4, 5 - School Processes &amp; Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



# Running Brushy Middle School





**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	Reviews			
<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 2%.                      22-23 Overall Rating: 85%                      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%                      22-23 S-1: ELA 95%, Math 97%, Science 93%, SS 92%                      22-23 S-2: ELA 92%, Math 93%, Science 93%, SS 92%                      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).  <b>Staff Responsible:</b> Campus Administration, Instructional Coach, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				233

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





**Initial Status:** Maintain

System Response 1 Details	Reviews			
<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 (21-22 SY) 22% of students agree or strongly agree that they have heard of the LISD Graduate Profile. (22-23 SY) 41% 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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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 (21-22 SY) 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>22-23 SY: 72% of Students report "always or often" feeling safe in their classroom while 66% report "always or often" feeling safe at school.                      Parents - 76% and 73% of parents report "always or often" to the same questions as students.</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coach, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	235			

# Rutledge Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create deeper learning opportunities for all students through inquiry and student self-selection.</p> <p><b>Evidence of Success:</b> Improvement on survey of students, staff, and parents related to opportunities of meaningful learning. The dimension score in "My child's school offers opportunities that help students explore their interests, talents, and passions" will increase from of 72 on spring 2023 Parent School Experience Survey to 76 or higher.</p> <p><b>Staff Responsible:</b> Administration, Instructional Coach, Classroom Teachers, QUEST teachers, Specials Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				236

**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	Reviews			
<p><b>System Response 1:</b> Promote student ownership of the Leader In Me habits as well as decrease in Student Infraction Reports</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 77 on spring 2023 Student School Experience Survey to 82 or higher in "My child sees how what they are learning in school relates to the outside world." Decrease in the overall campus Student Infraction Reports from the 2022-2023 school year.</p> <p><b>Staff Responsible:</b> Administration, Classroom Teachers, Lighthouse Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Provide staff opportunities to collaborate with colleagues, feel supported, and strengthen relationships with each other and administration.</p> <p><b>Evidence of Success:</b> Staff retention rate will increase from previous school year. Positive trends on staff responses on end of year survey on the Culture of Leadership.</p> <p><b>Staff Responsible:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Steiner Ranch Elementary

**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

System Response 1 Details	Reviews			
<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>Strategy 1:            Increase the percentage of students responding "yes" to the "I have the opportunity to learn about things that interest me" on the student perception survey to 60%.            Increase the percentage of students responding "yes" to the "Classroom activities keep me challenged in my learning" on the student perception survey to 50%.</p> <p>Strategy 1 Baseline:            50% I have the opportunity to learn about things that interest me.            32% Classroom activities keep me challenged in my learning.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Instructional Coach, Instructional Design Cadre, Empowered Student Learning Cadre</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				239

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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	Reviews			
<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.</p> <p>Strategy 1:            Increase the percentage of students answering "Yes" to 65% or more on the 2023-2024 Student Perceptual Survey statement, "Classroom activities keep me engaged in my learning."            Increase the percentage of students answering "Yes" to 45% or more on the 2023-2024 Student Perceptual Survey statement, "Classroom activities keep me challenged in my learning."            Increase the percentage of students answering "Yes" to 75% on the 2023-2024 Student Perceptual Survey statement, "School helps me discover my weaker skills or the skills I need to work on."            Strategy 1: Baseline:            57% answered classroom activities keep them engaged in my learning            32% answered classroom activities keep them challenged in their learning            60% School helps me discover my weaker skills or the skills that I need to work on</p> <p>Strategy 2:            Increase the percentage of students answering "Yes" to 50% or more on the 2023-2024 Student Perceptual Survey statement, "School helps me discover my strongest skills."            Increase the percentage of students answering "Yes" to 75% on the 2023-2024 Student Perceptual Survey statement, "What I learn in school helps me discover my weaker skills or skills that need work."            Strategy 2 Baseline:            42% School helps me discover my strongest skills            42% What I learn in school helps me discover my weaker skills or skills that need work</p> <p>Strategy 3:            Increase the number of students scoring level 3 or higher on the Phonemic Awareness sub-test from 72% (EOY 2023) to 80% (EOY 2024) as measured by ISIP.            Increase the number of students scoring level 3 or higher on the Word Analysis &amp; Spelling sub-test from 80% (EOY 2023) to 85% (EOY 2024) as measured by ISIP.            Strategy 3 Baseline:            72% of kindergarten students scored level 3 or above, as indicated by ISIP at EOY.            80% of kindergarten students scored level 3 or above, as indicated by ISIP at EOY.</p> <p>Strategy 4:            Increase the number of students making average to high levels of growth in mathematics from 55% (EOY 2023) to 62% (EOY 2024) as measured by MAP.</p>	Formative			Summative
	Nov	Jan	Mar	May
				240



Strategy 4 Baseline:

55% of students had high to average levels of growth as indicated by MAP BOY to EOY: (Kindergarten- 60%, 1st grade- 40%, 2nd grade- 58%, 3rd grade 68%, 4th grade- 63%, and 5th grade- 42%.)

Increase the number of students making moderate to high levels of growth in reading from 62% (EOY 2023) to 70% (EOY 2024) as measured by ISIP.

Strategy 4 Baseline:

62% of students had high to high-average levels of growth as indicated by ISIP from BOY to EOY: (Kindergarten- 74%, 1st grade- 55%, 2nd grade- 62%, 3rd grade 43%, 4th grade- 75%, and 5th grade- 67%).

Baseline: 74% of students tested scored above the 40th percentile as indicated by ISIP at EOY (Kindergarten- 78%, 1st grade- 72%, 2nd grade- 76%, 3rd grade- 66%, 4th grade- 80%, 5th grade- 74%).

Strategy 5:

Increase the percentage of students responding true to the question, "I have the opportunity to set academic and personal goals," on the student perception survey to 70%.

Increase the percentage of students answering "Yes" to 75% on the 2023-2024 Student Perceptual Survey statement, "School helps me discover my weaker skills or the skills that I need to work on."

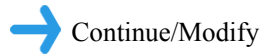
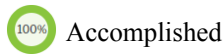
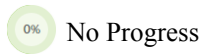
Strategy 5 Baseline:

64% I have the opportunity to set goals and monitor progress.

60% What I learn in school helps me discover my weaker skills or skills that need work

**Staff Responsible:** Principal, Assistant Principal, Empowered Student Learning Cadre, Instructional Design Cadre





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



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

**Initial Status:** Major Change

System Response 1 Details	Reviews			
<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>Strategy 1:                      Increase the number of students answering "yes" to the "I have heard of the LISD Graduate Profile" to 80% as measured by the student perception survey.                      Increase the number of students answering "yes" to the question, "My experiences this year in school have helped me become compassionate to 80% as measured by the student perception survey.                      Increase the number of students answering "yes" to the question, "I feel what I learn in school helps me develop my character and personal values," 50% as measured by the student perception survey.</p> <p>Strategy 1 Baseline:                      I have heard of the LISD Graduate Profile 32%                      My experiences this year in school have helped me become a compassionate person 60%                      I feel what I learn in school helps me develop my character and personal values 38%</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal, Counselor, Character Development Cadre</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				242

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





# Stiles Middle School

**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

System Response 1 Details	Reviews			
<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 ISIP/MAP Data across all three grade levels.</p> <p>Improvement/ positive trend in overall student growth and progress score on the state standardized assessment (STAAR).</p> <p>PLC Unit Planning documents will illustrate instructional planning for enrichment and higher level questioning.</p> <p>Administrative walk-throughs and collaborative learning walks will show evidence of higher order thinking and increased active student engagement.</p> <p><b>Staff Responsible:</b> Classroom teachers Instructional coach Instructional leaders Campus Administration</p> <p><b>Opportunity Statements:</b> Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				243


 No Progress
 Accomplished
 Continue/Modify
 Discontinue


**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	Reviews			
<p><b>System Response 1:</b> Empower students to develop academic and executive functioning behavior skills to build student agency.</p> <p><b>Evidence of Success:</b> Annual student survey results (i.e. Classroom activities keep me challenged in my learning 61%)</p> <p>Advisory observations data</p> <p>Improvement in/ positive trend in ISIP/MAP Data across all three grade levels.</p> <p>Improvement/ positive trend in overall student growth and progress score on the state standardized assessment (STAAR).</p> <p>PLC Unit Planning documents will illustrate instructional planning for enrichment and higher level questioning.</p> <p>Administrative walk-throughs and collaborative learning walks will show evidence of higher order thinking and increased active student engagement.</p> <p><b>Staff Responsible:</b> Classroom teachers Instructional coach Instructional leaders Campus Administration</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				244

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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

**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	Reviews			
<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>Increase the percentage of staff that will "agree" or "strongly agree" that learning opportunities/staff development is made available to them based on their individual needs.</p> <p><b>Staff Responsible:</b> Campus Staff Administrative Team Instructional Coach Teaching and Learning Campus Support Staff</p> <p><b>Opportunity Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# Tarvin Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> Implementation of school-wide inquiry-based strategies during informal and formal observations, PLCs, and LEADS conferences. A positive trend in perceptual data from staff, student, and parent surveys measuring student learning experiences.</p> <p><b>Staff Responsible:</b> Campus Principal, Assistant Principal, and Instructional Coach, Instructional Staff</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				247
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<p><b>System Response 1:</b> School-wide focus on improving student experiences and ownership of learning.</p> <p><b>Evidence of Success:</b> PLC survey; positive trends in achievement scores, common assessments, formative and summative assessments; student led-conferences</p> <p><b>Staff Responsible:</b> All instructional staff, administration, instructional coach</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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	Reviews			
<p><b>System Response 1:</b> Create and ensure safe and inclusive spaces for all students in a positive and supportive learning environment.</p> <p><b>Evidence of Success:</b> Student &amp; parent survey data; Reduced behavior calls</p> <p><b>Staff Responsible:</b> All students and staff</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Vandegrift High School

**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	Reviews			
<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, Testing Coordinator, Administrators, College &amp; Career Transition Coordinator</p> <p><b>Opportunity Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				250
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Recruit and retain high-quality staff. <b>Evidence of Success:</b> Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff <b>Staff Responsible:</b> All hiring agents (district and campus administration)	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Eliminate barriers to equitable access.  <b>Opportunity Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Virtual Learning Academy

**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

System Response 1 Details	Reviews			
<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 to investigate their interests.</p> <p><b>Staff Responsible:</b> AP, Counselor, Teachers, IC</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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	Reviews			
<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> AP, Counselor, IC, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility. <b>Evidence of Success:</b> Improved parent and student climate survey <b>Staff Responsible:</b> AP, Teachers, IC	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

# Vista Ridge High School

**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





System Response 1 Details	Reviews			
<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 testers in CTE certification courses from 66% to 68%.</p> <p><b>Staff Responsible:</b> Principal, Assistant Principal for CTE, Transition Coordinator, Counselors, CTE department chair, CTE teachers</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	256			



**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> For the 2023-2024 school year, Vista Ridge High School will increase student learning outcomes on state and national assessments as follows:</p> <p>Algebra 1: 85% to 86% of students classified as approaching grade level            English 1: 90% to 91% of students classified as approaching grade level            English 2: 89% to 90% of students classified as approaching grade level            Biology: 97% to 98% of students classified as approaching grade level            U.S. History: 98% to 99% of students classified as approaching grade level            TSI: Increase percentage of students attaining "TSI Complete" status from 76.7% to 77.7%            AP: Increase passing rate (score of 3 or better) from 70% to 71%</p> <p><b>Staff Responsible:</b> APs, PLCs, DOI, Instructional Coach, College and Career Counselor, Subject area teachers</p> <p><b>Opportunity Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				257
System Response 2 Details	Reviews			
<p><b>System Response 2:</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> <p><b>Opportunity Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>System Response 1:</b> Build systems to improve trust, mutual respect, and shared responsibility.  <b>Evidence of Success:</b> Increase "Sense of Acceptance and feelings of belonging" dimension on Student Engagement Survey from 59% to 61%.  <b>Staff Responsible:</b> All VRHS Faculty  <b>Opportunity Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
System Response 2 Details	Reviews			
<p><b>System Response 2:</b> Build systems to improve trust, mutual respect, and shared responsibility.  <b>Evidence of Success:</b> Increase "Participation in Co-Curricular/Extra-Curricular Activities" dimension on Student Engagement Survey from 73 to 75%.  <b>Staff Responsible:</b> All VRHS Faculty  <b>Opportunity Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				258
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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> After receiving a baseline from the BOY teacher and student surveys, increase the percentage of teachers' and students' feeling of having a safe, secure learning environment by implementing systems to manage student movement during the school day.</p> <p><b>Staff Responsible:</b> Assistant Principals and teachers</p> <p><b>Opportunity Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Westside Elementary

**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

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Create a culture of Deeper Learning for all students and staff.</p> <p><b>Evidence of Success:</b> 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).  <b>Staff Responsible:</b> Instructional Leadership Team, All Staff</p> <p><b>Opportunity Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
				260
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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 for each student (Spring 2022 84%). Positive progress towards student access to leadership opportunities that reflect their individual gifts and talents (Spring 2022 78%). Positive progress towards Average to High Growth on MAP Growth Assessment(Spring 2023 approximately 25% Low Growth) 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.</p> <p><b>Staff Responsible:</b> All Staff</p> <p><b>Opportunity Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes &amp; Programs 3 - Perceptions 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	261			

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





**Initial Status:** Maintain

System Response 1 Details	Reviews			
<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> School Processes &amp; Programs 3 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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/Developing Level 4.4).</p> <p><b>Staff Responsible:</b> All Staff</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Whitestone Elementary





**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	Reviews			
<p><b>System Response 1:</b> Empower each child's literacy skills including language to access learning.</p> <p><b>Evidence of Success:</b> LITERACY September 2023 I-Station Data TBD</p> <p>2023 MATH and SCIENCE STAAR Data: Goal 60% or higher 3rd Grade Math Meets Standard 59% 4th Grade Math Meets Standard 59% 5th Grade Math Meets Standard 61% 5th Grade Science Meets Standard 40%</p> <p><b>Staff Responsible:</b> Campus Administration, Instructional Coaches, Instructional Staff, Students</p> <p><b>Opportunity Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				264





 No Progress
 Accomplished
 Continue/Modify
 Discontinue



**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	Reviews			
<p><b>System Response 1:</b> Recognize and Support Staff</p> <p><b>Evidence of Success:</b> PLC Campus Feedback from Instructional Staff Staff Feedback about workload and collaboration. Collaborative Common Assessment Data Campus Instructional Walks</p> <p><b>Staff Responsible:</b> Campus Administration and Instructional Coaches</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<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> Spring 2022 Student Survey 61% of students report that "My experiences this year in school have helped me become a better communicator."</p> <p>% of staff trained Kagan Collaborative Day 1 and Day 2</p> <p><b>Staff Responsible:</b> Campus Administration</p> <p><b>Opportunity Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Wiley Middle School

**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	Reviews			
<p><b>System Response 1:</b> Promote Student Ownership of Learning</p> <p><b>Evidence of Success:</b> Increased percentage of using PLC created formative assessments to monitor student growth</p> <p><b>Staff Responsible:</b> Teachers Instructional Coach Assistant Principals Principal</p> <p><b>Opportunity Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				267
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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

**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	Reviews			
<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> Creation of a Student Council and a Principal's Advisory Group.</p> <p><b>Staff Responsible:</b> Principal, APs, teacher, and students</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<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> Decrease parent and student concerns regarding bullying by 5%.</p> <p><b>Staff Responsible:</b> Administrators, Teachers, Support Staff.</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	On Track	On Track	On Track	Effect Achieved
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





# Winkley Elementary

**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	Reviews			
<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 Kinder-5th grade students.</p> <p><b>Staff Responsible:</b> Campus Administrators, Instructional Coach, Classroom Teachers, Instructional Staff</p> <p><b>Opportunity Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				271
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews			
<b>System Response 1:</b> Recognize and support staff. <b>Evidence of Success:</b> Staff Survey <b>Staff Responsible:</b> Campus Leadership Team  <b>Opportunity Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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	Reviews			
<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 trend in related questions in student and parent surveys</p> <p><b>Staff Responsible:</b> Campus Leadership Team</p> <p><b>Opportunity Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# House Bill 3 Addendums

274

## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

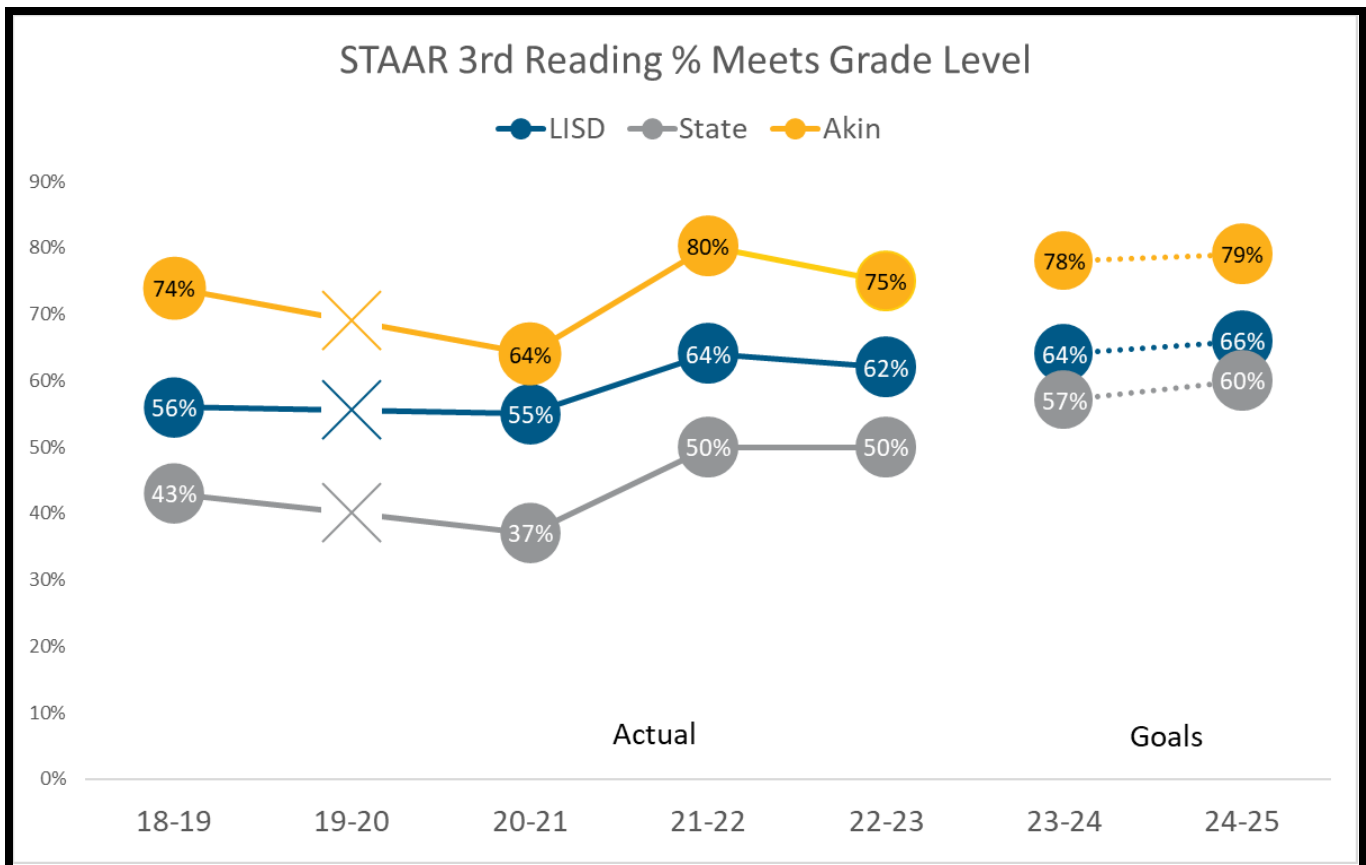
Akin Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	75%		67%	68%	89%	83%	28%		68%

Akin Actual Reading Data through 2023 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%

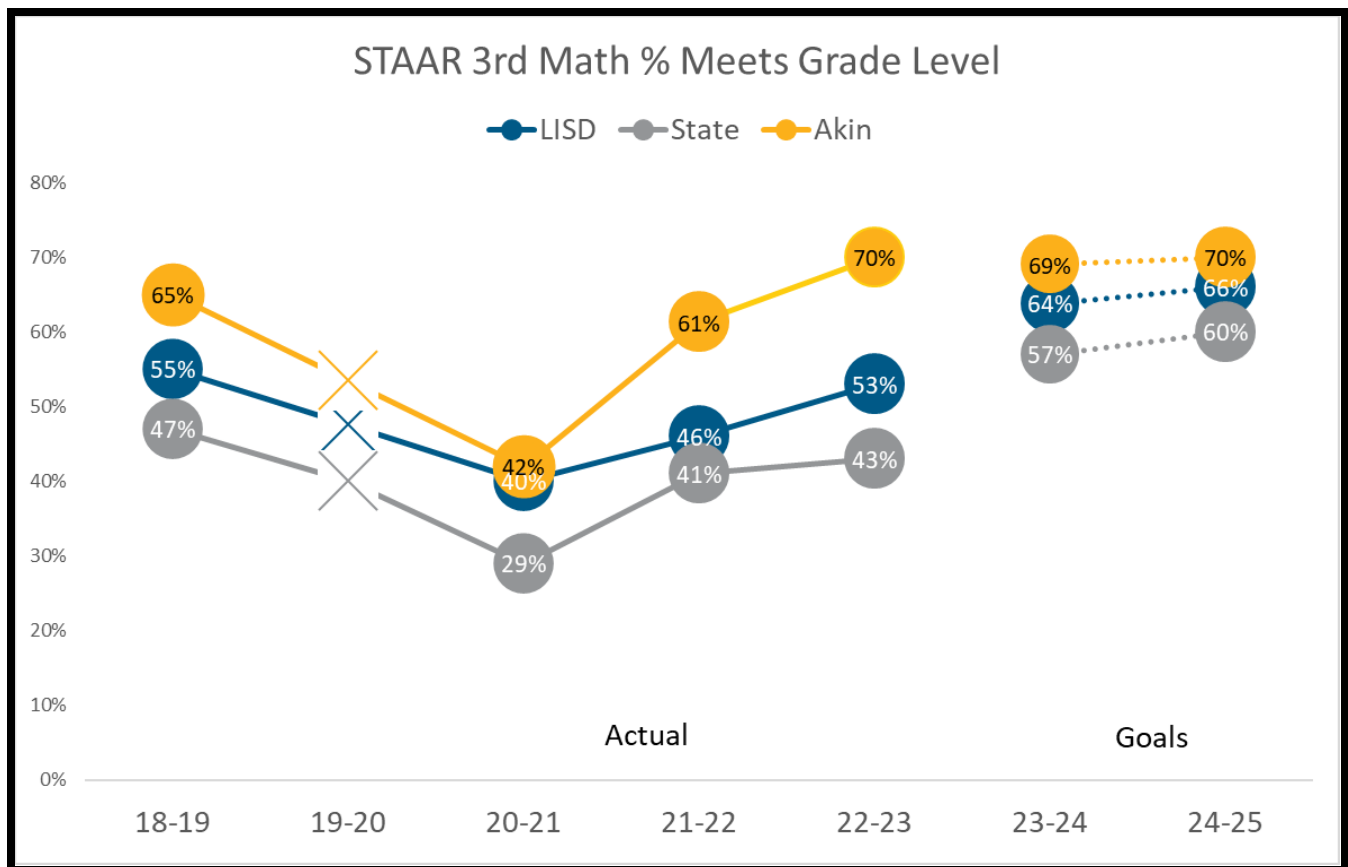
Akin Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	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 10+ 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%
2022-23	70%		57%	64%	89%	57%	32%		77%

Akin Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR





## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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>
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

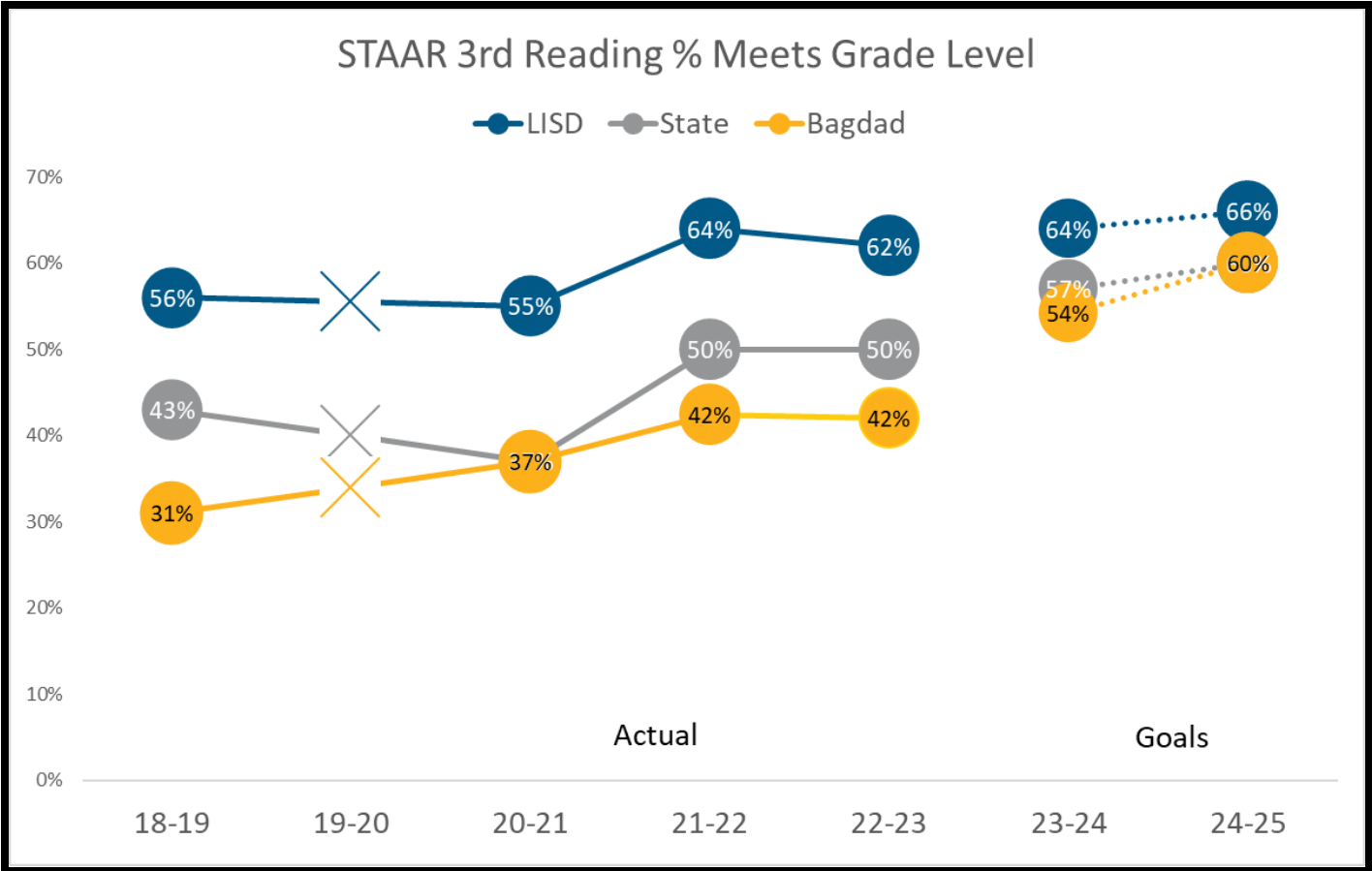
Bagdad Baseline Data & Proposed Annual Goals - Reading  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
<b>2018-19</b>	<b>31%</b>		<b>40%</b>	<b>16%</b>				<b>32%</b>	
<del>2019-20</del>	<del>36%</del>		<del>44%</del>	<del>24%</del>				<del>37%</del>	
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 10+ 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%
2022-23	42%		40%	33%			14%	38%	32%

Bagdad *Actual* Reading Data through 2023 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%

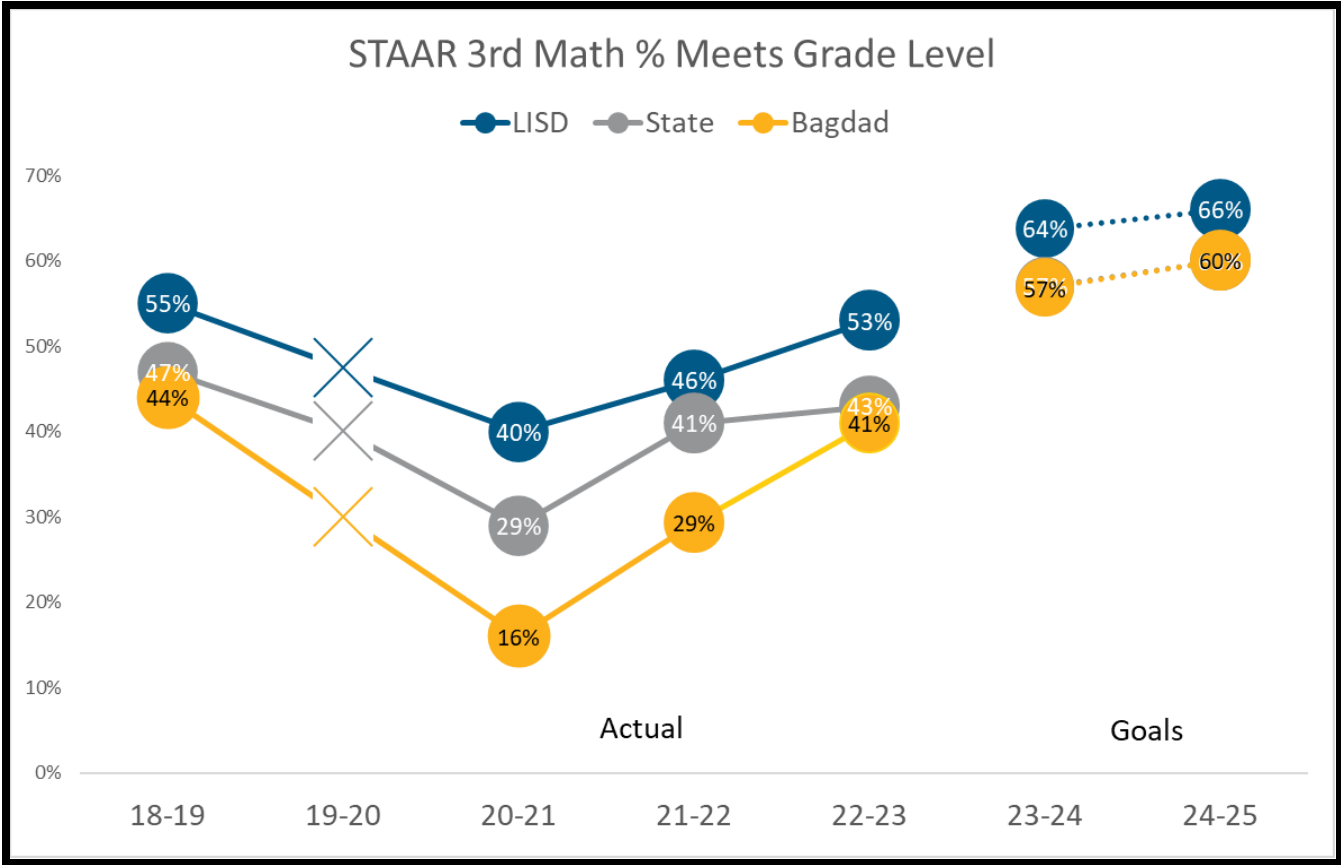
**Bagdad** Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	41%		38%	34%			36%	41%	31%

Bagdad *Actual* Reading Data through 2023 and future goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

- 1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
- 2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
- 3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities



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%

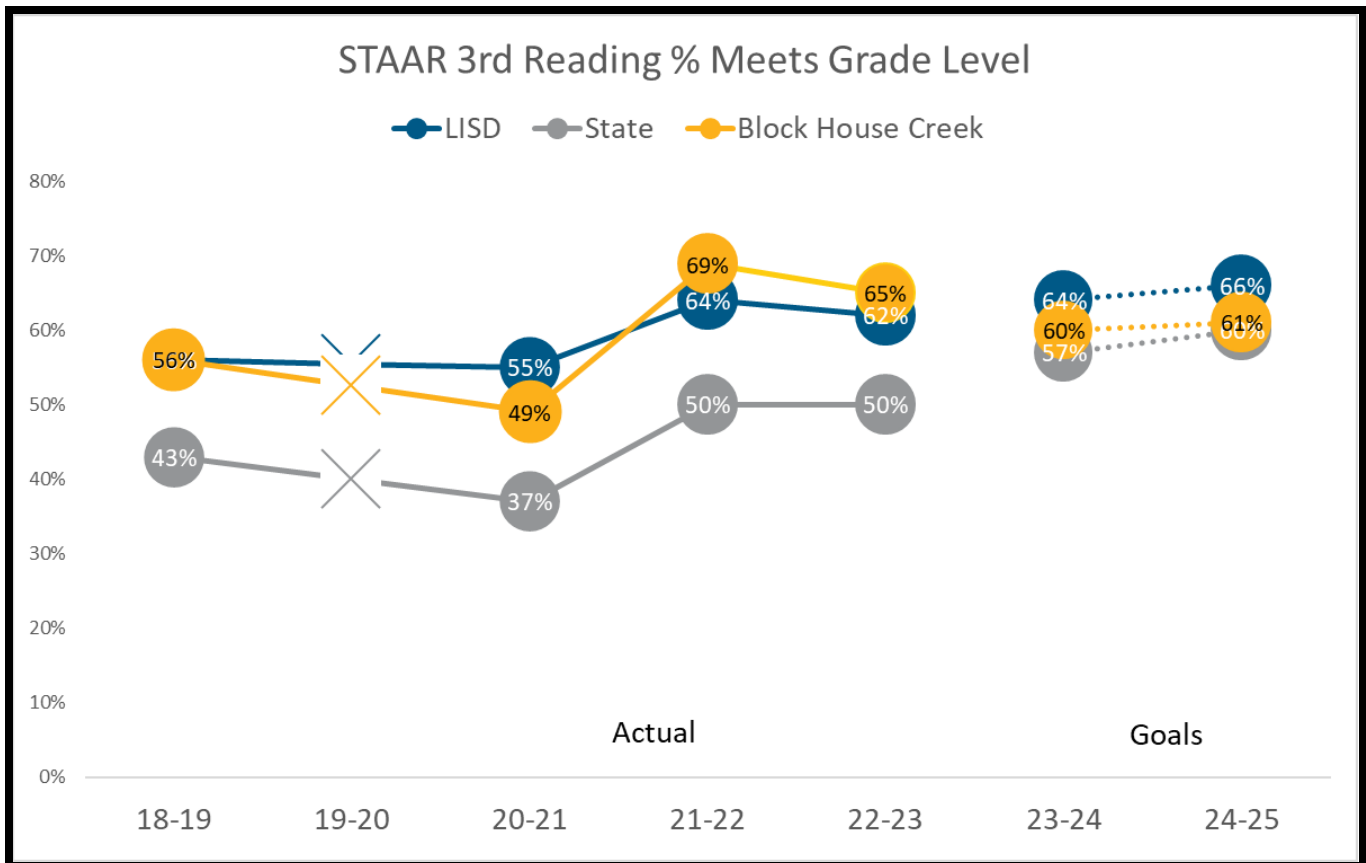
Block House Creek Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%			51%					
2019-20	*			*					
2020-21	49%			56%			33%	25%	
2021-22	69%		59%	70%			33%	71%	
2022-23	65%	40%	52%	71%		56%	35%	25%	62%

Block House Creek *Actual* Reading Data through 2023 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%

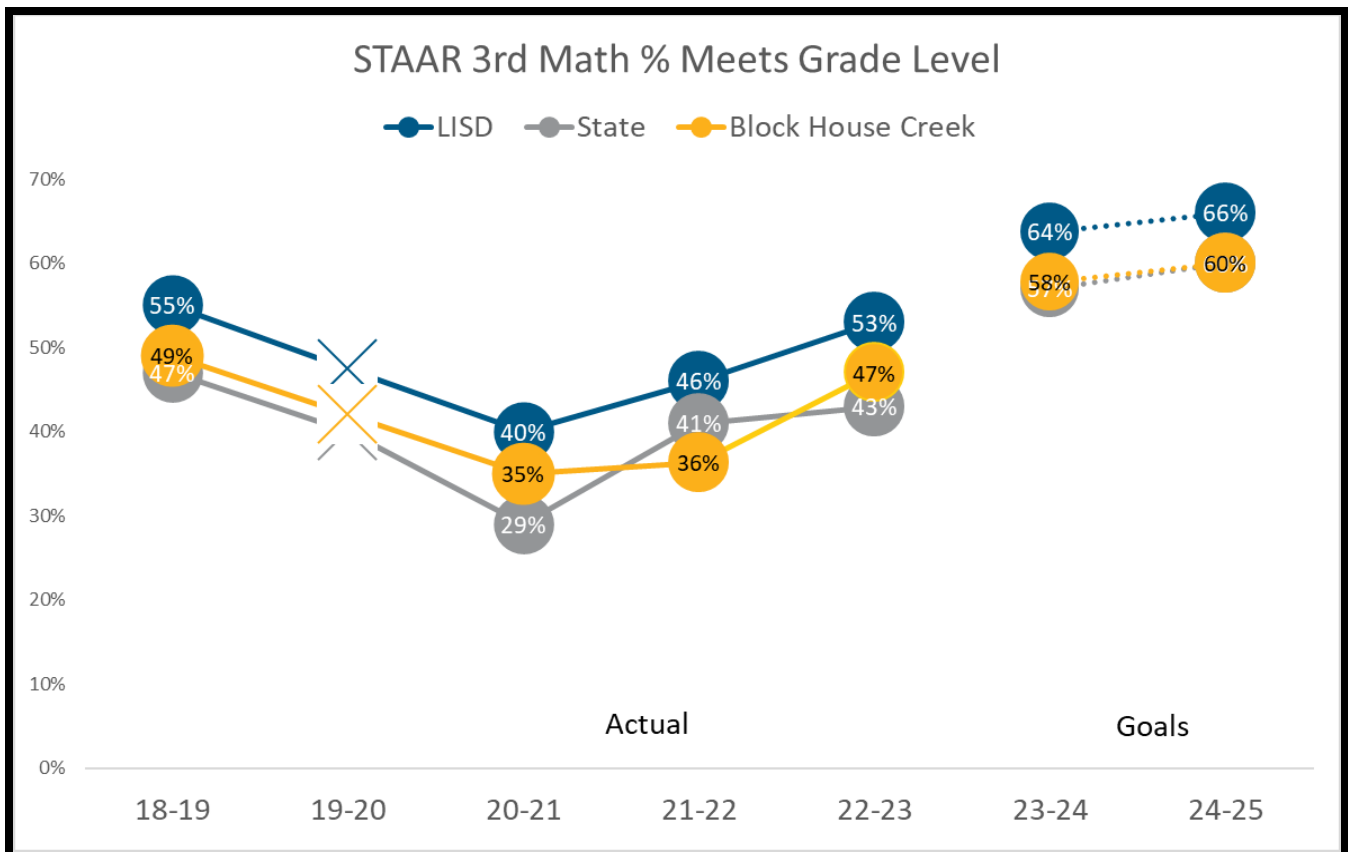
Block House Creek Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%			49%					
2019-20	✖			✖					
2020-21	35%			38%			20%	13%	
2021-22	36%		22%	49%			27%	41%	
2022-23	47%	20%	20%	56%		44%	27%	25%	75%

Block House Creek *Actual* Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

# Camacho Elementary

## Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *Provide ongoing support for Early Childhood* ~~2018~~ *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

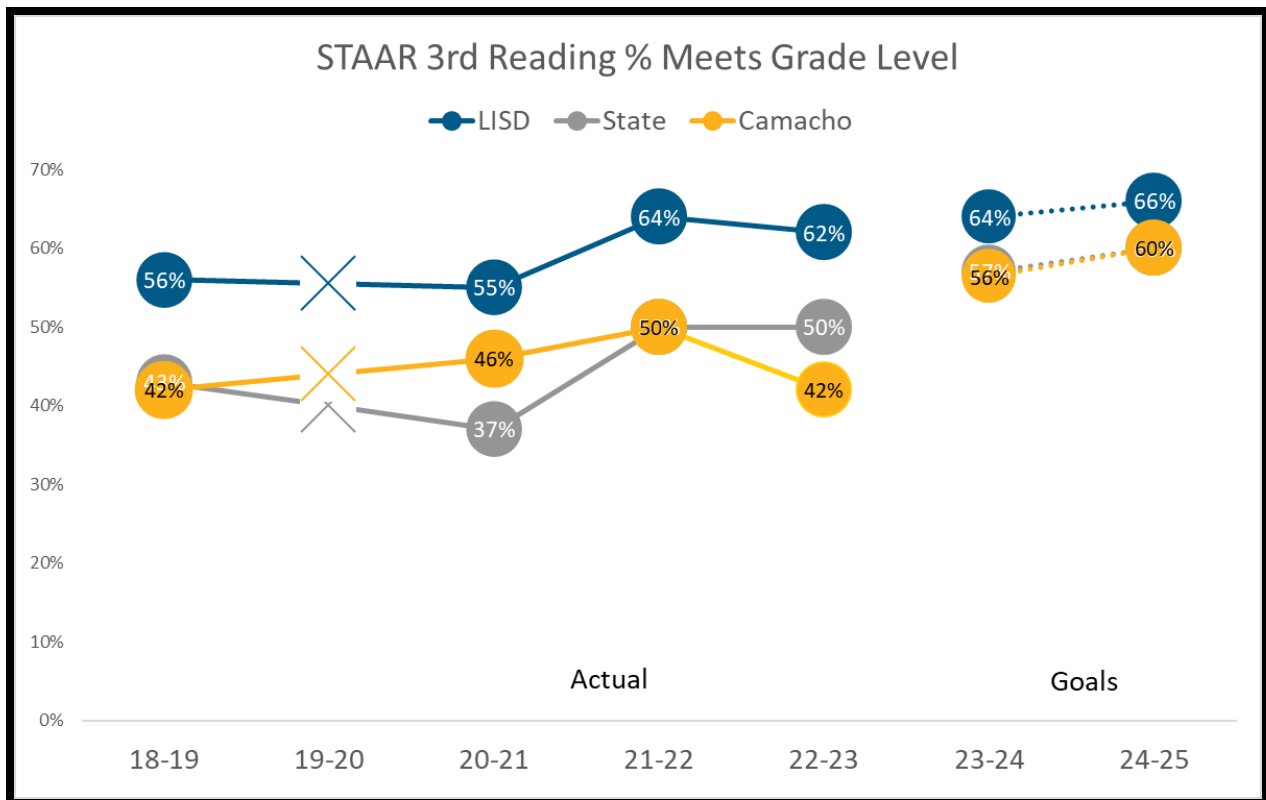
Camacho Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		32%	46%				35%	
<del>2019-20</del>	<del>45%</del>		<del>37%</del>	<del>48%</del>				<del>40%</del>	
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 10+ 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%	
2022-23	42%		37%	45%			16%	62%	

Camacho Actual Reading Data through 2023 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%

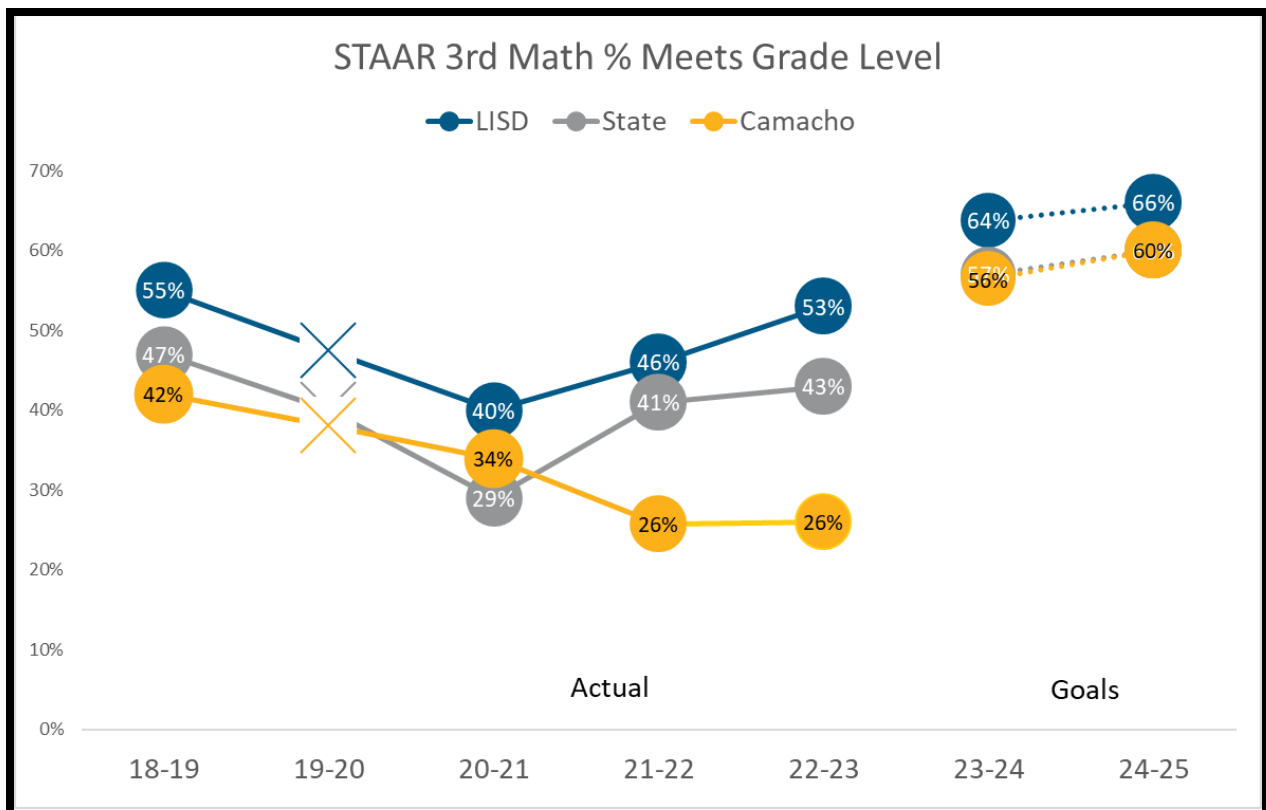
Camacho Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	

Camacho *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%	
2022-23	26%		21%	29%			0%	31%	

Camacho Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



[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 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%

## Cedar Park HS Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

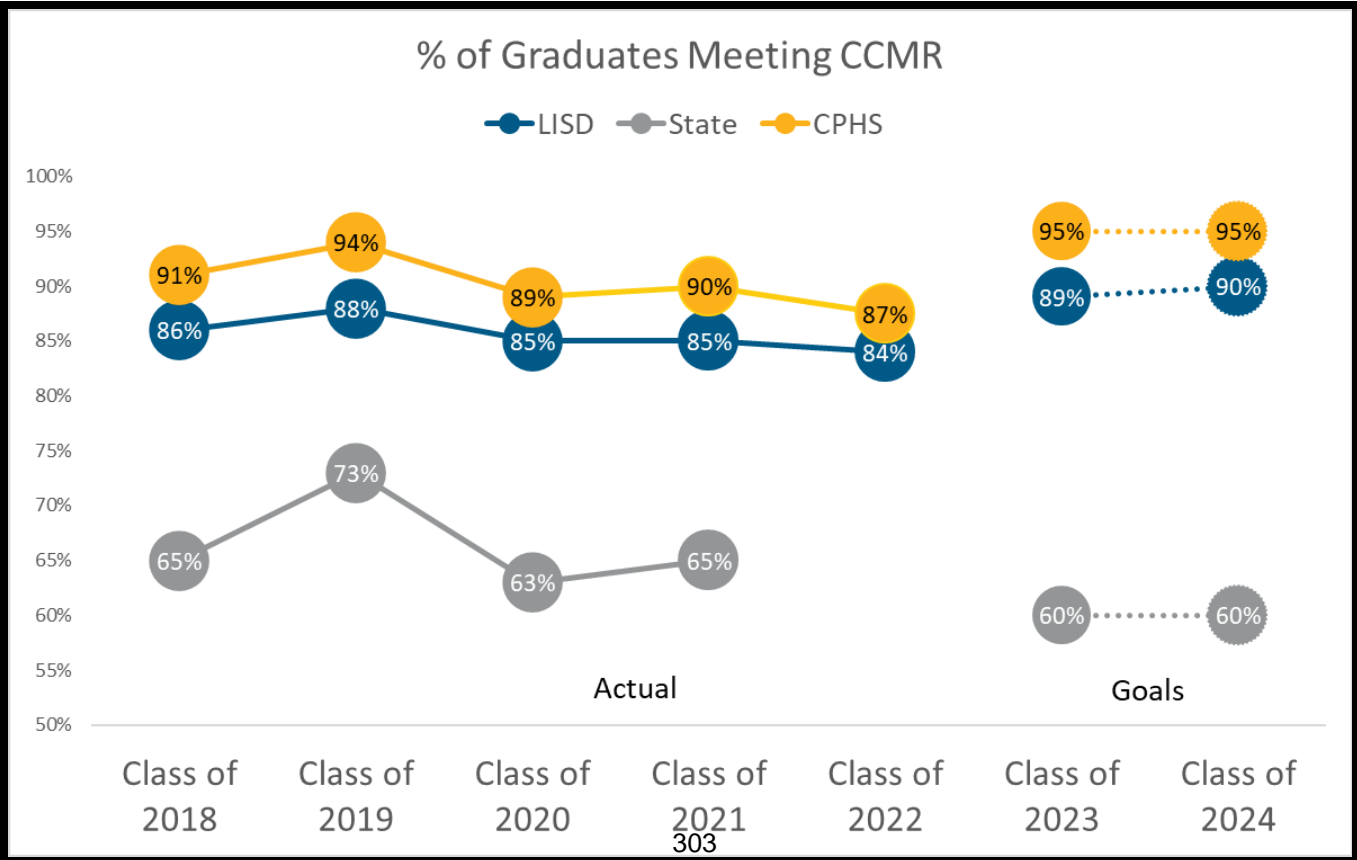
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2021 Goal	93%	82%	85%	95%	98%	87%	97%	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 10+ 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%	
Class of 2022 Actual	87%	82%	82%	89%	95%	89%	88%	75%	

### Cedar Park HS Actual Data & Proposed Annual Goals



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

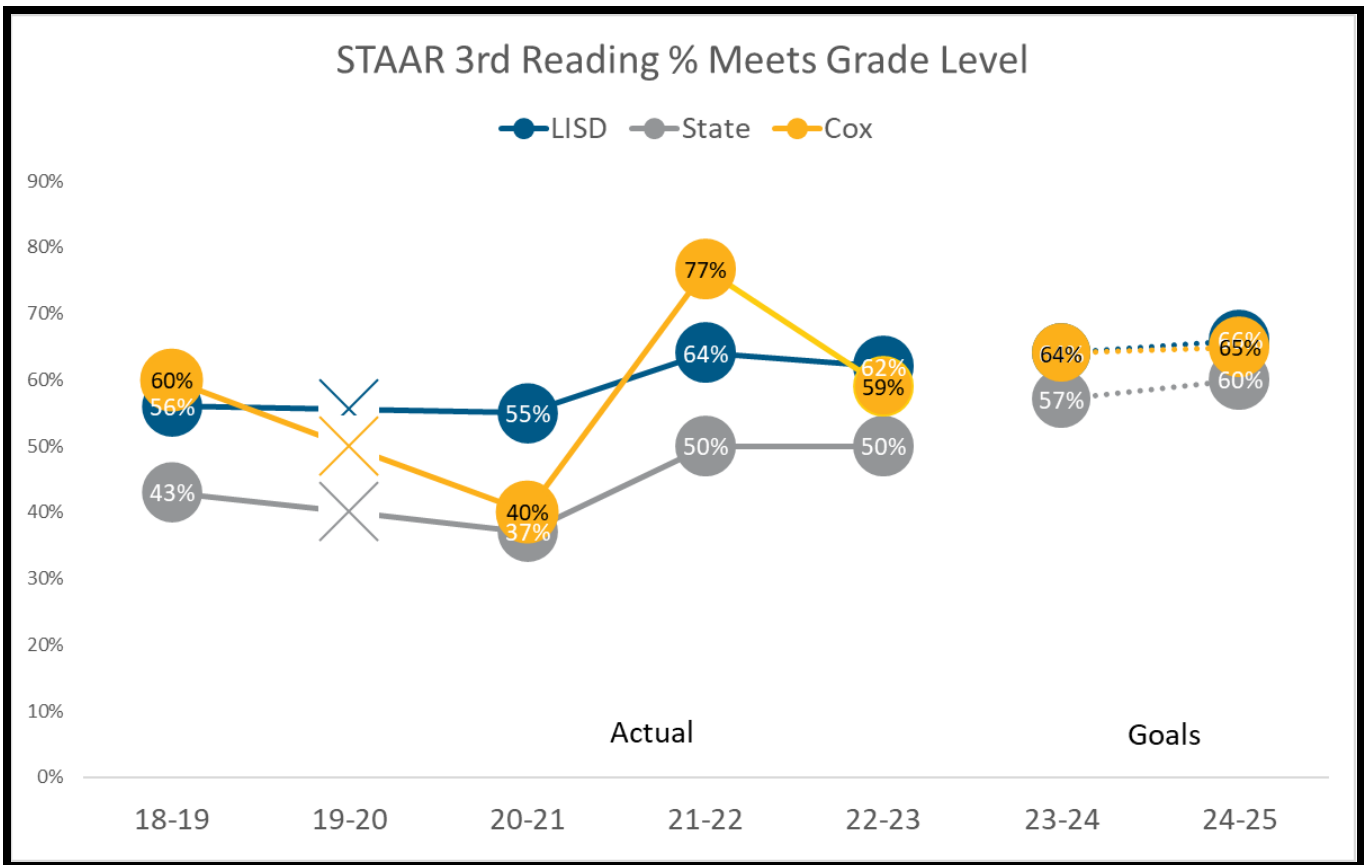
Cox Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%	
2022-23	59%		42%	60%	68%			14%	

Cox Actual Reading Data through 2023 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%

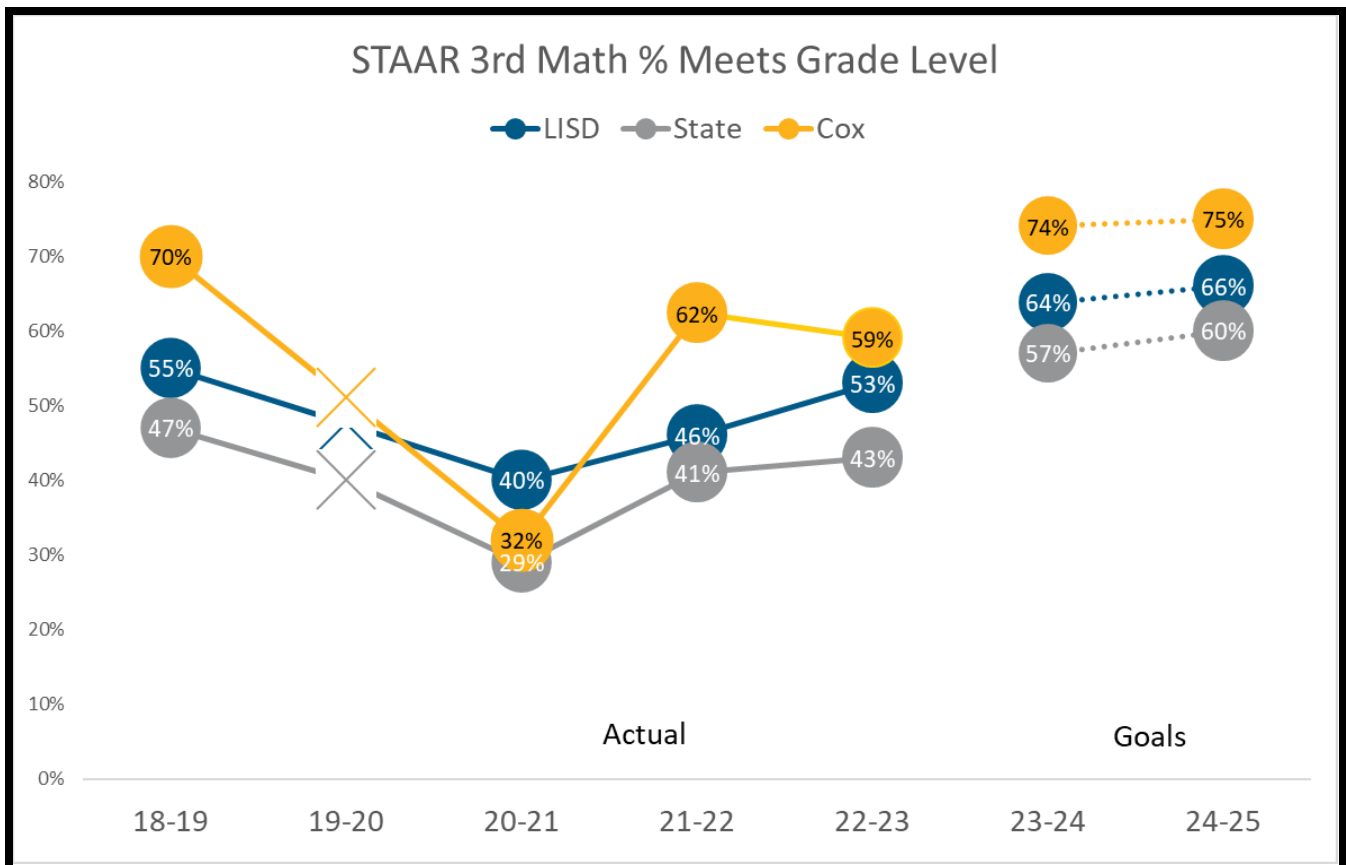
Cox Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%					
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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
2019-20	✖			✖					
2020-21	32%		19%	40%	46%			14%	
2021-22	62%		41%	67%	73%			39%	
2022-23	59%		44%	60%	76%			17%	

Cox Actual Reading Data through 2023 and Future Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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 10+ Reported

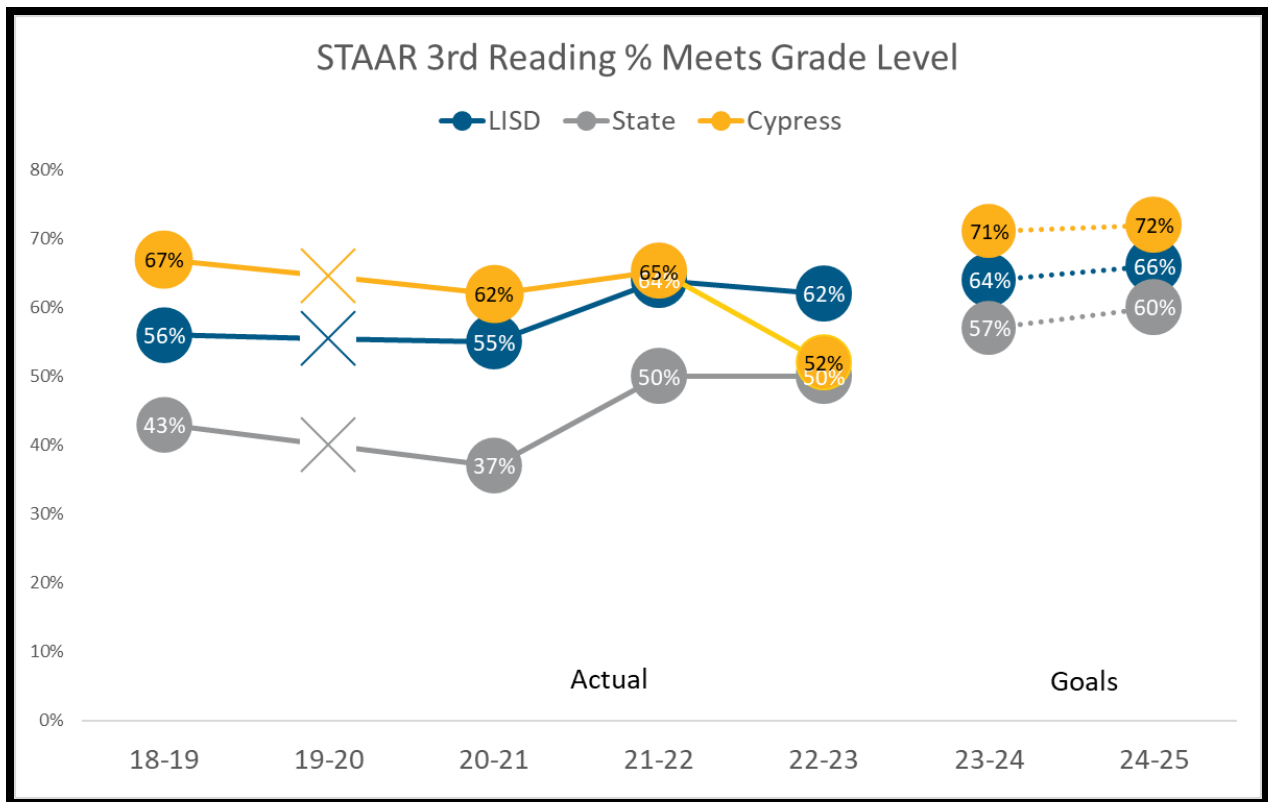
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			70%					
<del>2019-20</del>	<del>68%</del>			<del>71%</del>					
2020-21	68%			71%					
2021-22	69%			72%					
2022-23	70%			73%					
2023-24	71%			74%					
2024-25	72%			75%					



Cypress *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			70%					
<del>2019-20</del>	<del>*</del>			<del>*</del>					
2020-21	62%		50%	67%			60%	20%	
2021-22	65%		69%	67%			27%	38%	
2022-23	52%		47%	52%	67%	60%	24%	33%	80%

Cypress *Actual* Reading Data through 2023 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%

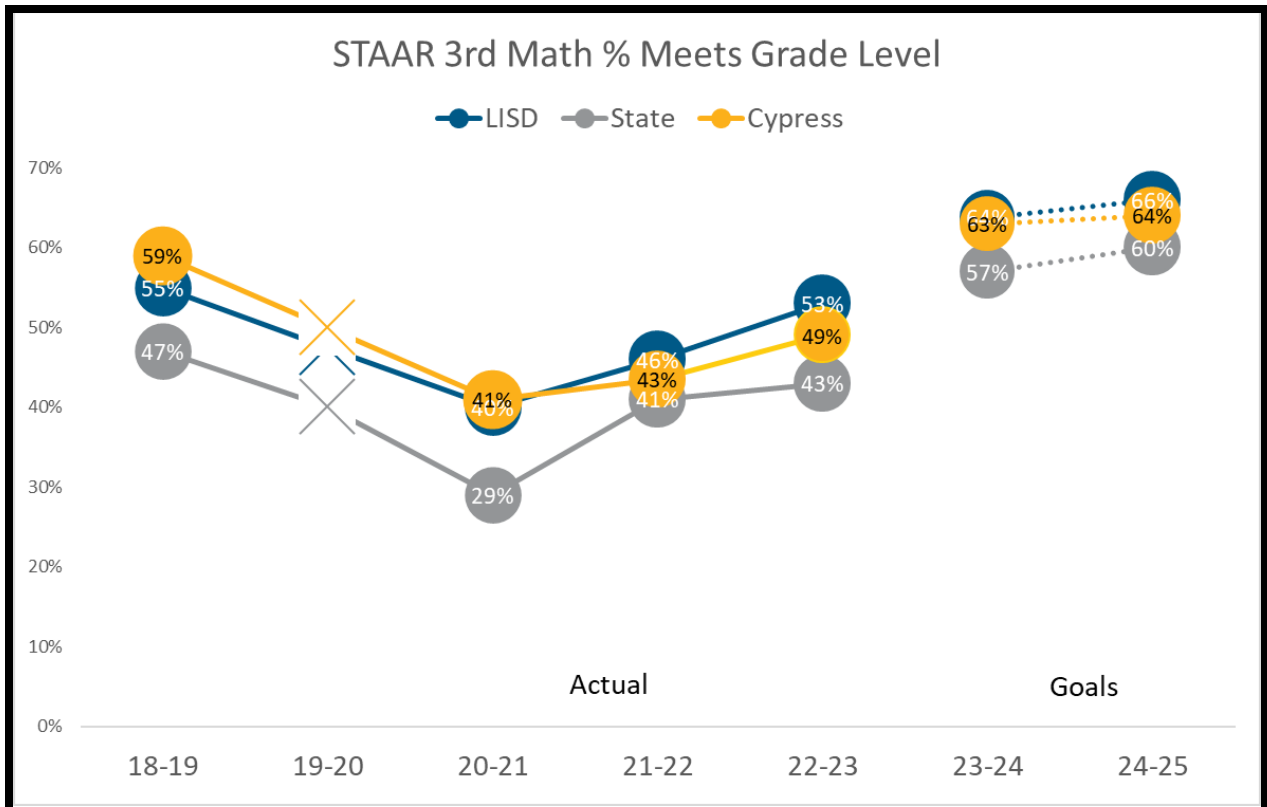
Cypress Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	59%			60%					
2019-20	✖			✖					
2020-21	41%		33%	45%			30%	10%	
2021-22	43%		38%	45%			18%	0%	
2022-23	49%		40%	54%	33%	50%	29%	22%	40%

Cypress *Actual* Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



# Deer Creek Elementary

## 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?

## Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
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  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
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  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

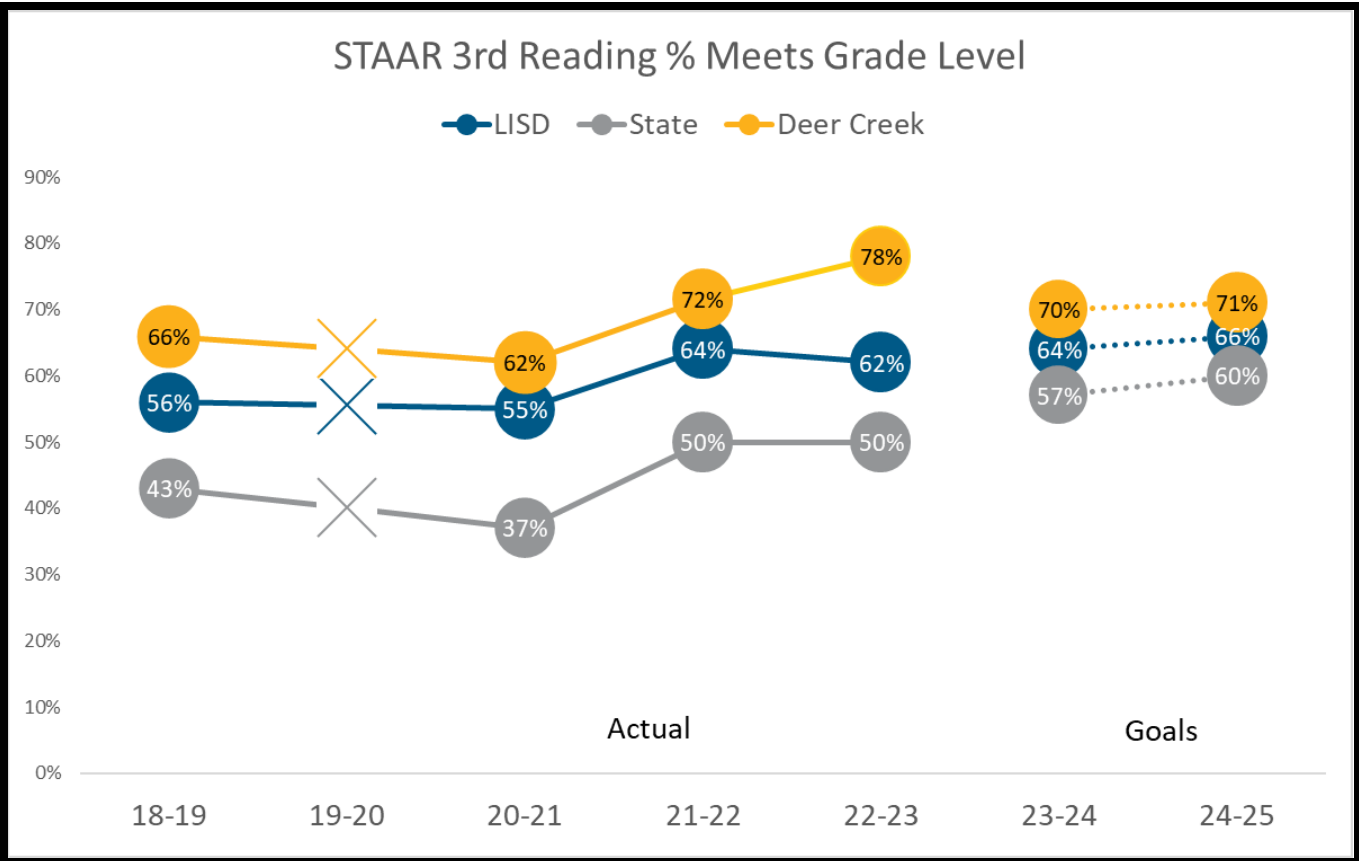
Deer Creek Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	66%			66%					
<del>2019-20</del>	<del>67%</del>			<del>67%</del>					
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 10+ 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%
2022-23	78%		75%	76%	100%		31%		67%

Deer Creek Actual Reading Data through 2023 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 10+ Reported

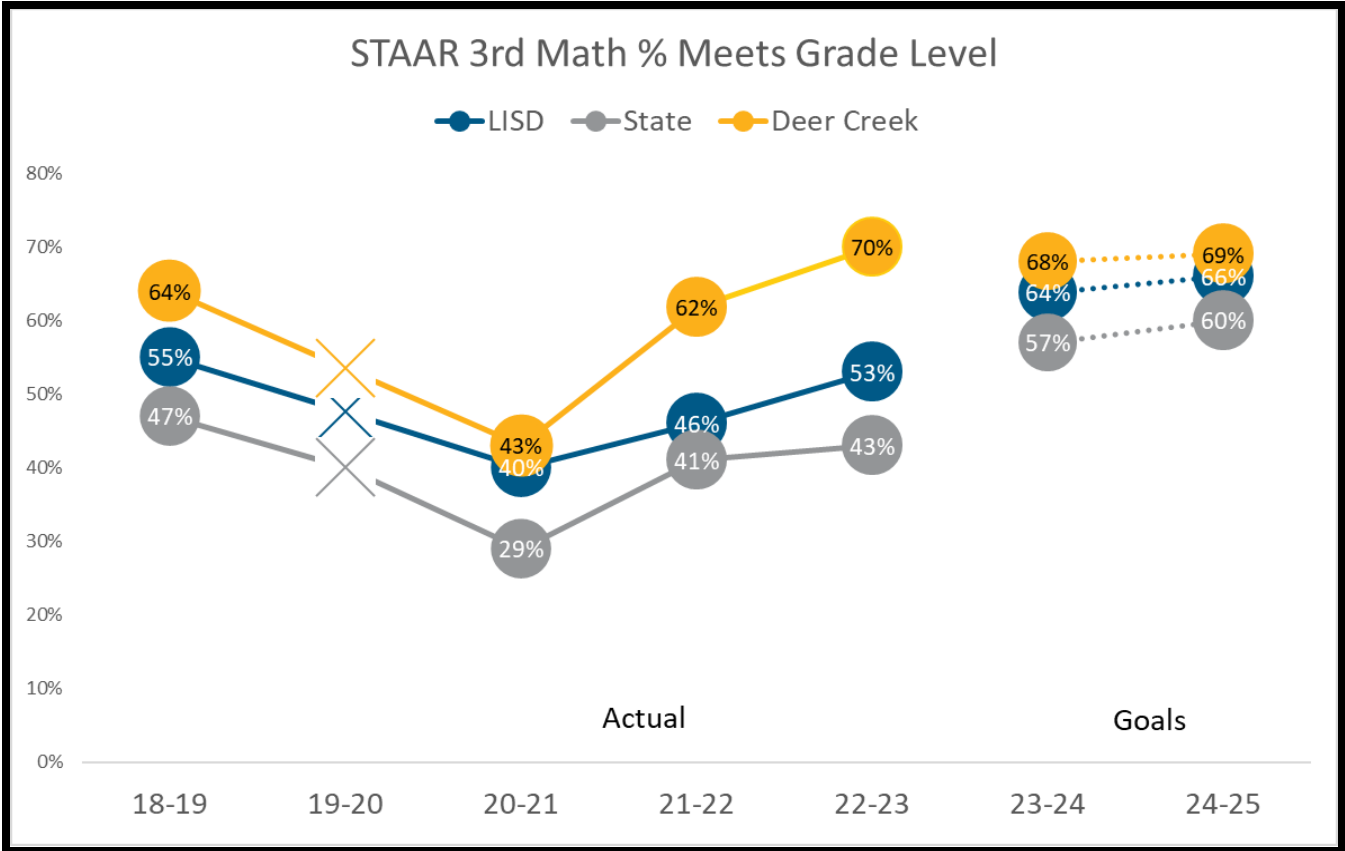
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
2019-20	65%			66%					
2020-21	65%			66%					
2021-22	66%			67%					
2022-23	67%			68%					
2023-24	68%			69%					
2024-25	69%			70%					



Deer Creek Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%
2022-23	70%		69%	68%	91%		25%		83%

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



## 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?

## Faubion Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

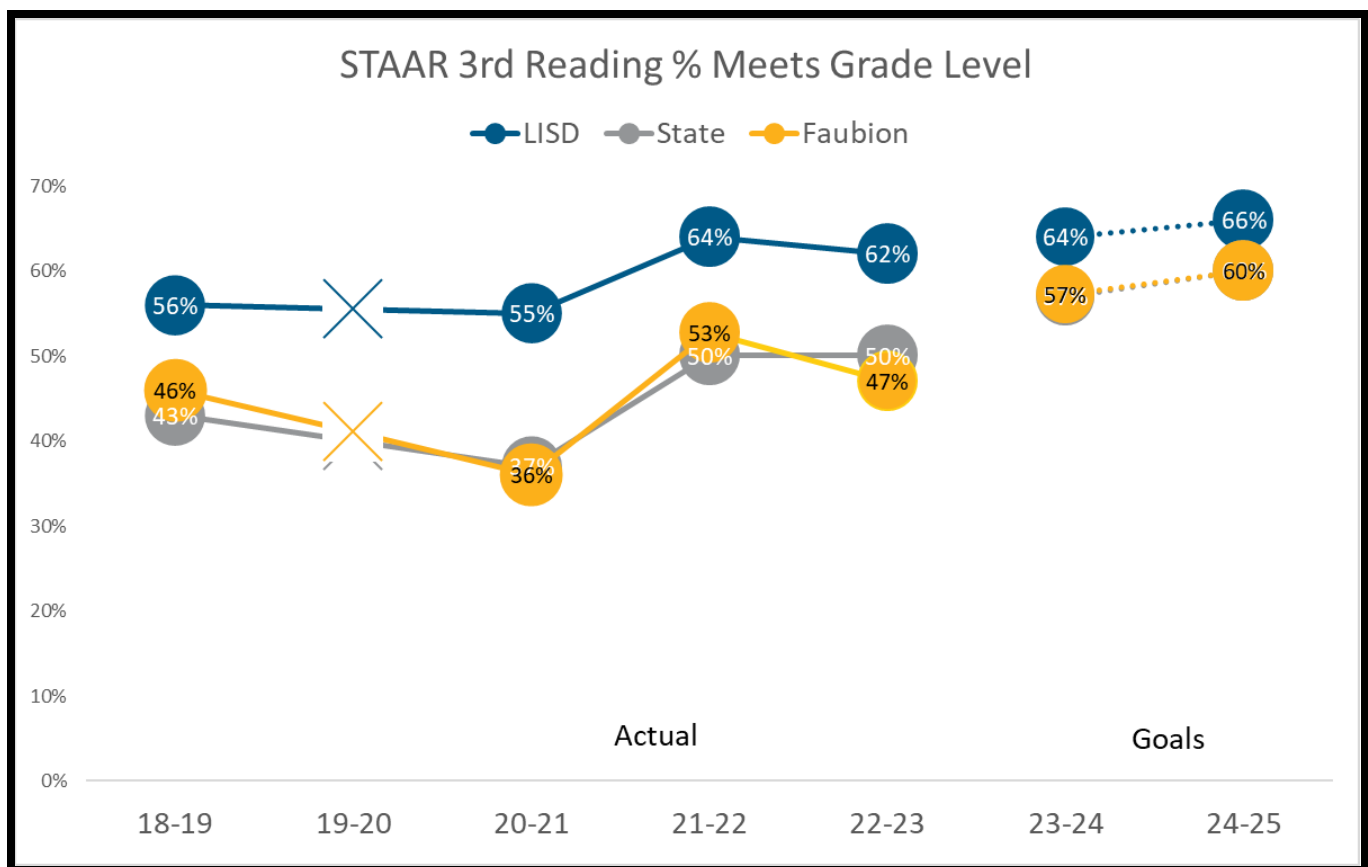
Faubion Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			55%					
2019-20	✕			✕					
2020-21	36%		31%	50%				20%	
2021-22	53%		35%	74%			33%	36%	
2022-23	47%		30%	59%			36%	20%	

Faubion *Actual* Reading Data through 2023 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%
<del>2019-20</del>	<del>57%</del>	<del>29%</del>	<del>48%</del>	<del>58%</del>	<del>84%</del>	<del>60%</del>	<del>34%</del>	<del>40%</del>	<del>45%</del>
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%

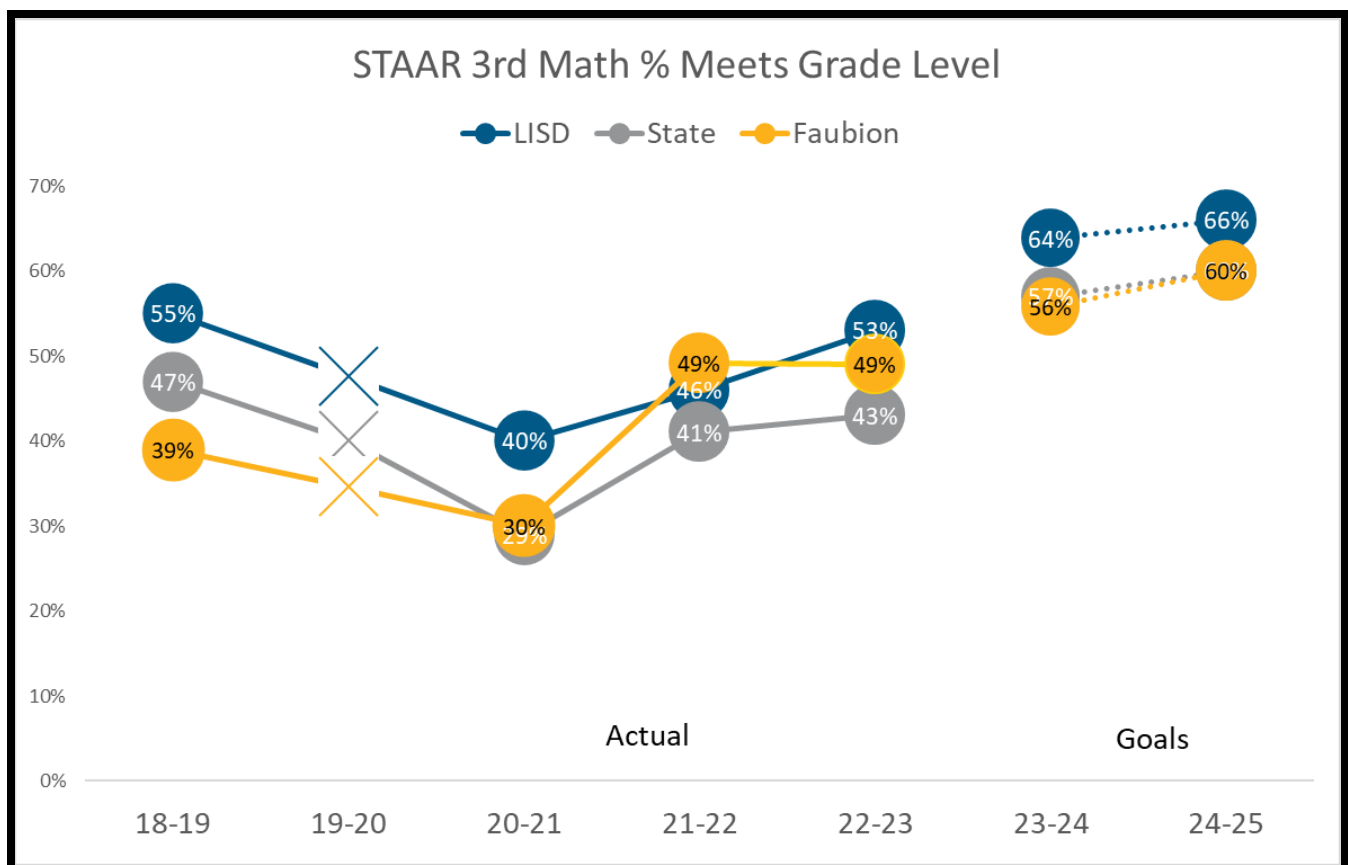
Faubion Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%	
2022-23	49%		30%	55%			27%	0%	

Faubion *Actual* Math Data through 2023 and Future Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

## Giddens Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
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  - e. Improve curriculum assessments with varied item types
  
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    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. Participate in campus School Improvement Visits through a lens of curriculum implementation
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    - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
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  - b. Provide ongoing content specific professional learning with instructional coaches
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    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

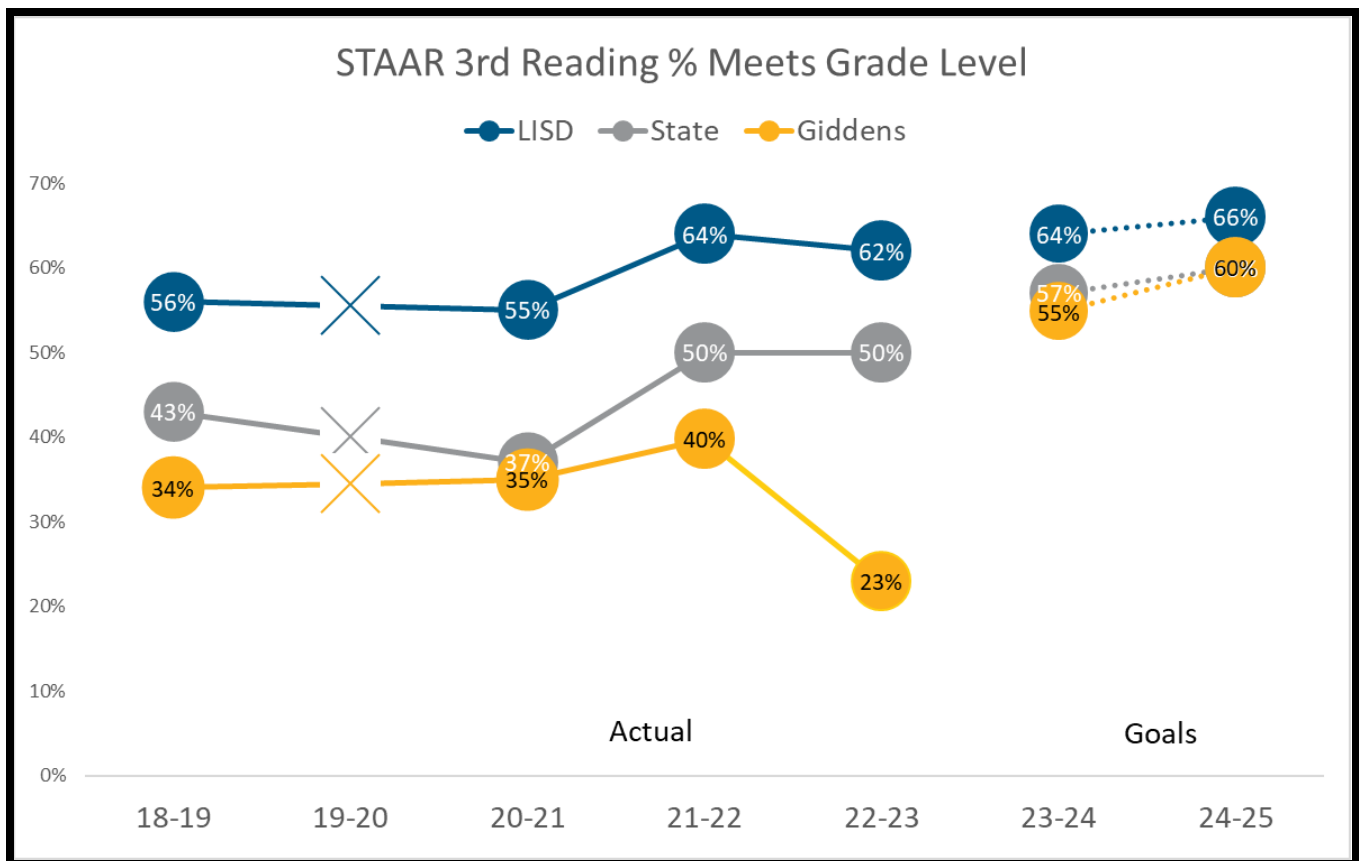
Giddens Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		25%	44%				29%	
<del>2019-20</del>	<del>39%</del>		<del>32%</del>	<del>47%</del>				<del>35%</del>	
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 10+ 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%	
2022-23	23%		32%	27%			0%	8%	50%

Giddens *Actual* Reading Data through 2023 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%

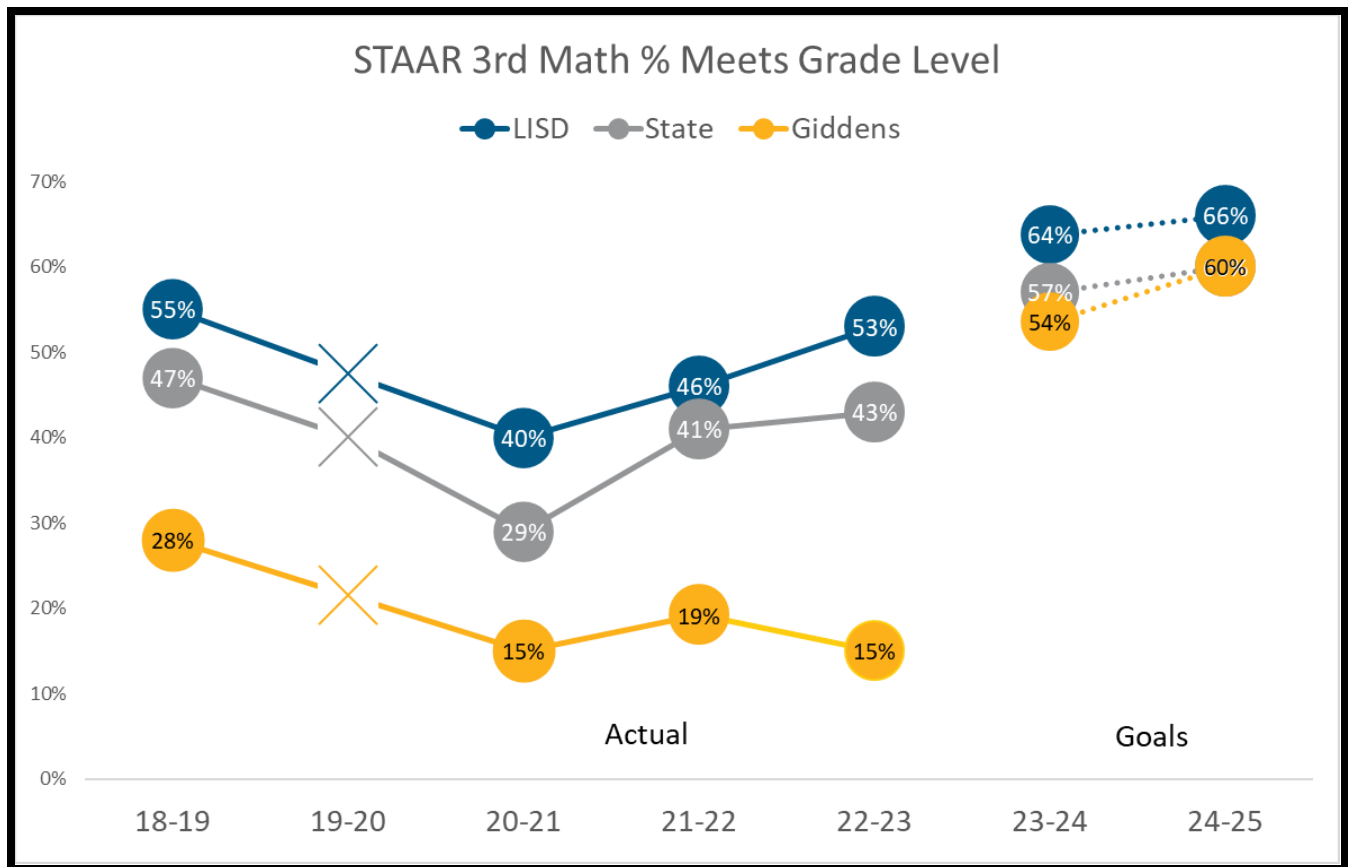
Giddens Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	

% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%	
2022-23									

Giddens *Actual* Math Data through 2023 and Future Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR



[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 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%

## Glenn HS Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

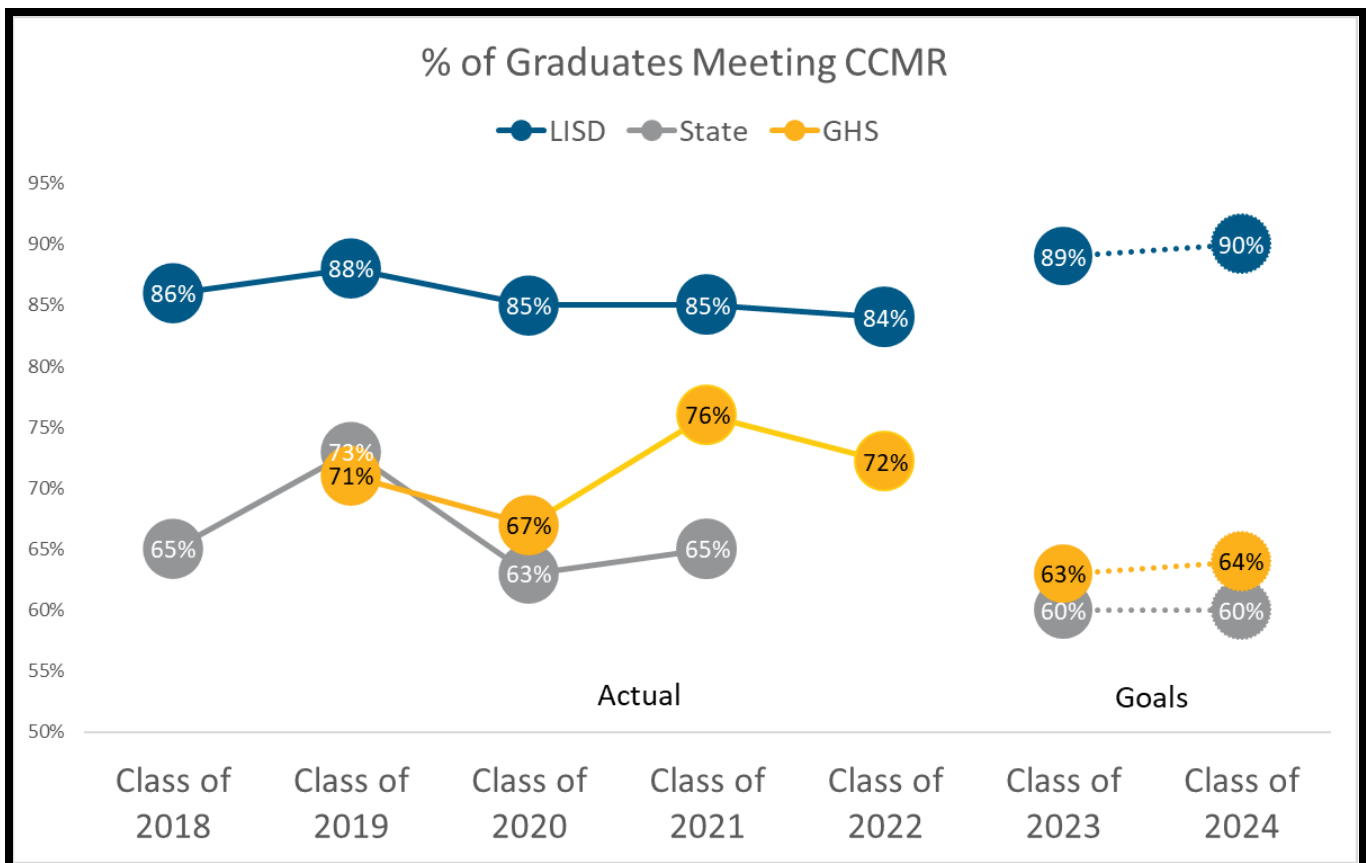
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Goal	59%	46%	49%	66%	89%	71%	88%	51%	38%
Class of 2020 Goal	60%	47%	50%	67%	90%	72%	89%	52%	39%
Class of 2021 Goal	61%	48%	51%	68%	91%	73%	90%	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 10+ 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%	
Class of 2022 Actual	72%	58%	68%	78%	85%	67%	89%	68%	50%

## Glenn High School Actual Data and Proposed Goals



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

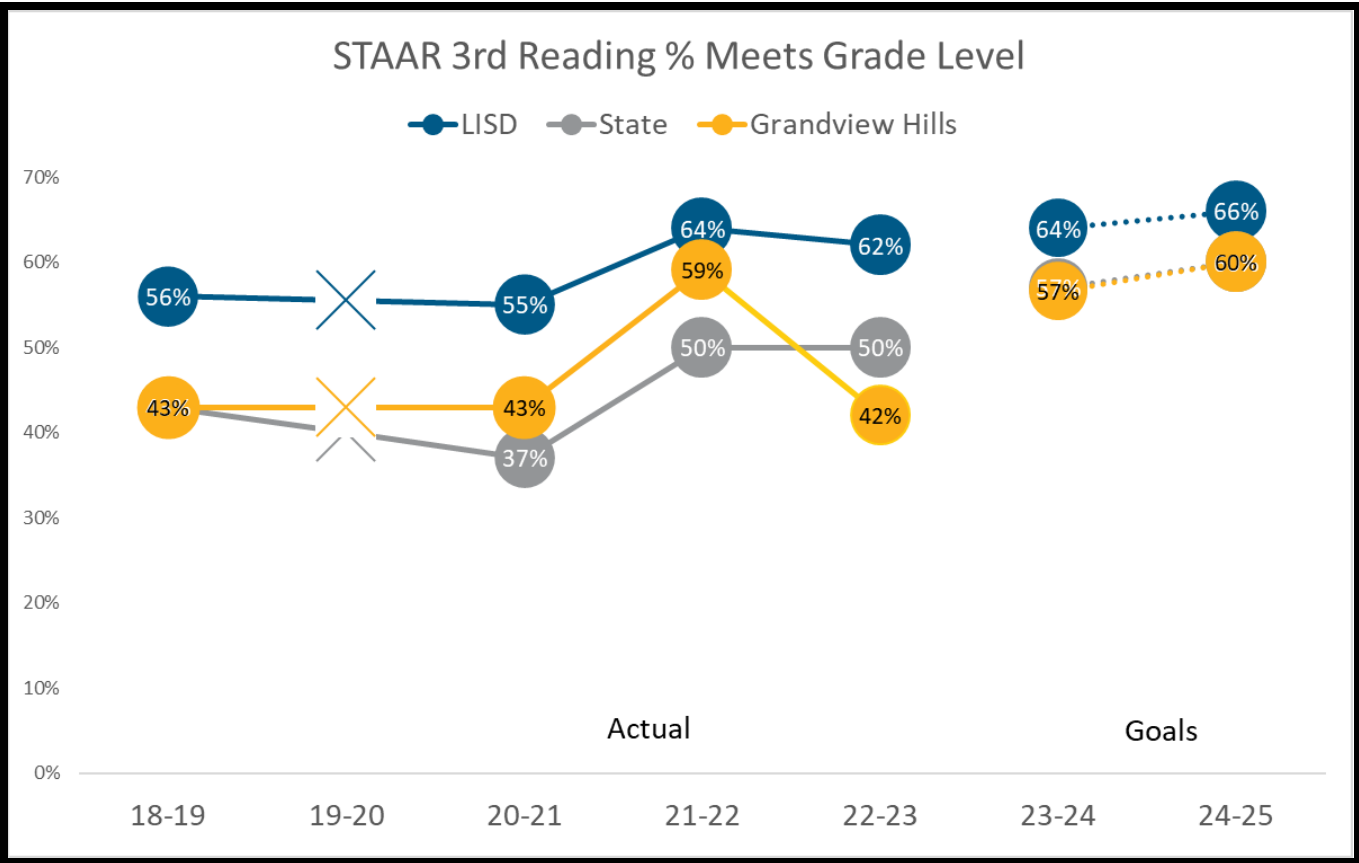
Grandview Hills Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%			49%					
2019-20	<del>47%</del>			<del>51%</del>					
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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%			49%					
2019-20	*			*					
2020-21	43%		33%	67%			27%	6%	
2021-22	59%	64%	47%	55%			33%	59%	
2022-23	42%	14%	35%	44%			19%		

Grandview Hills Actual Reading Data through 2023 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%
<del>2019-20</del>	<del>57%</del>	<del>29%</del>	<del>48%</del>	<del>58%</del>	<del>84%</del>	<del>60%</del>	<del>34%</del>	<del>40%</del>	<del>45%</del>
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%

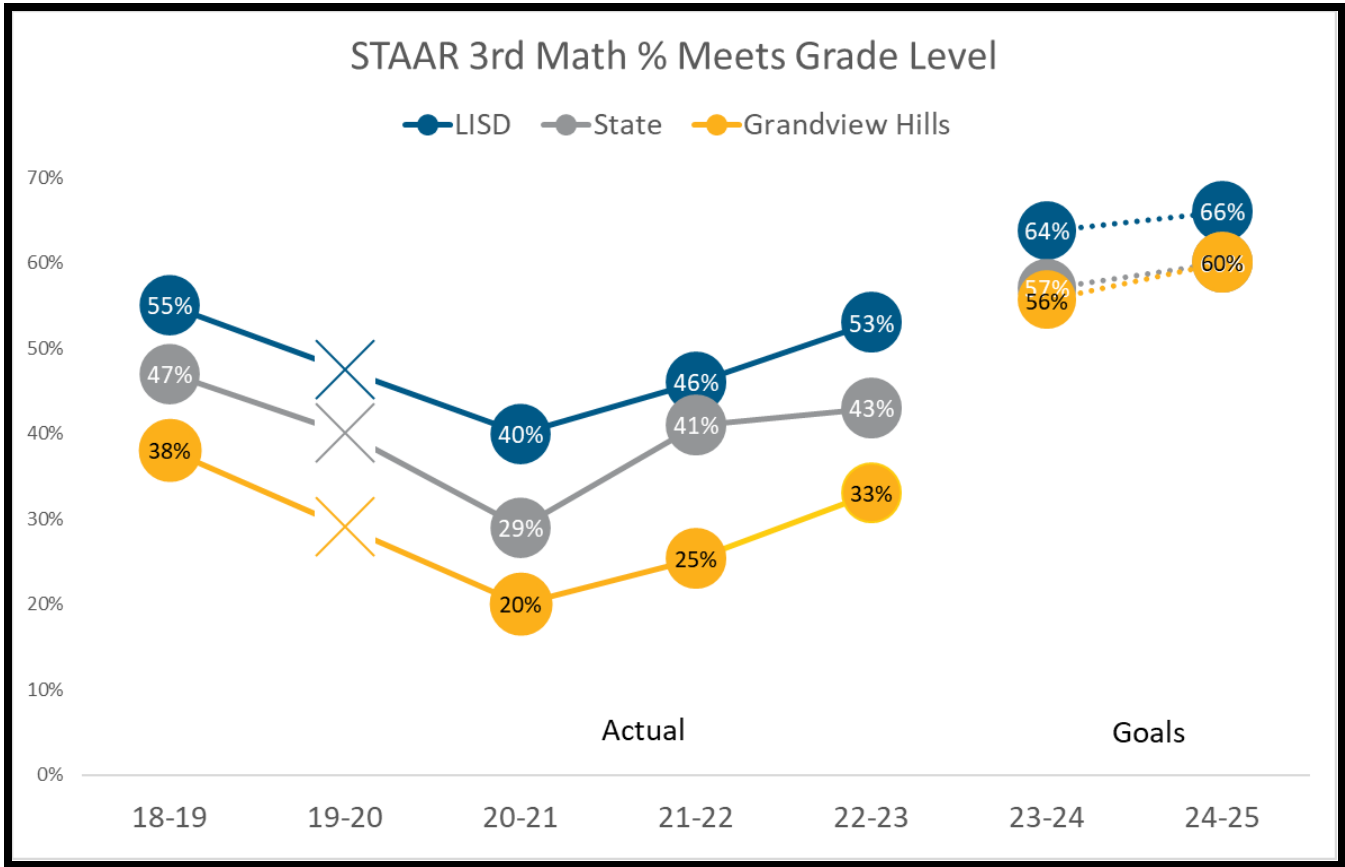
Grandview Hills Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
<del>2019-20</del>	<del>42%</del>			<del>44%</del>					
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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
2019-20	*			*					
2020-21	20%		13%	28%			27%	6%	
2021-22	25%	0%	12%	29%			8%	14%	
2022-23	33%	14%	18%	41%			12%		

Grandview Hills Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR





## 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?

# Knowles Elementary

## Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

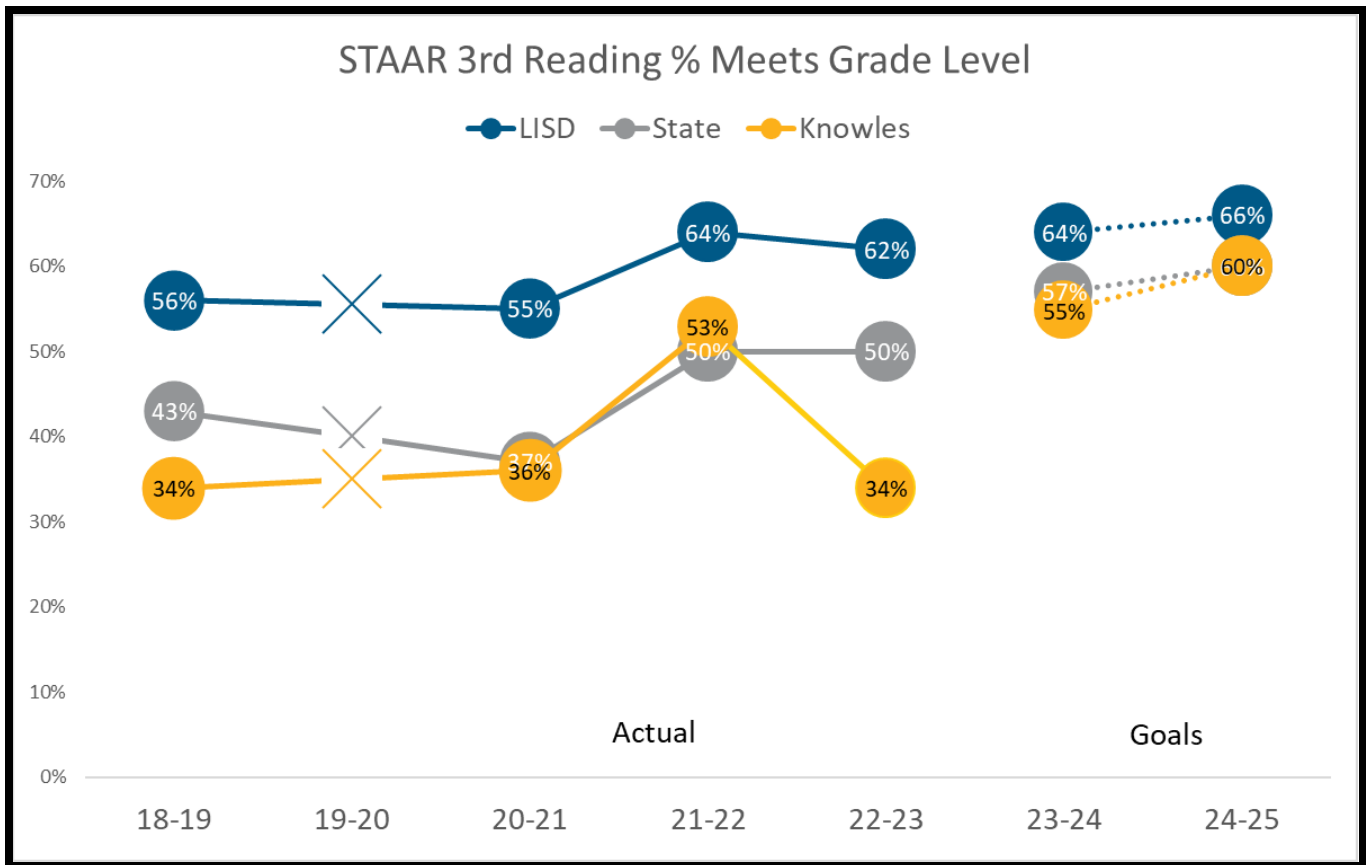
Knowles Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		28%	41%				29%	25%
<del>2019-20</del>	<del>39%</del>		<del>34%</del>	<del>44%</del>				<del>35%</del>	<del>32%</del>
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 10+ 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%
2022-23	34%		33%	42%			5%	25%	35%

Knowles Actual Reading Data through 2023 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	<del>57%</del>	<del>29%</del>	<del>48%</del>	<del>58%</del>	<del>84%</del>	<del>60%</del>	<del>34%</del>	<del>40%</del>	<del>45%</del>
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%

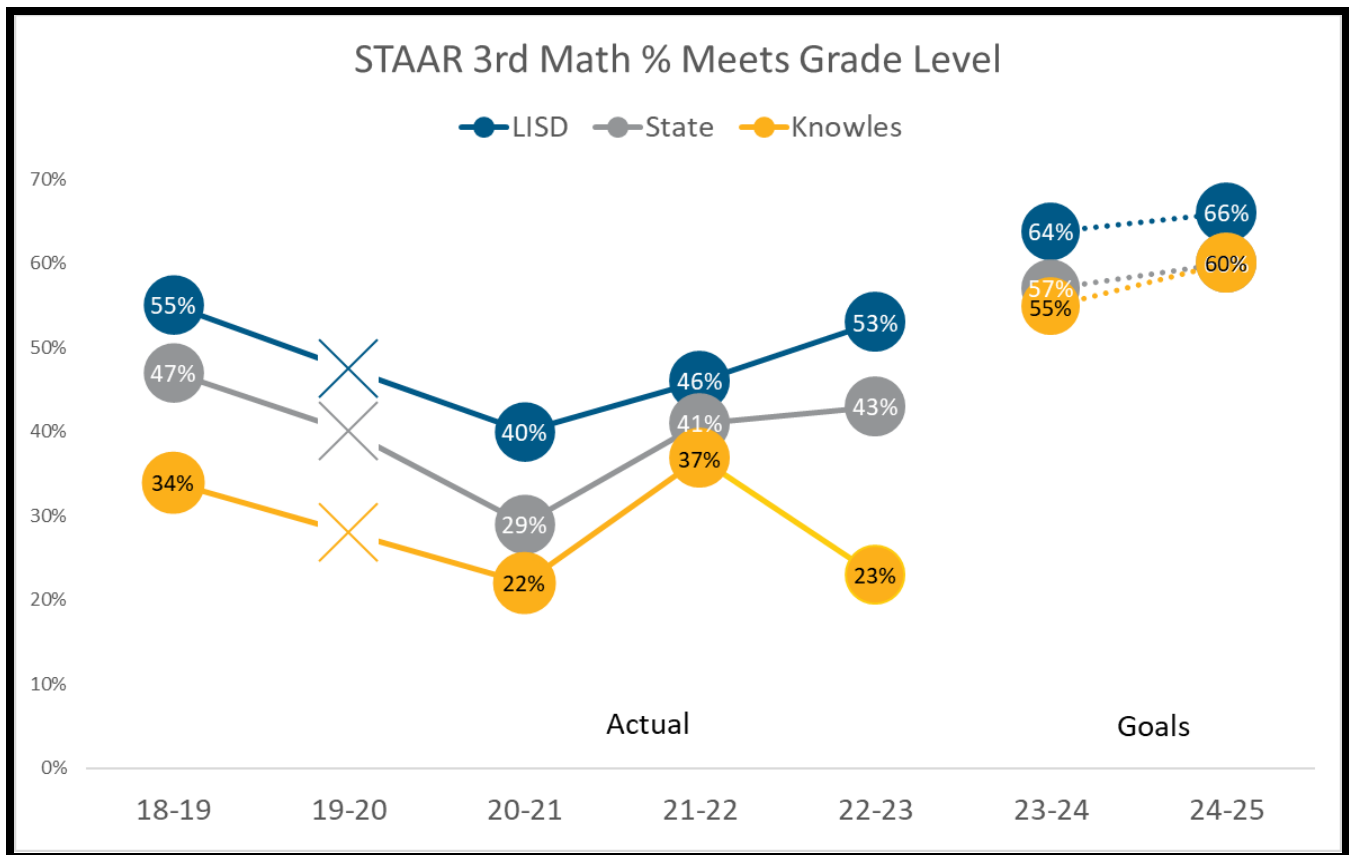
Knowles Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	<del>39%</del>		<del>38%</del>	<del>34%</del>				<del>32%</del>	<del>35%</del>
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 10+ 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%
2022-23	23%		18%	42%			10%	6%	13%

Knowles Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *Provide ongoing support for Early Childhood* ~~351~~ *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities



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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

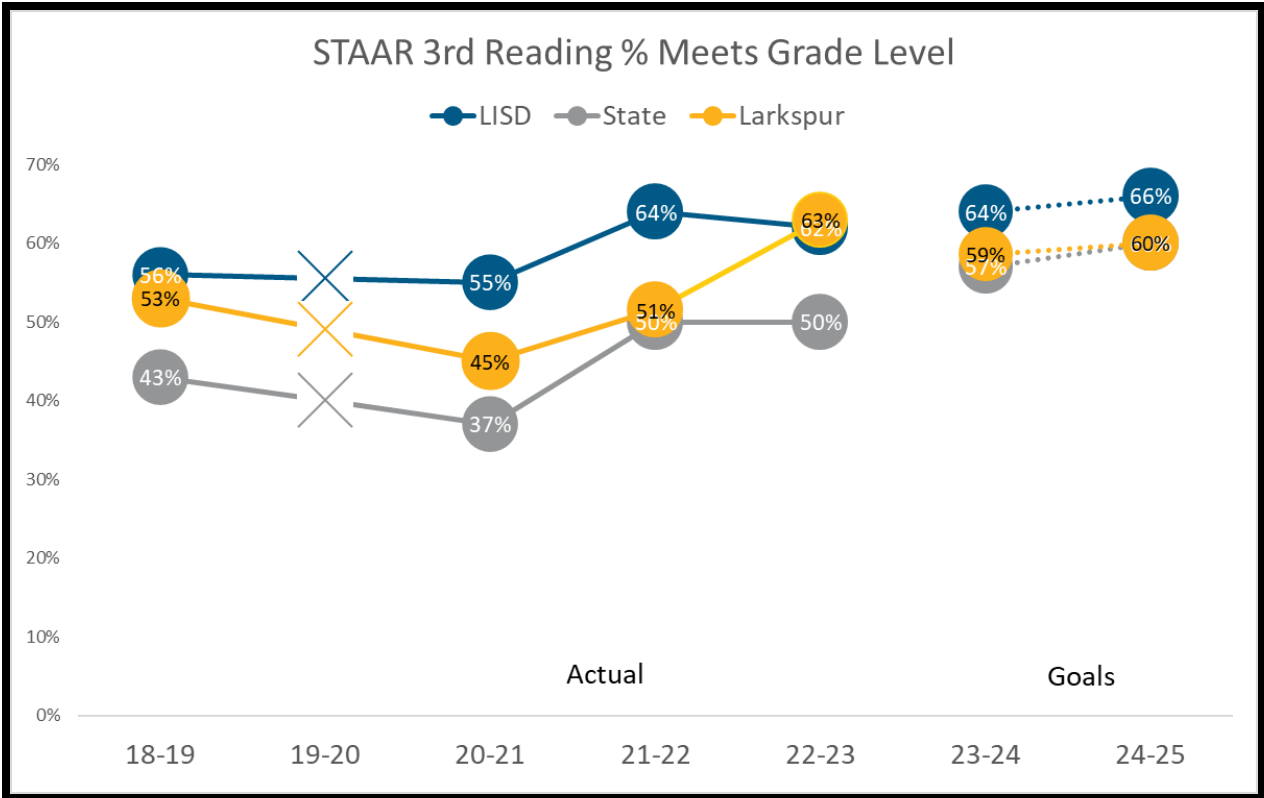
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
<del>2019-20</del>	<del>54%</del>		<del>47%</del>	<del>60%</del>				<del>43%</del>	
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 19-20 and beyond *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
<del>2019-20</del>	<del>*</del>		<del>*</del>	<del>*</del>				<del>*</del>	
2020-21	45%		46%	46%			27%	18%	
2021-22	51%	58%	60%	49%			18%	50%	58%
2022-23	63%	75%	47%	63%			27%	29%	36%

Plain (18-19) and Larkspur (19-20 and beyond) 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%

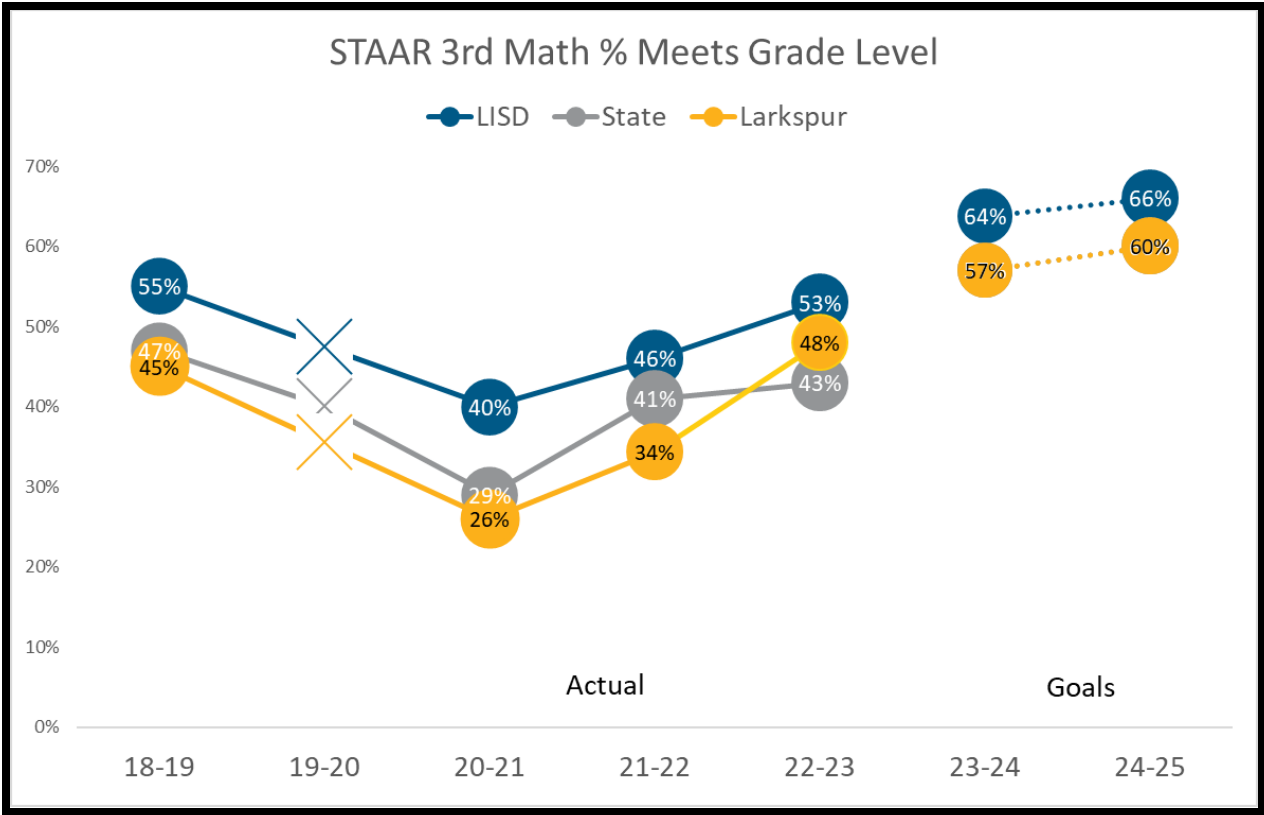
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 19-20 and beyond Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%
2022-23	48%	50%	31%	48%			12%	29%	45%

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



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

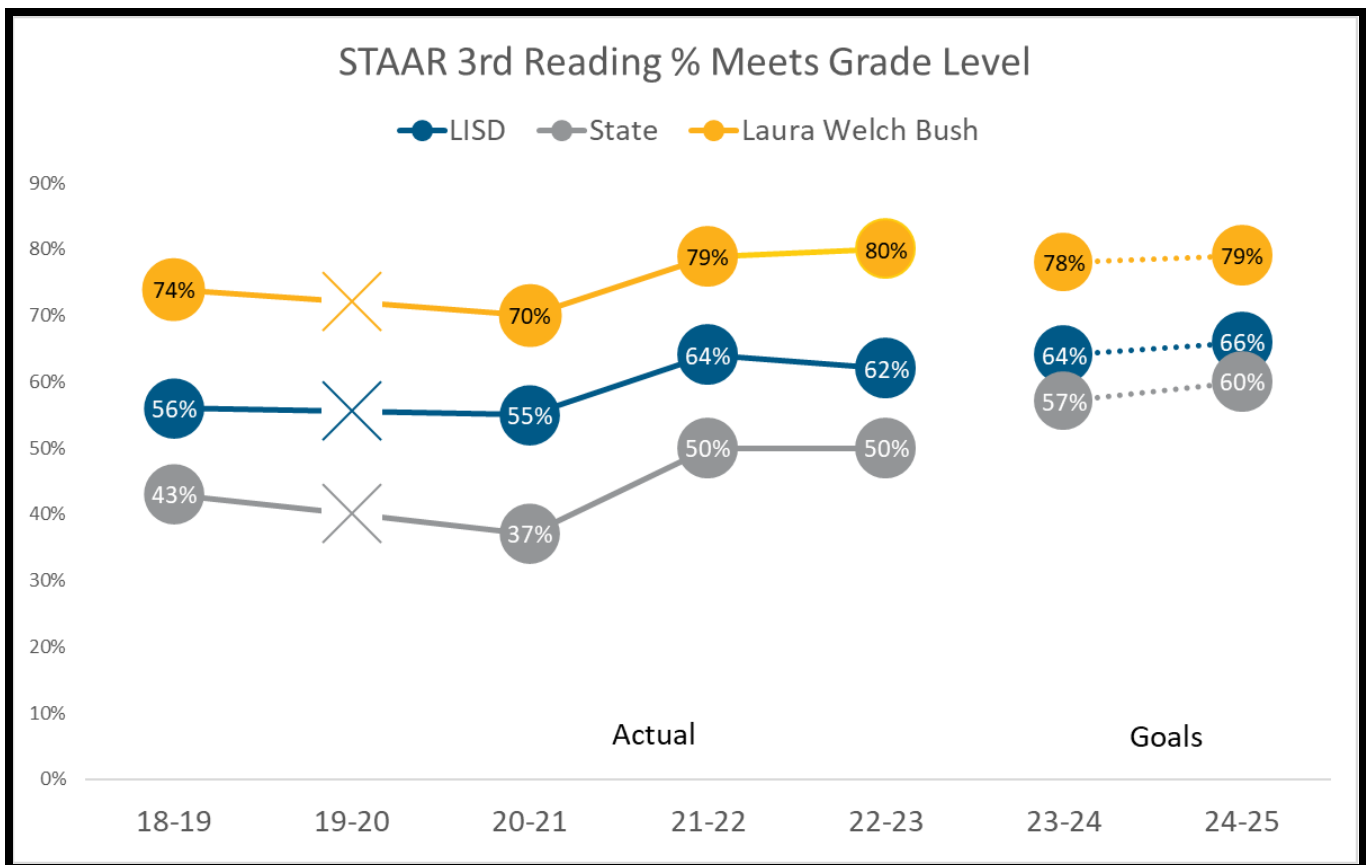
Laura Welch Bush Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
<del>2019-20</del>	<del>75%</del>			<del>80%</del>					
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 10+ 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%				
2022-23	80%		90%	71%	94%		54%		

Laura Welch Bush Actual Reading Data through 2023 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%

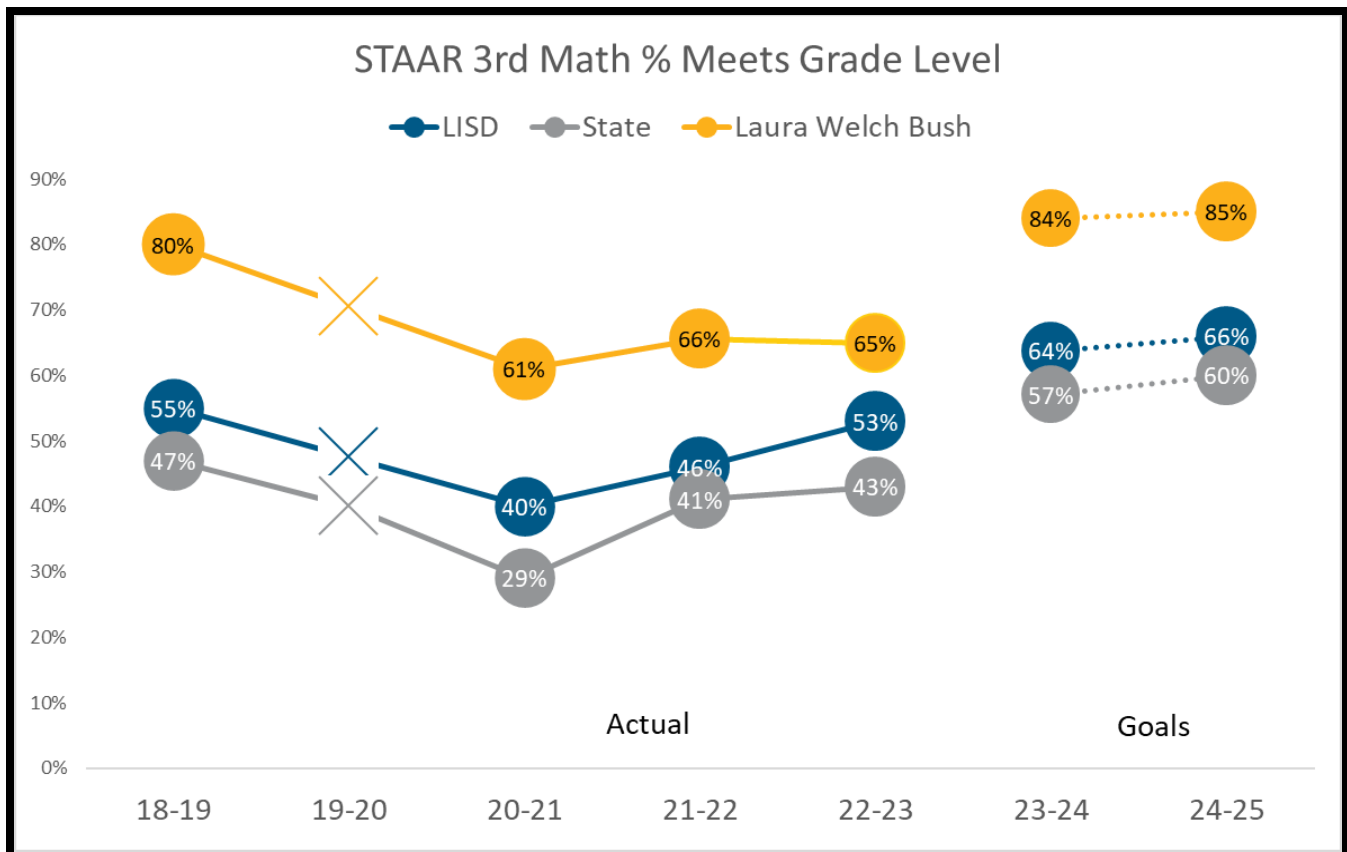
Laura Welch Bush Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
2019-20	84%			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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
2019-20	*			*					
2020-21	61%		70%	56%	93%		31%		
2021-22	66%		68%	61%	87%				
2022-23	65%		50%	60%	78%		38%		

Laura Welch Bush Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



[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 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%

## Leander HS Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

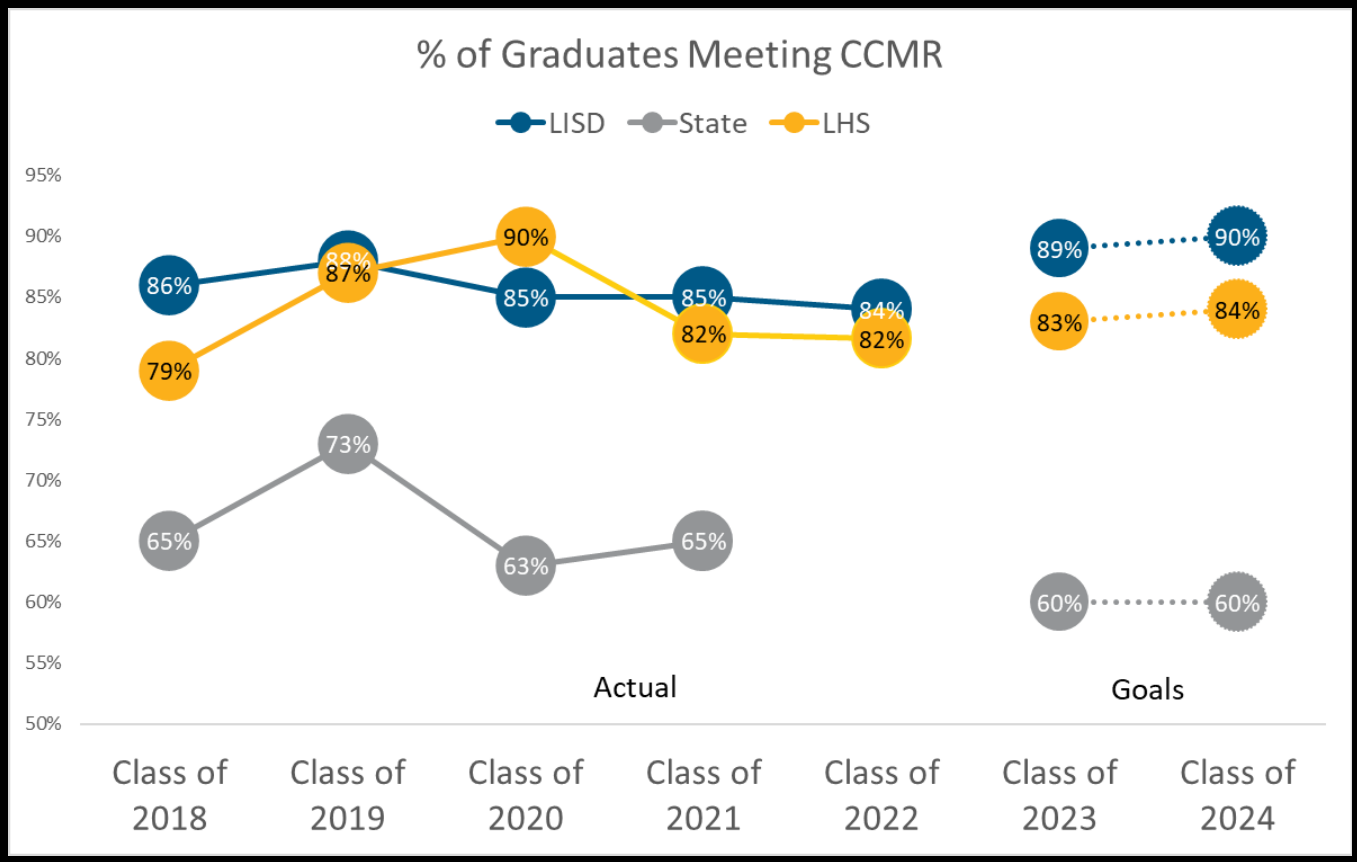
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2020 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2021 Goal	81%	71%	73%	86%	86%	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 10+ 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%
Class of 2022 Actual	82%	77%	72%	87%	89%	83%	98%	69%	56%

### Leander High School Actual Data and Proposed Goals



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

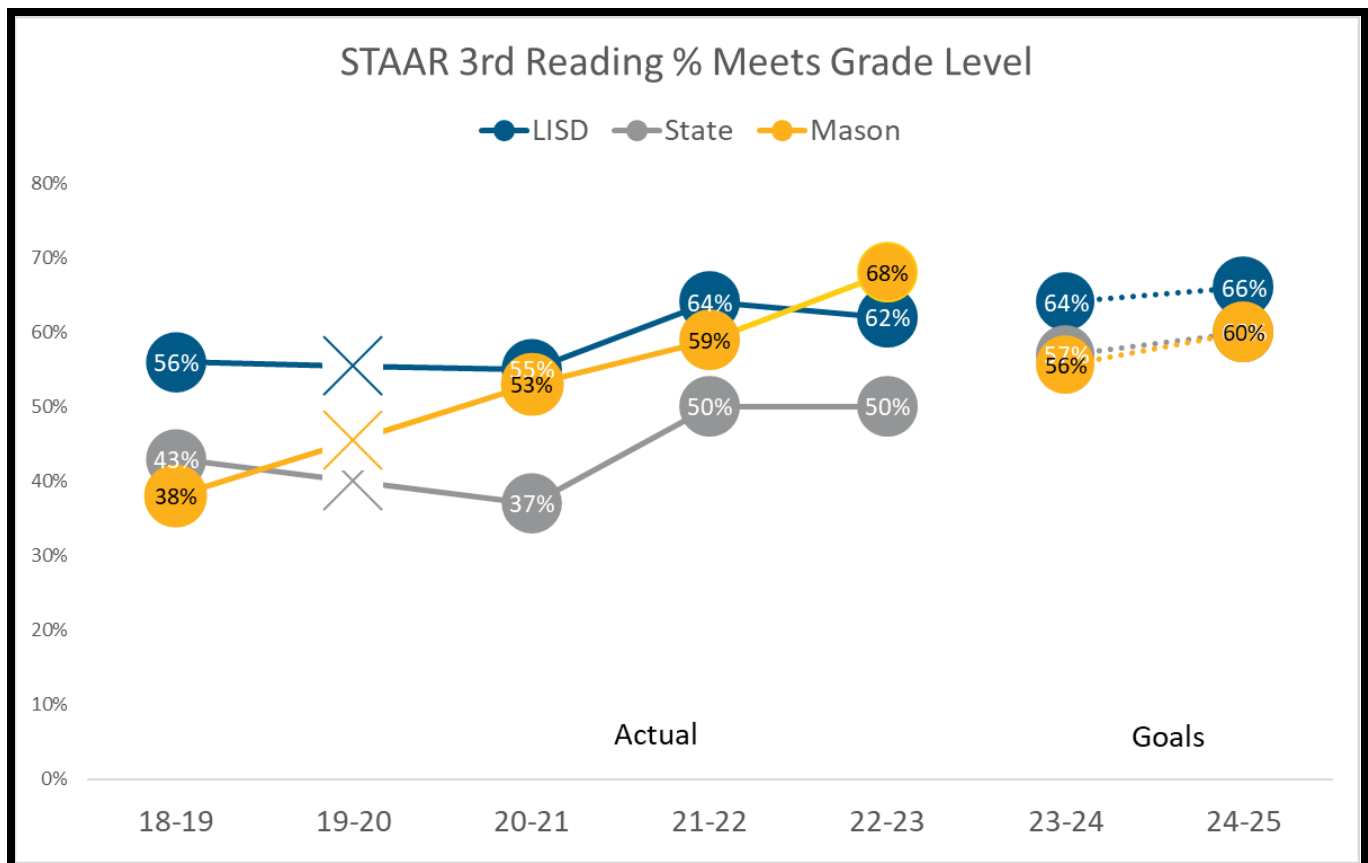
CC Mason Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%	
2022-23	68%	38%	52%	71%	89%	62%	19%	62%	

CC Mason *Actual* Reading Data through 2023 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%

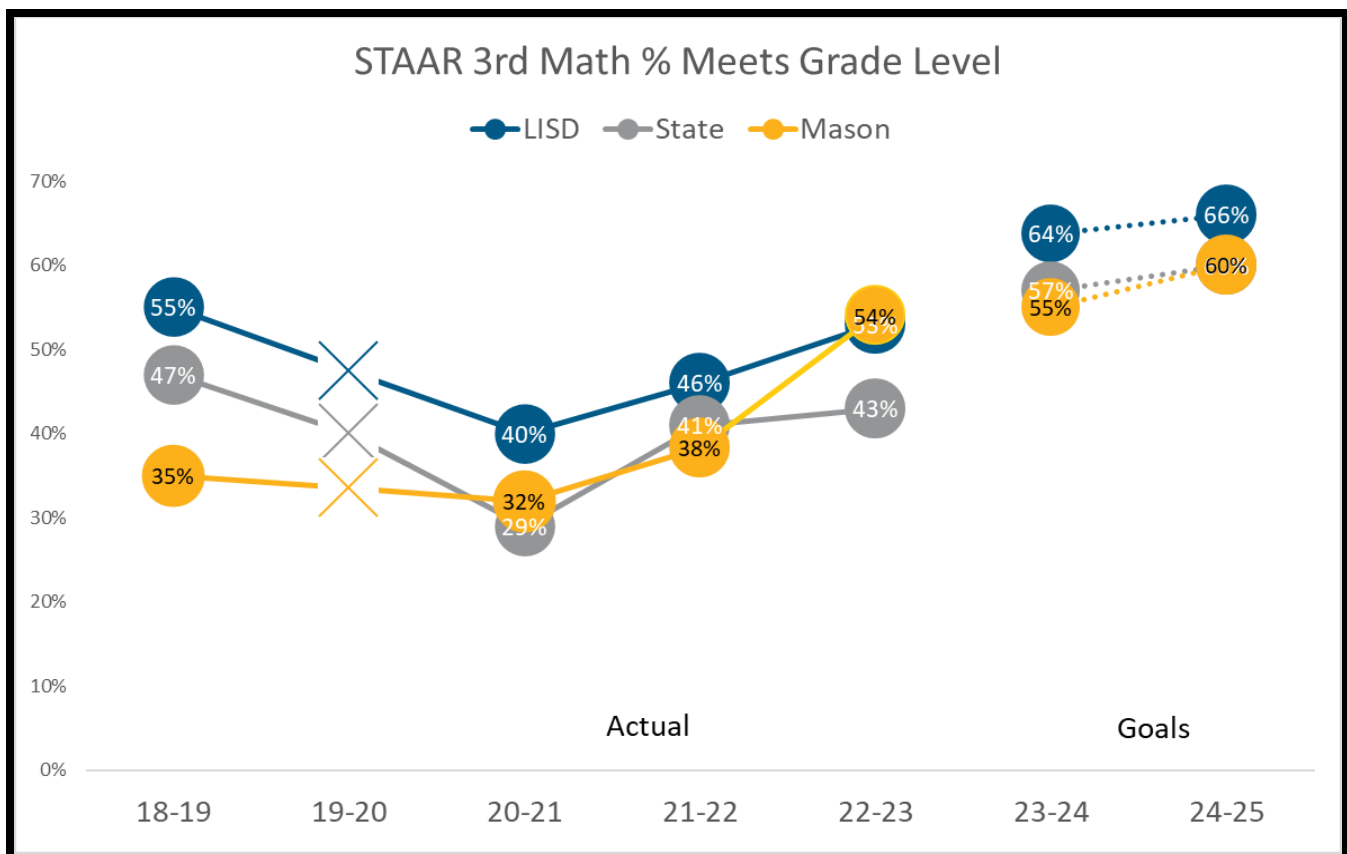
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	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
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2019-20	40%		36%	40%				20%	
2020-21	40%		36%	40%				20%	
2021-22	45%		42%	45%				30%	
2022-23	50%		48%	50%				40%	
2023-24	55%		54%	55%				50%	
2024-25	60%		60%	60%				60%	

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	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%	
2022-23	54%	38%	48%	50%	68%	75%	10%	25%	

CC Mason *Actual* Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



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## Naumann Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
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  - b. Support campus PLCs to promote and support:
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    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
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- d. Promote developmentally appropriate literacy practices across all early childhood programs
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## Mathematics Action Plans

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  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

Naumann Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

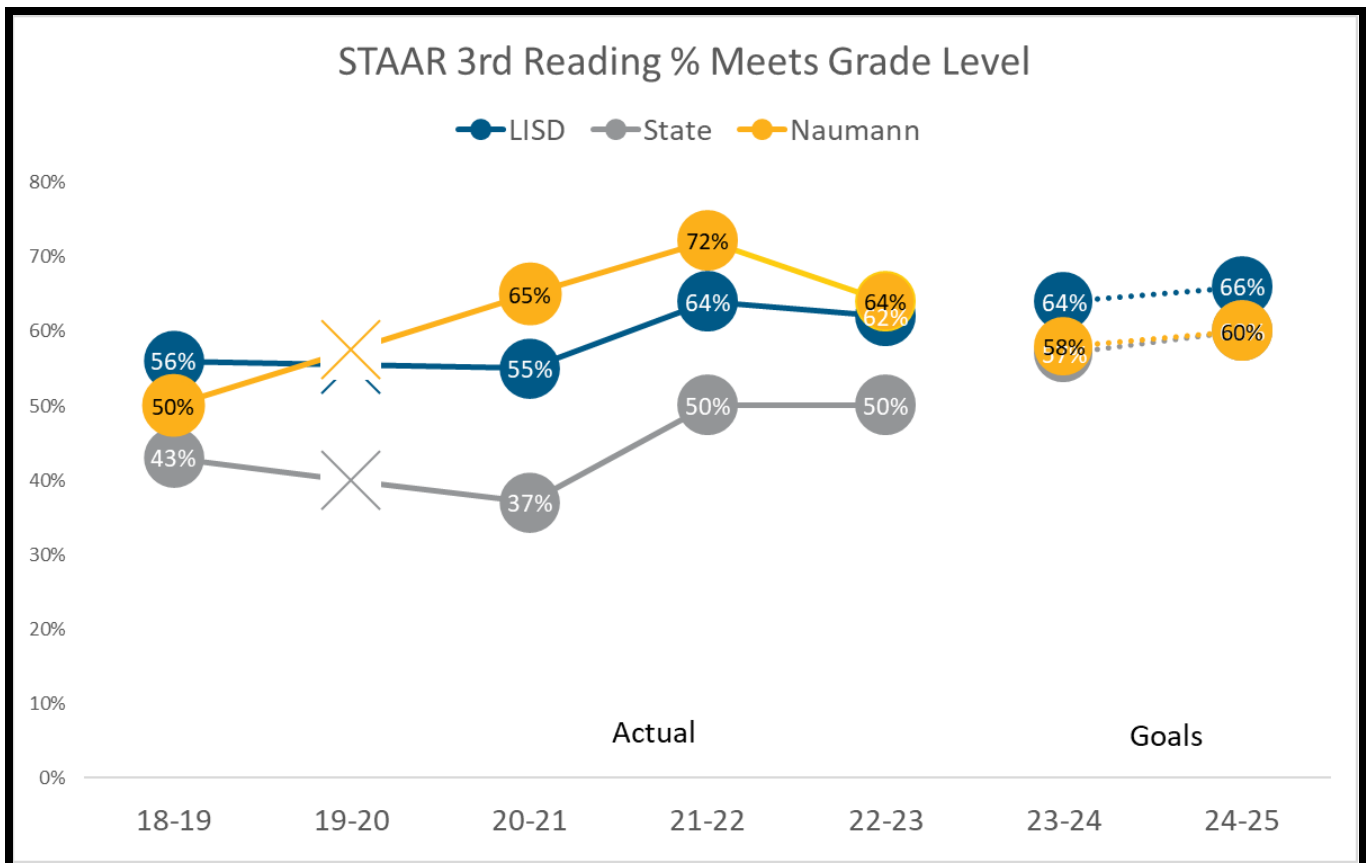
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
2019-20	52%			56%					
2020-21	52%			56%					
2021-22	54%			57%					
2022-23	56%			58%					
2023-24	58%			59%					
2024-25	60%			60%					



Naumann *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ 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%	
2022-23	64%		75%	72%			25%	60%	

Naumann *Actual* Reading Data through 2023 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%

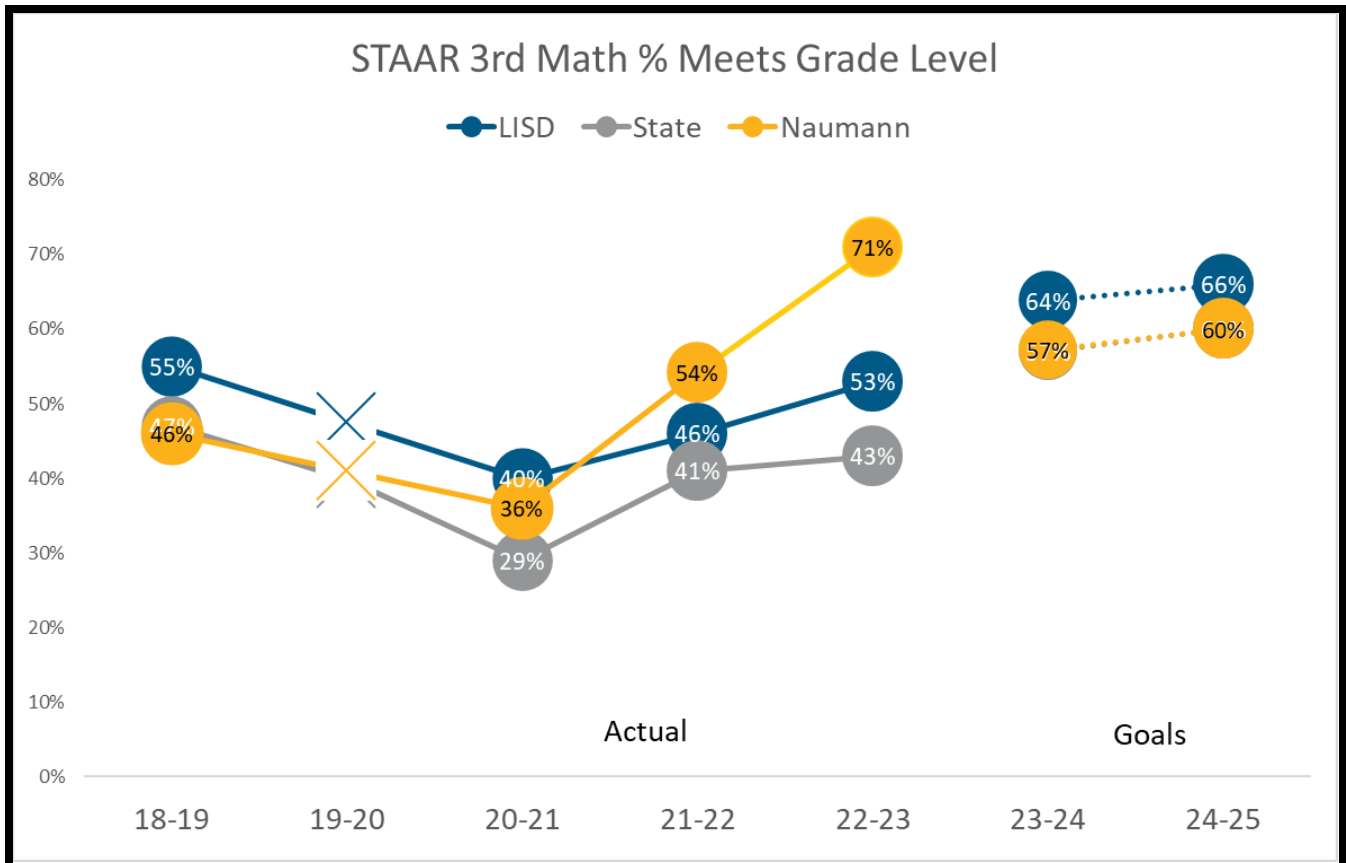
Naumann Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
2019-20	*			*					
2020-21	36%		31%	45%				18%	
2021-22	54%		47%	68%			30%	42%	
2022-23	71%		75%	80%			50%	40%	

Naumann *Actual* Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *Provide ongoing support for Early Childhood* ~~300~~ *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

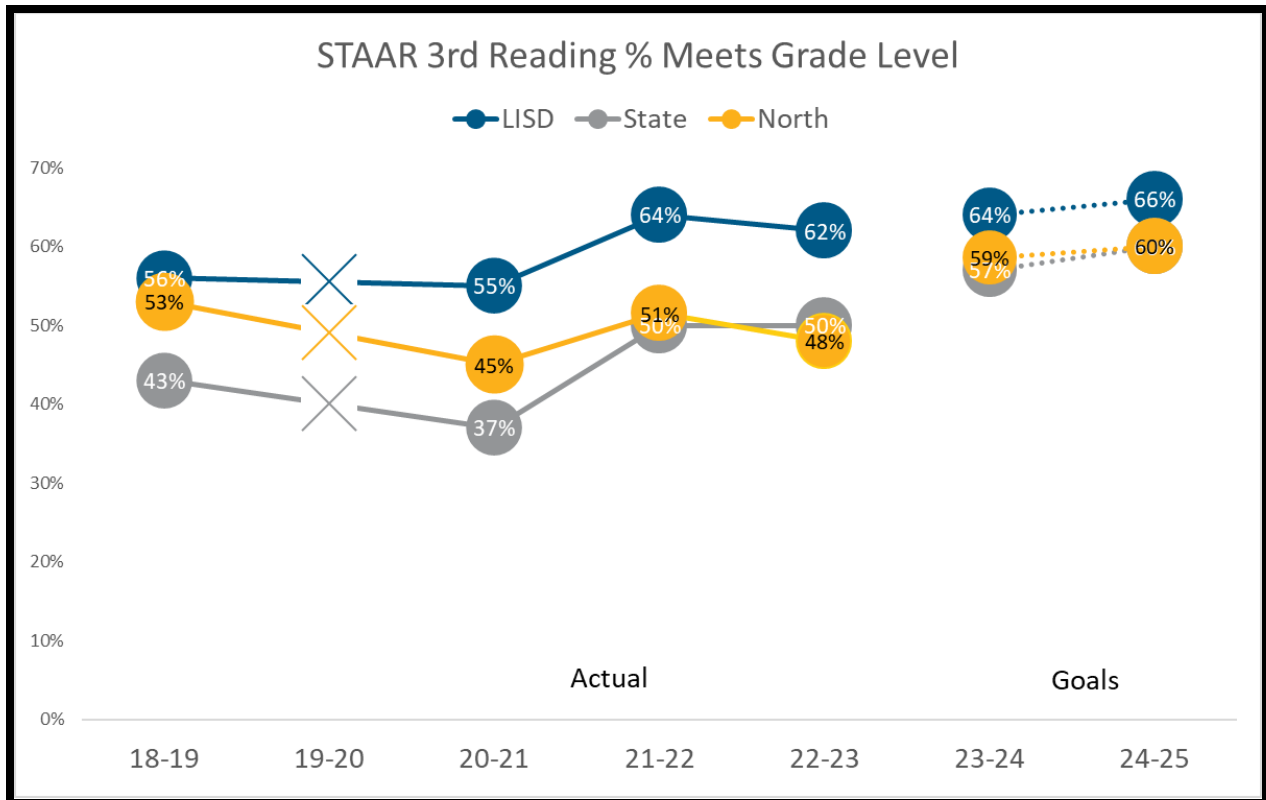
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
<del>2019-20</del>	<del>54%</del>		<del>47%</del>	<del>60%</del>				<del>43%</del>	
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 18-19 Data & Larkspur 19-20 through 21-22 & North 22-23 *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ 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%		60%	49%			18%	50%	58%
2022-23	48%		54%	32%	70%		62%	50%	67%

Plain 18-19 Data & Larkspur 19-20 through 21-22 & North 22-23 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/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

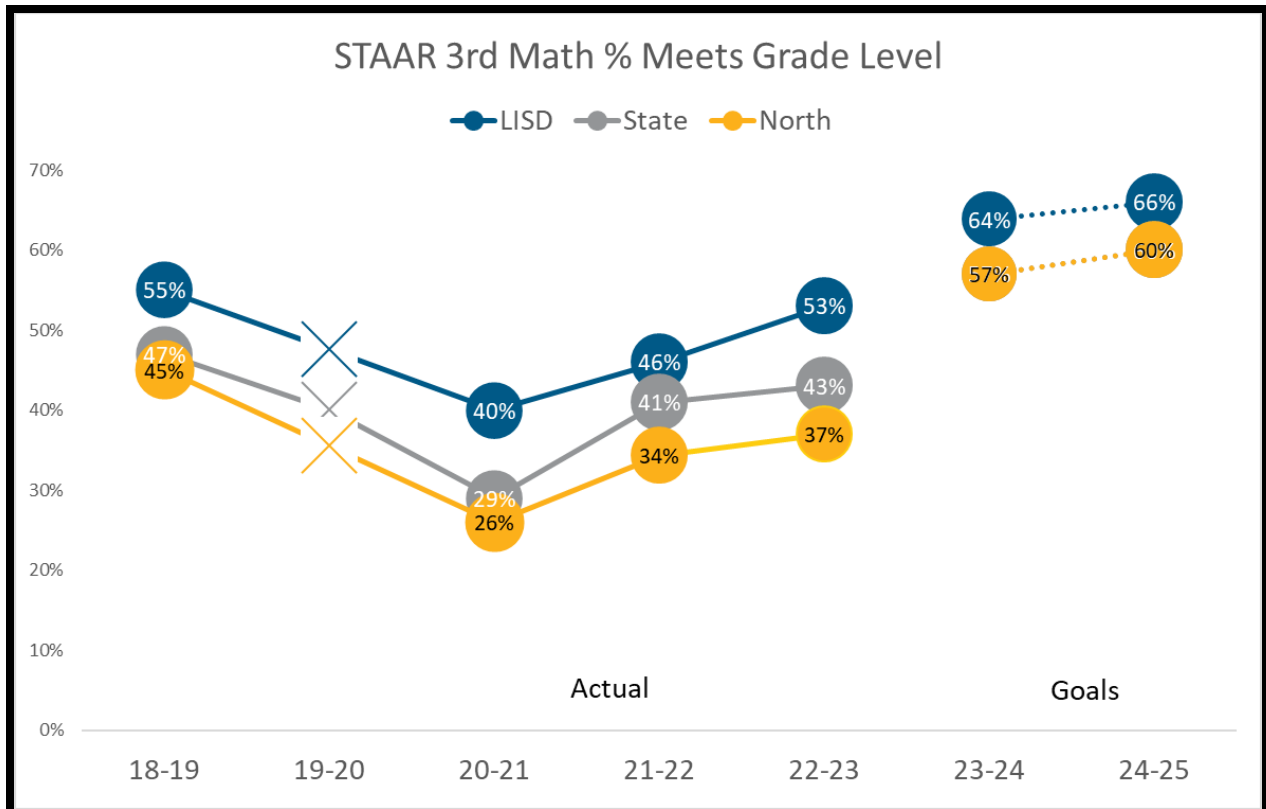
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	48%		39%	52%				37%	
2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	



Plain 18-19 Data & Larkspur 19-20 through 21-22 & North 22-23 - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%		33%	37%			23%	27%	25%
2022-23	37%		33%	29%	70%		0%	20%	44%

Plain 18-19 Data & Larkspur 19-20 through 21-22 & North 22-23 Actual Math Data and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

## Parkside Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

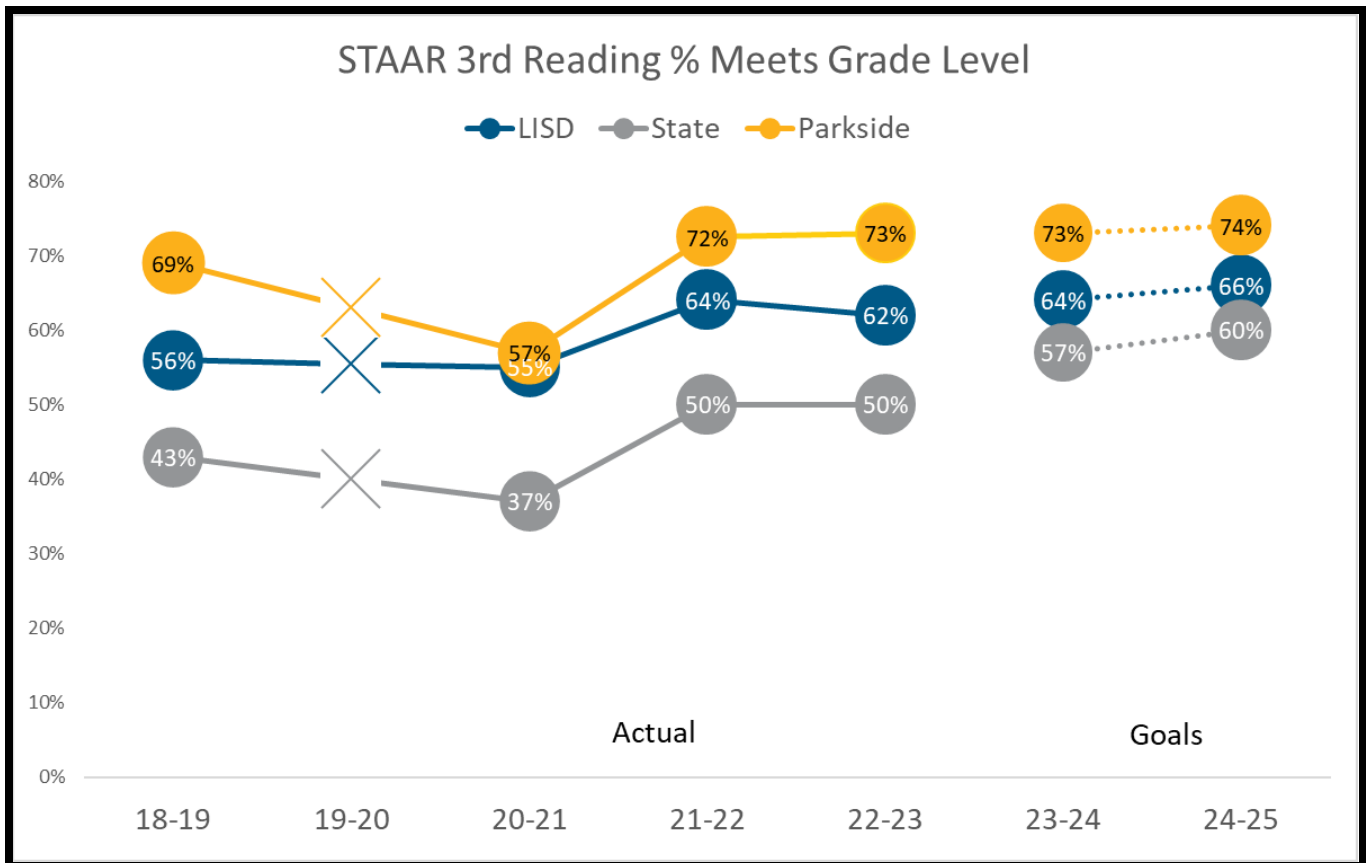
Parkside Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	73%		36%	71%	82%		47%		70%

Parkside Actual Reading Data through 2023 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%

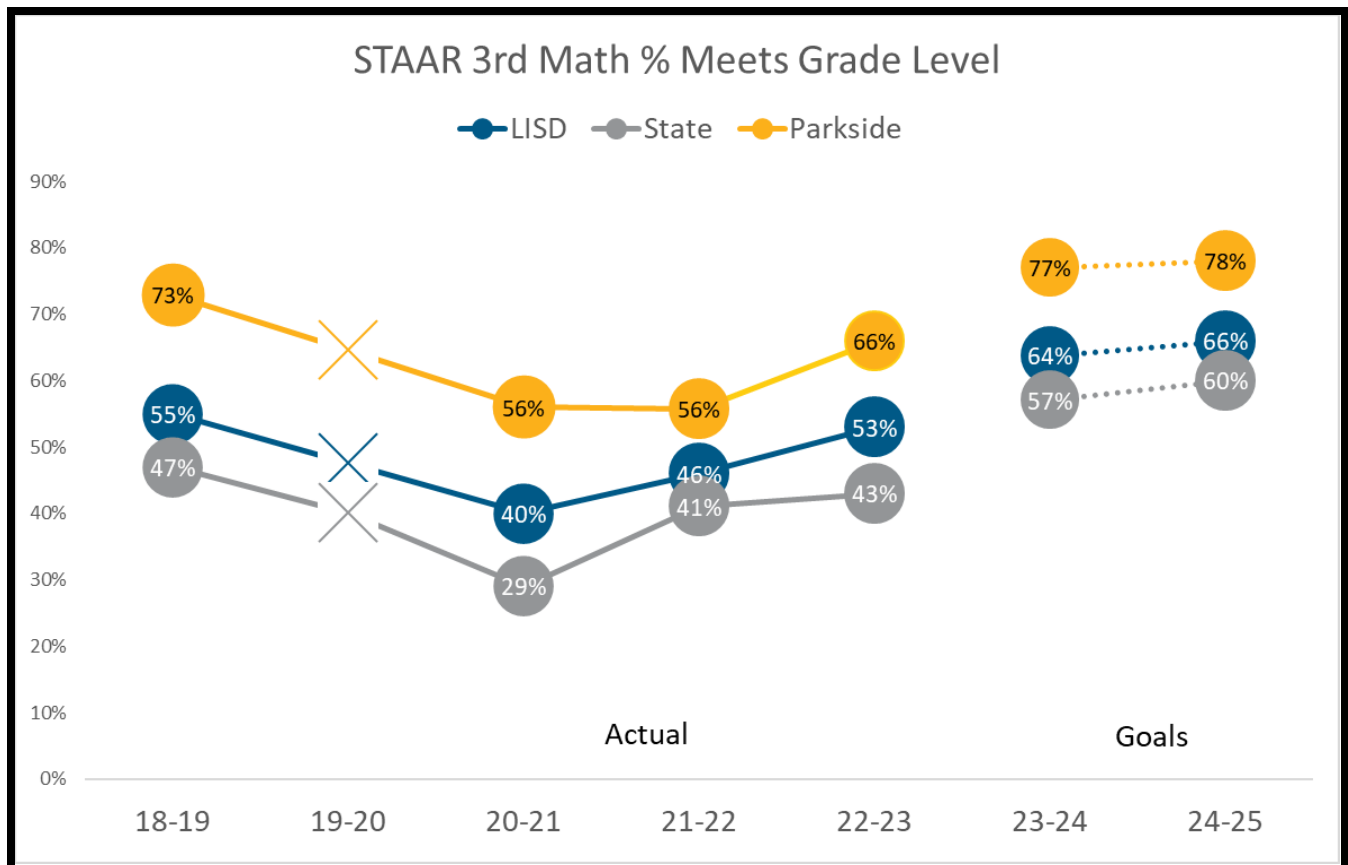
Parkside Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	66%		36%	59%	78%		41%		70%

Parkside Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

## Plain Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
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  - c. Provide ongoing, optional professional learning for teachers
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    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
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  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

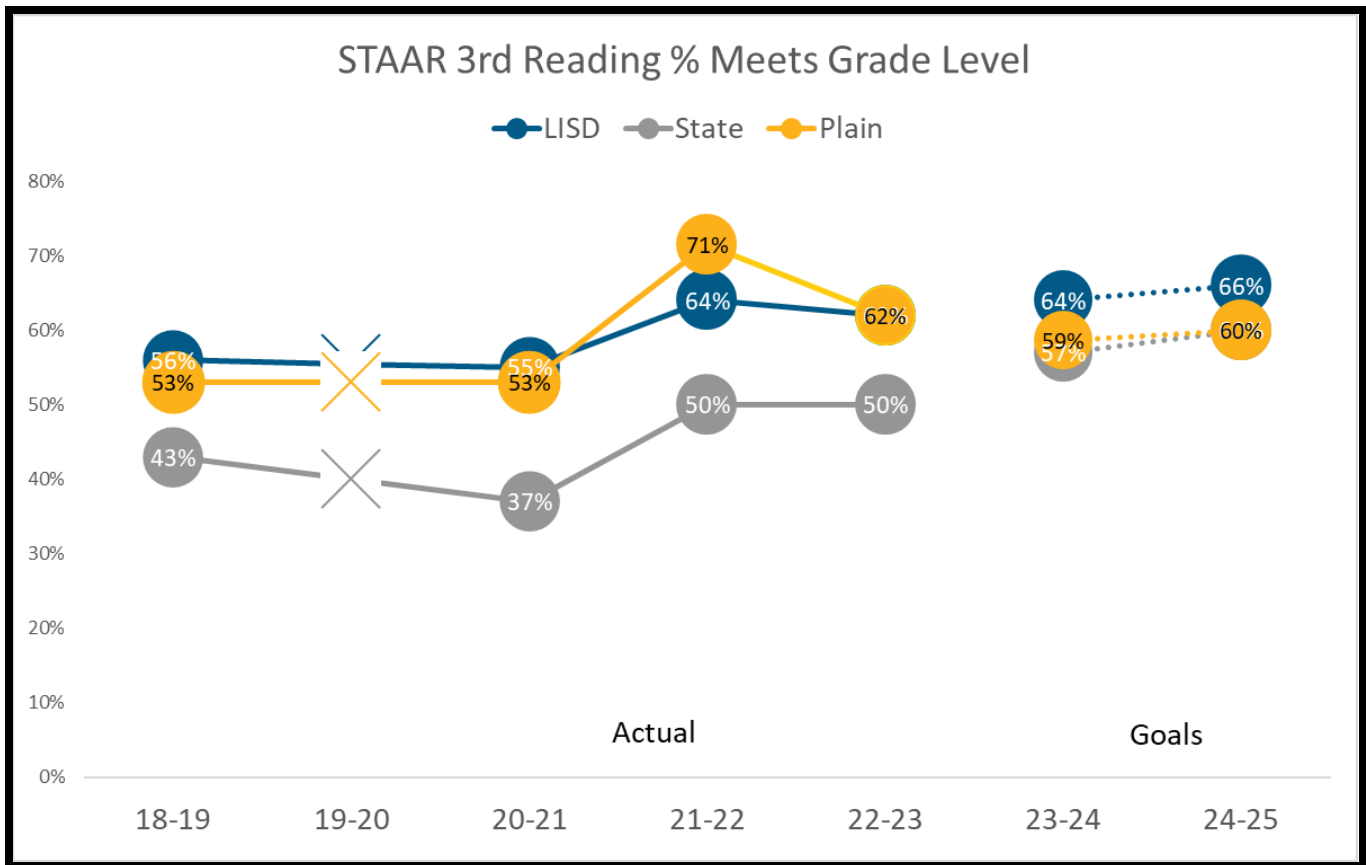
Plain Baseline Data & Proposed Annual Goals- Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	62%		62%	61%	62%		38%	25%	50%

Plain Actual Reading Data through 2023 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%

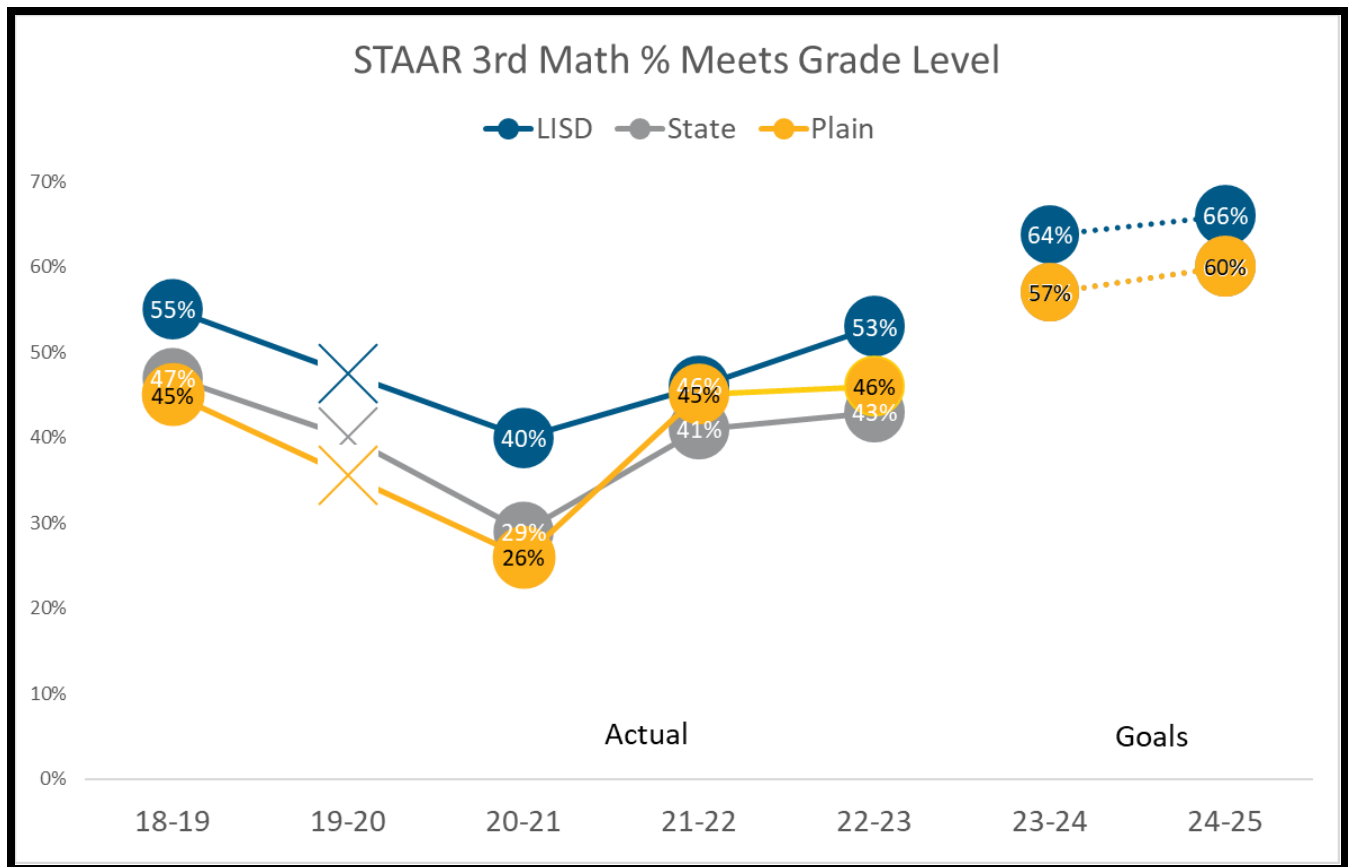
Plain Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	46%		40%	44%	77%		31%	12%	78%

Plain Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

- 1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
- 2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
- 3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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 10+ Reported

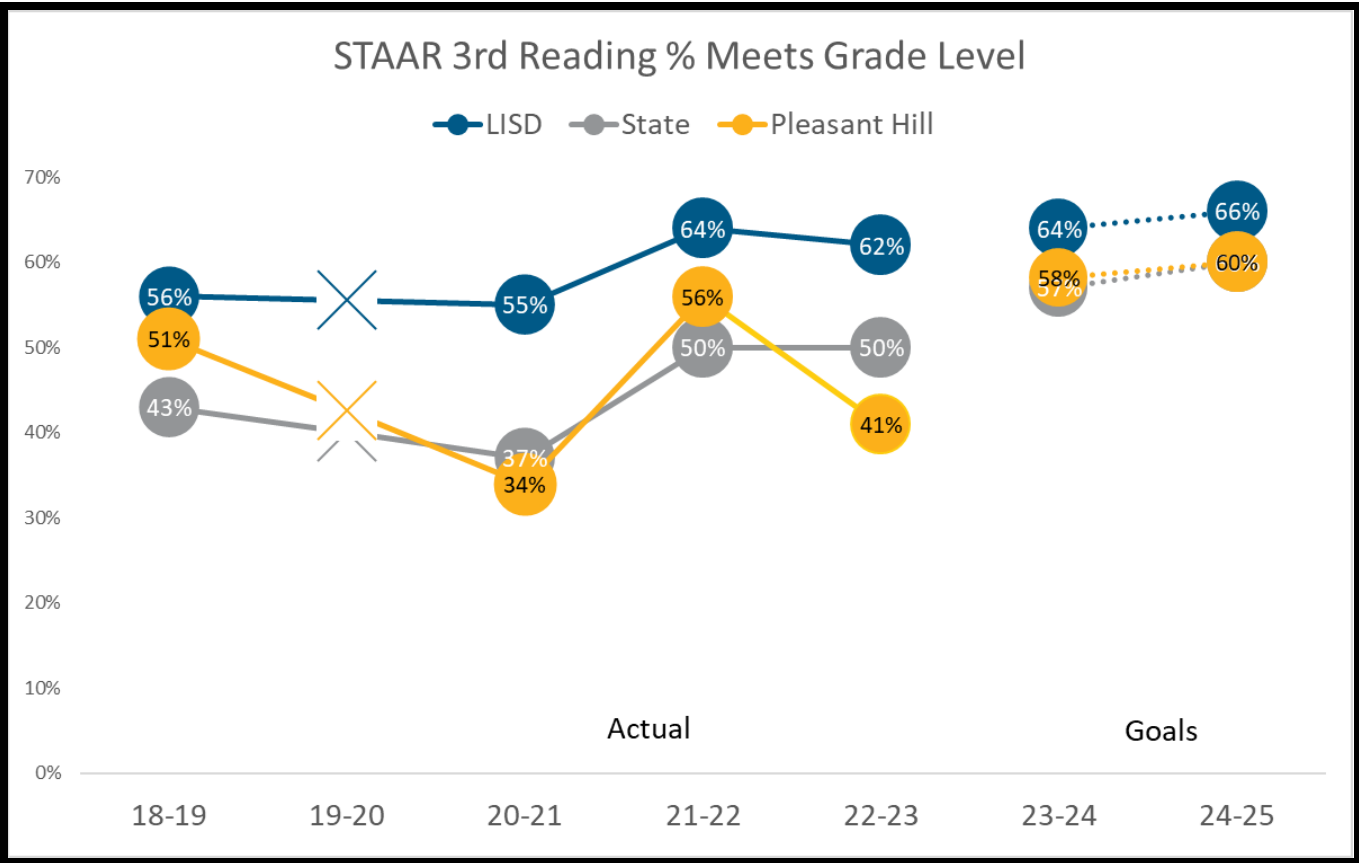
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
<del>2019-20</del>	<del>52%</del>		<del>47%</del>	<del>52%</del>				<del>43%</del>	
2020-21	52%		47%	52%				43%	
2021-22	55%		50%	54%				47%	
2022-23	56%		53%	56%				51%	
2023-24	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 10+ 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%	
2022-23	41%		44%	42%		12%	26%	43%	

Pleasant Hill Actual Reading Data through 2023 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%

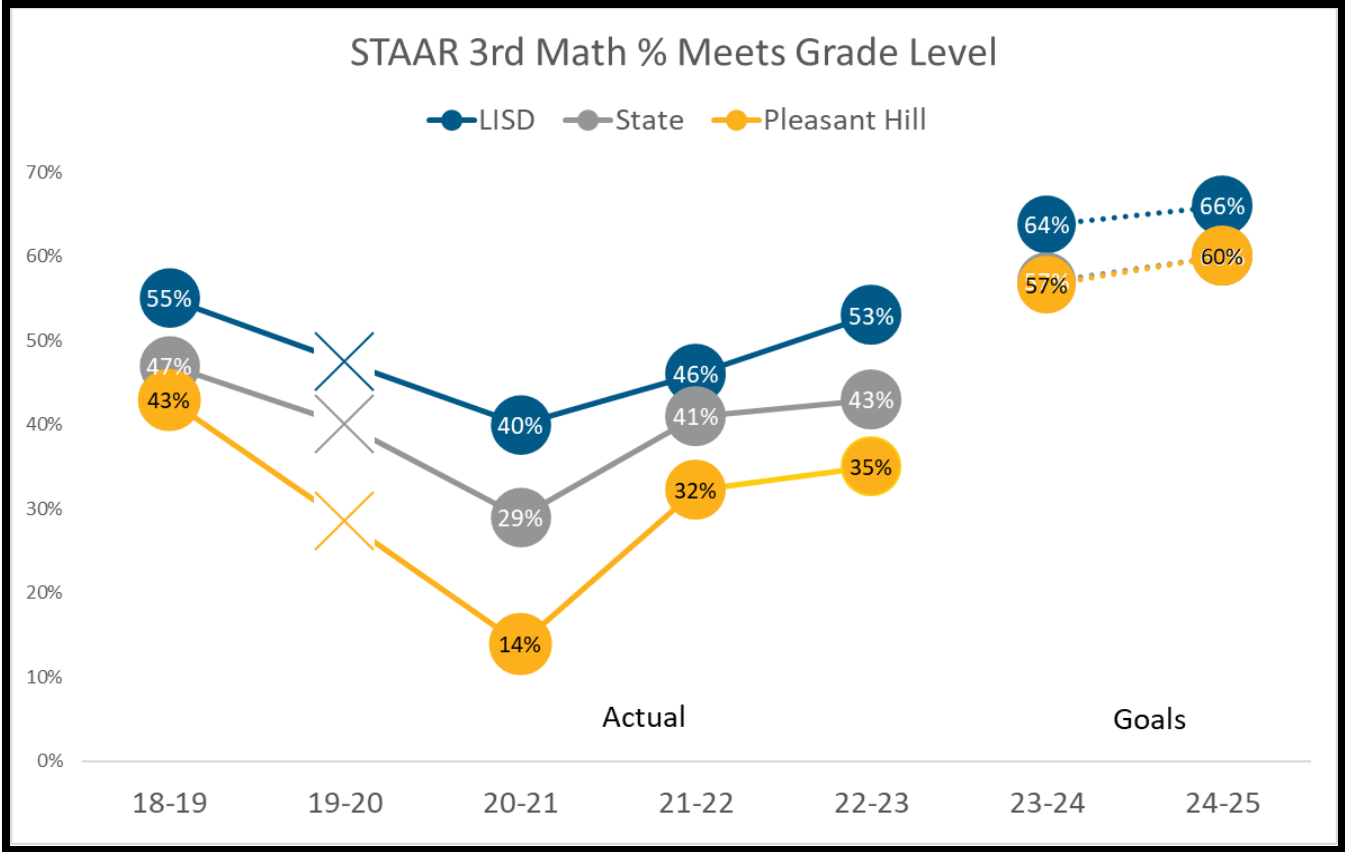
Pleasant Hill Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	

Pleasant Hill *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ 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%	
2022-23	35%		27%	40%		14%	26%	43%	

Pleasant Hill Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



## 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?

## Reagan Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

- 1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
- 2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
- 3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

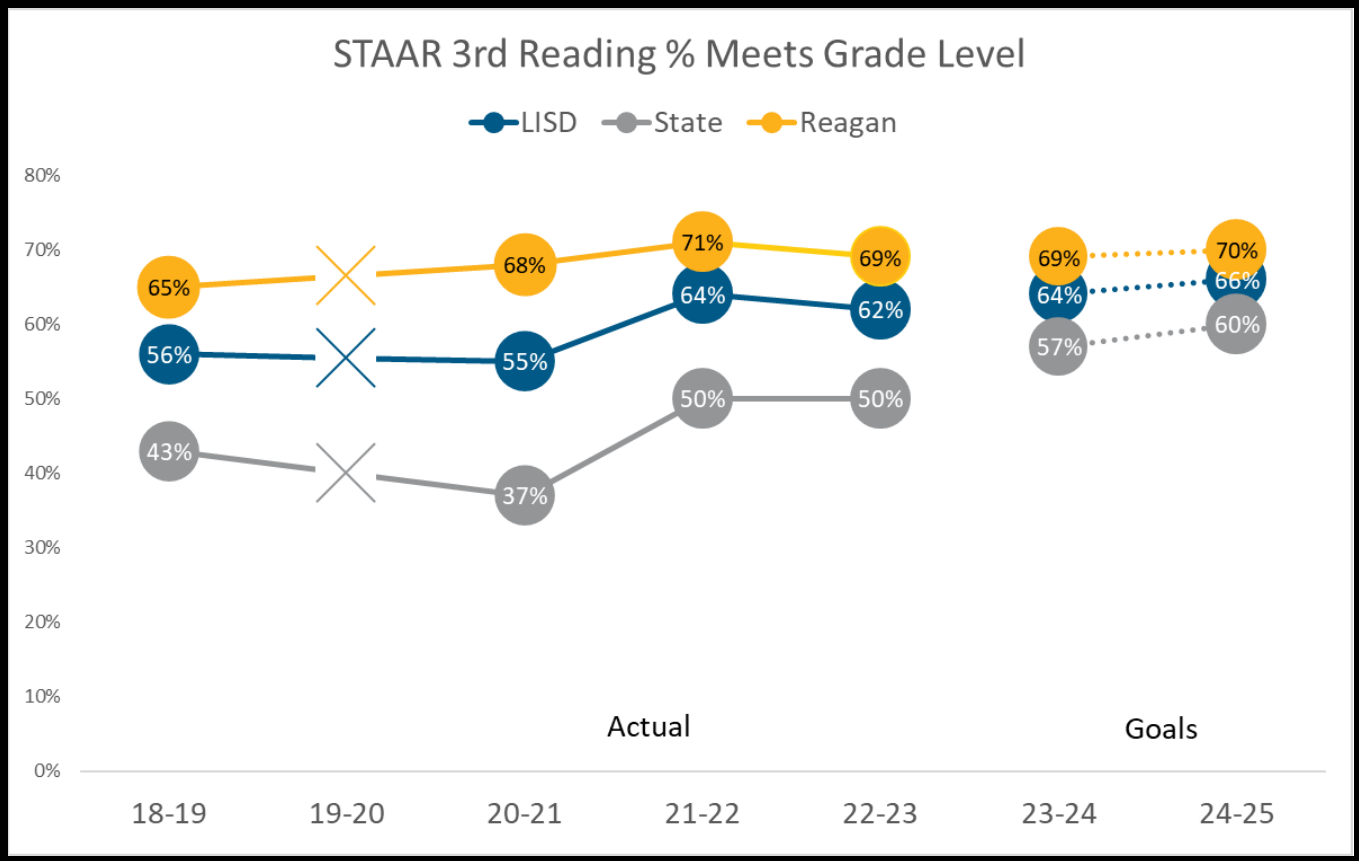
Reagan Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	68%					
<del>2019-20</del>	<del>66%</del>		<del>61%</del>	<del>69%</del>					
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 10+ 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%
2022-23	69%		74%	66%	80%	33%	50%		59%

Reagan Actual Reading Data through 2023 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	<del>57%</del>	<del>29%</del>	<del>48%</del>	<del>58%</del>	<del>84%</del>	<del>60%</del>	<del>34%</del>	<del>40%</del>	<del>45%</del>
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 10+ Reported

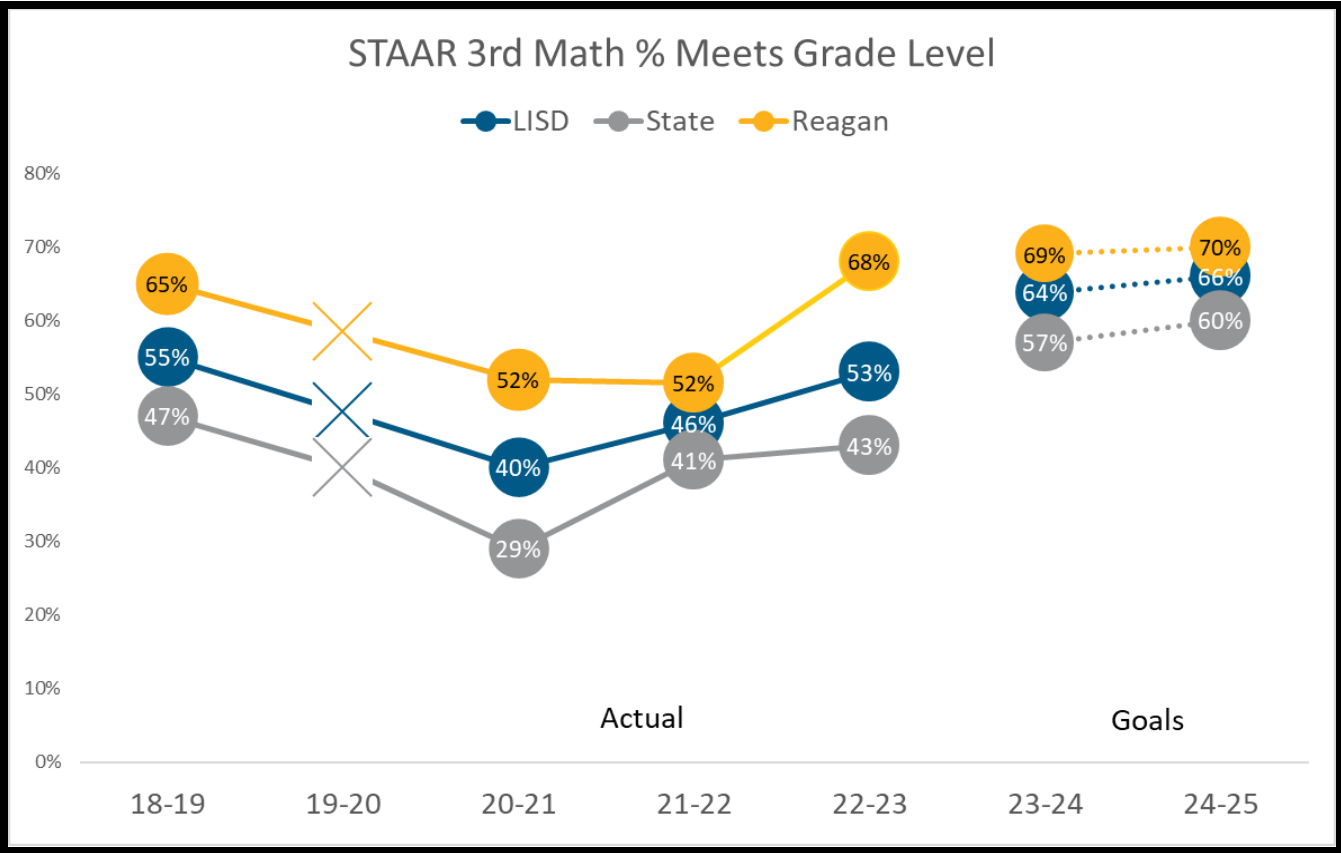
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
2019-20	<del>66%</del>		<del>67%</del>	<del>63%</del>					
2020-21	66%		67%	63%					
2021-22	67%		68%	64%					
2022-23	68%		69%	65%					
2023-24	69%		70%	66%					
2024-25	70%		71%	67%					



Reagan Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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%
2022-23	69%		74%	66%	80%	33%	50%		59%

Reagan Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

## Reed Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

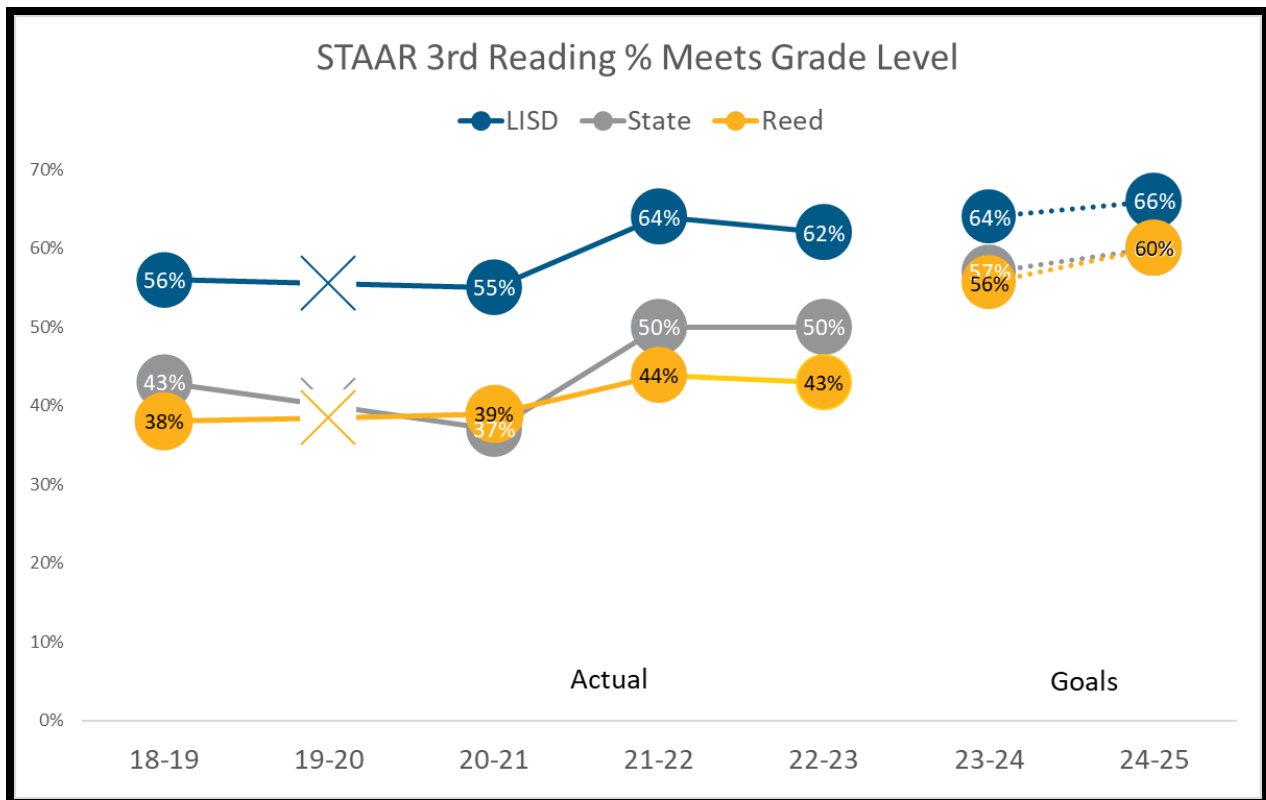
Reed Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	43%	33%	36%	56%			5%	19%	27%

Reed Actual Reading Data through 2023 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%

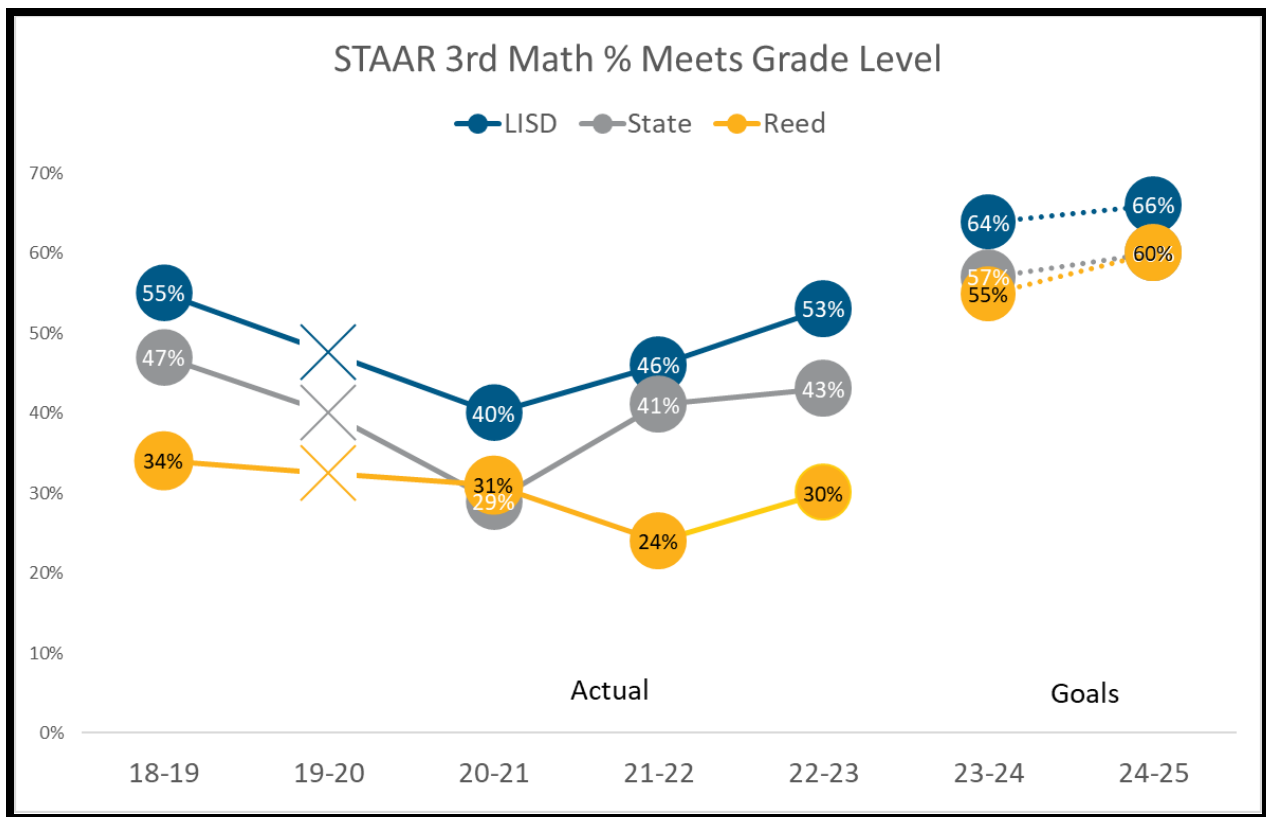
Reed Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	30%	25%	20%	52%			10%	8%	17%

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



## 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 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%

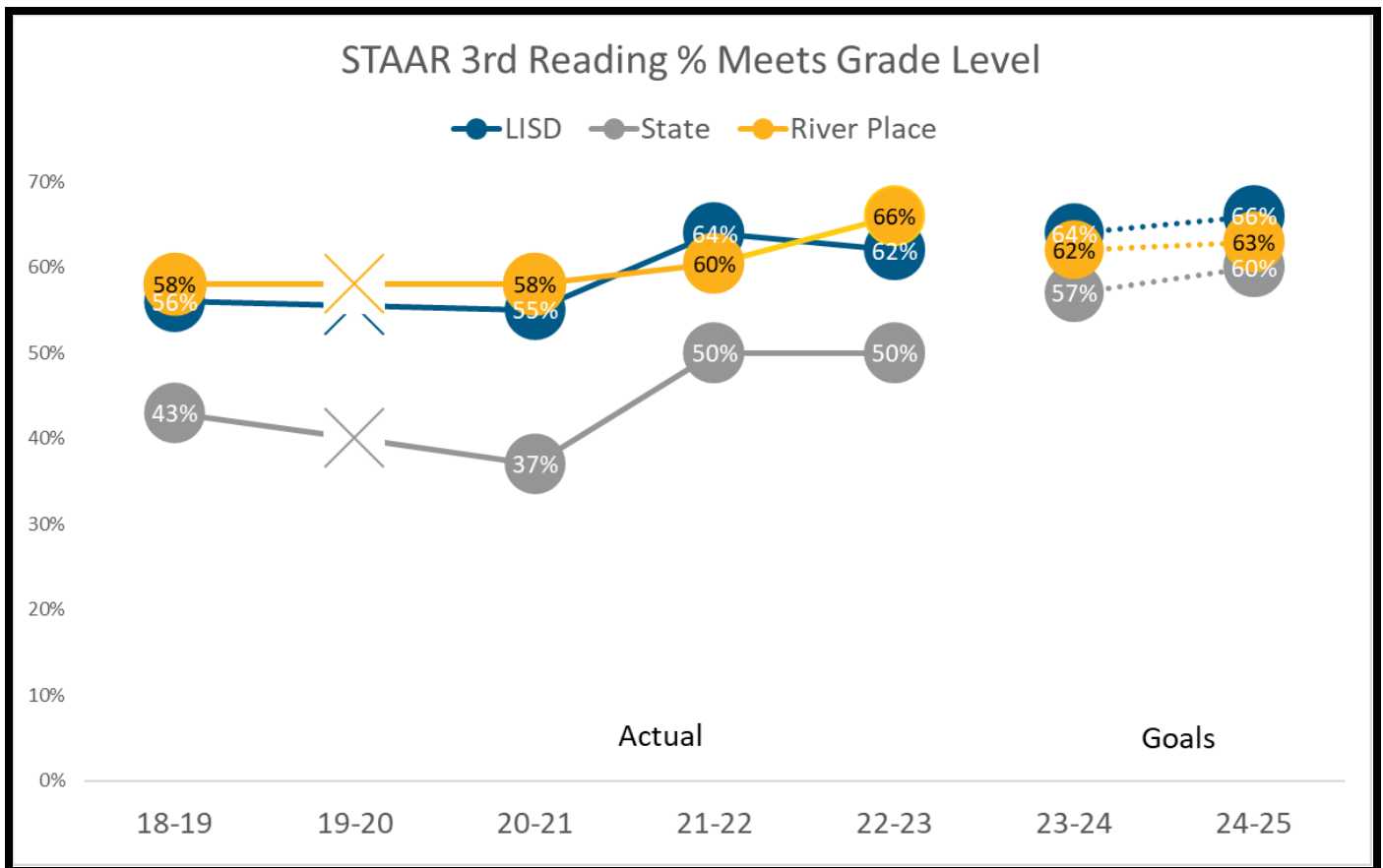
River Place Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	66%	25%	59%	77%	83%	62%	41%	42%	54%

River Place *Actual* Reading Data through 2023 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	<del>57%</del>	<del>29%</del>	<del>48%</del>	<del>58%</del>	<del>84%</del>	<del>60%</del>	<del>34%</del>	<del>40%</del>	<del>45%</del>
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 10+ Reported

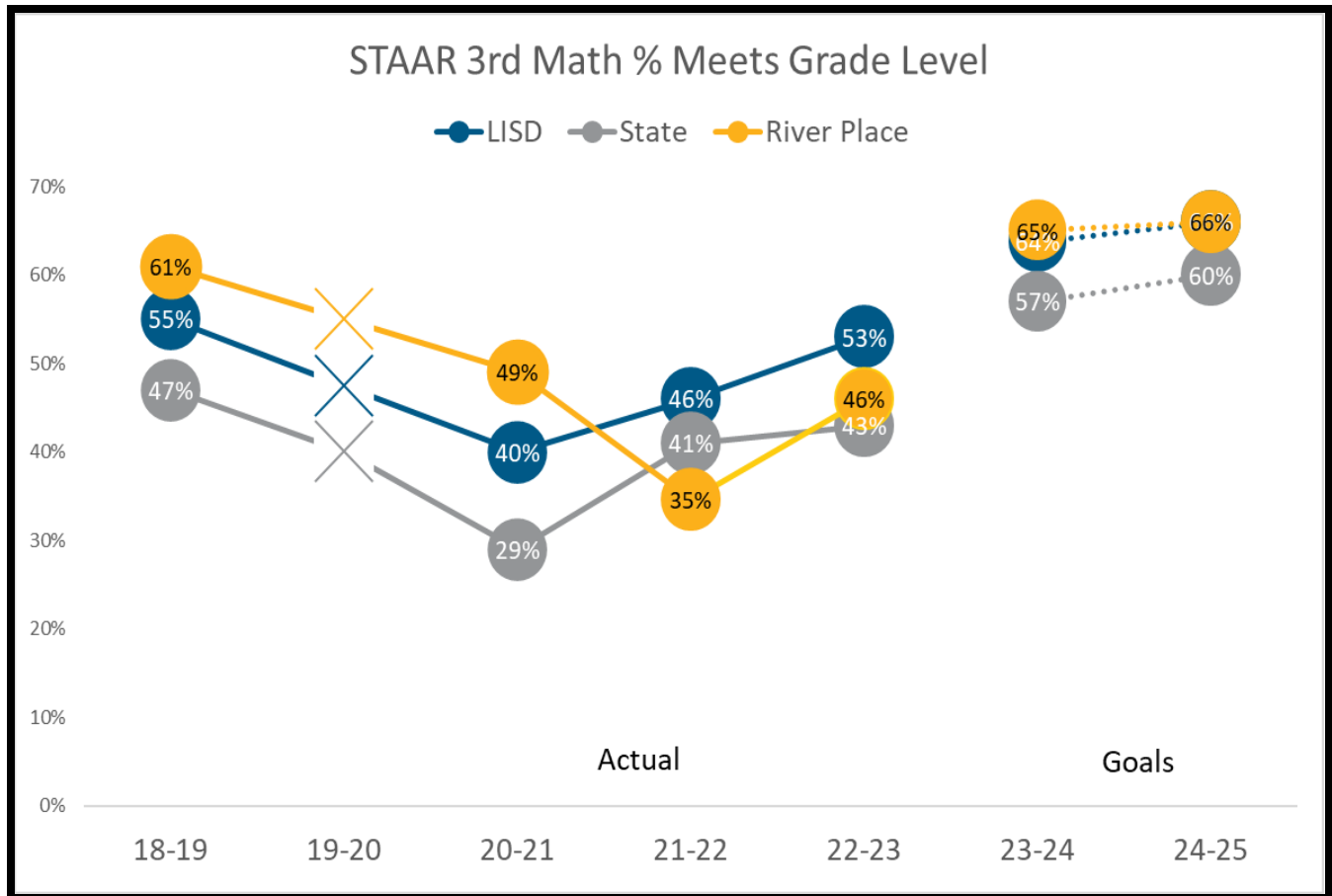
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
2019-20	<del>62%</del>		<del>60%</del>	<del>64%</del>				<del>36%</del>	
2020-21	62%		60%	64%				36%	
2021-22	63%		61%	65%				42%	
2022-23	64%		62%	66%				48%	
2023-24	65%		63%	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 10+ 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	*		*	*				*	
2020-21	49%		32%	57%	42%	73%	40%	35%	
2021-22	35%	0%	16%	50%			20%	8%	8%
2022-23	46%	11%	30%	59%	83%	50%	19%	8%	15%

River Place *Actual* Math Data through 2023 and Future Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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 10+ Reported

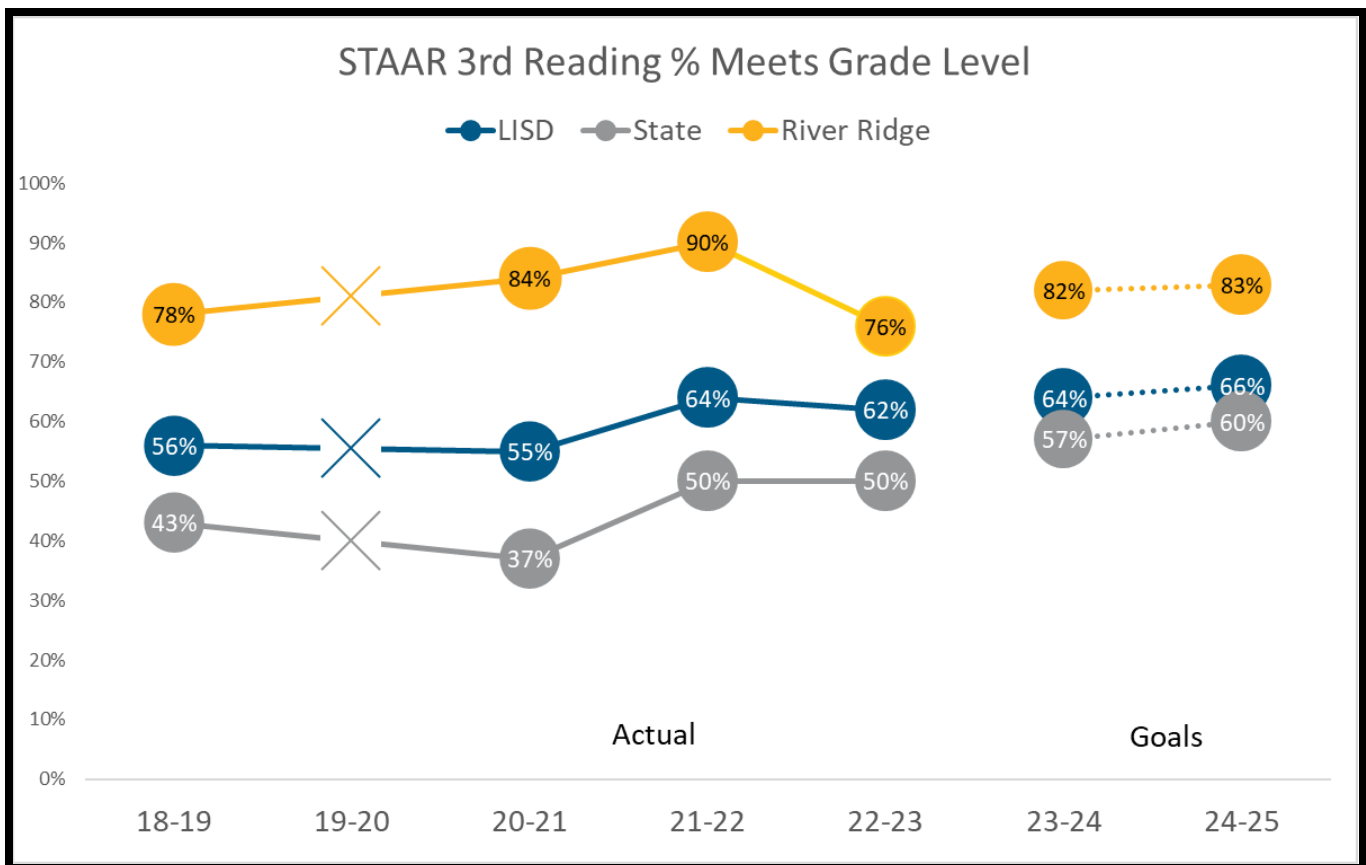
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
2019-20	79%			78%					
2020-21	79%			78%					
2021-22	80%			79%					
2022-23	81%			80%					
2023-24	82%			81%					
2024-25	83%			82%					



River Ridge *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ 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%		
2022-23	76%		75%	74%	80%	86%	40%		

River Ridge Actual Reading Data through 2023 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%

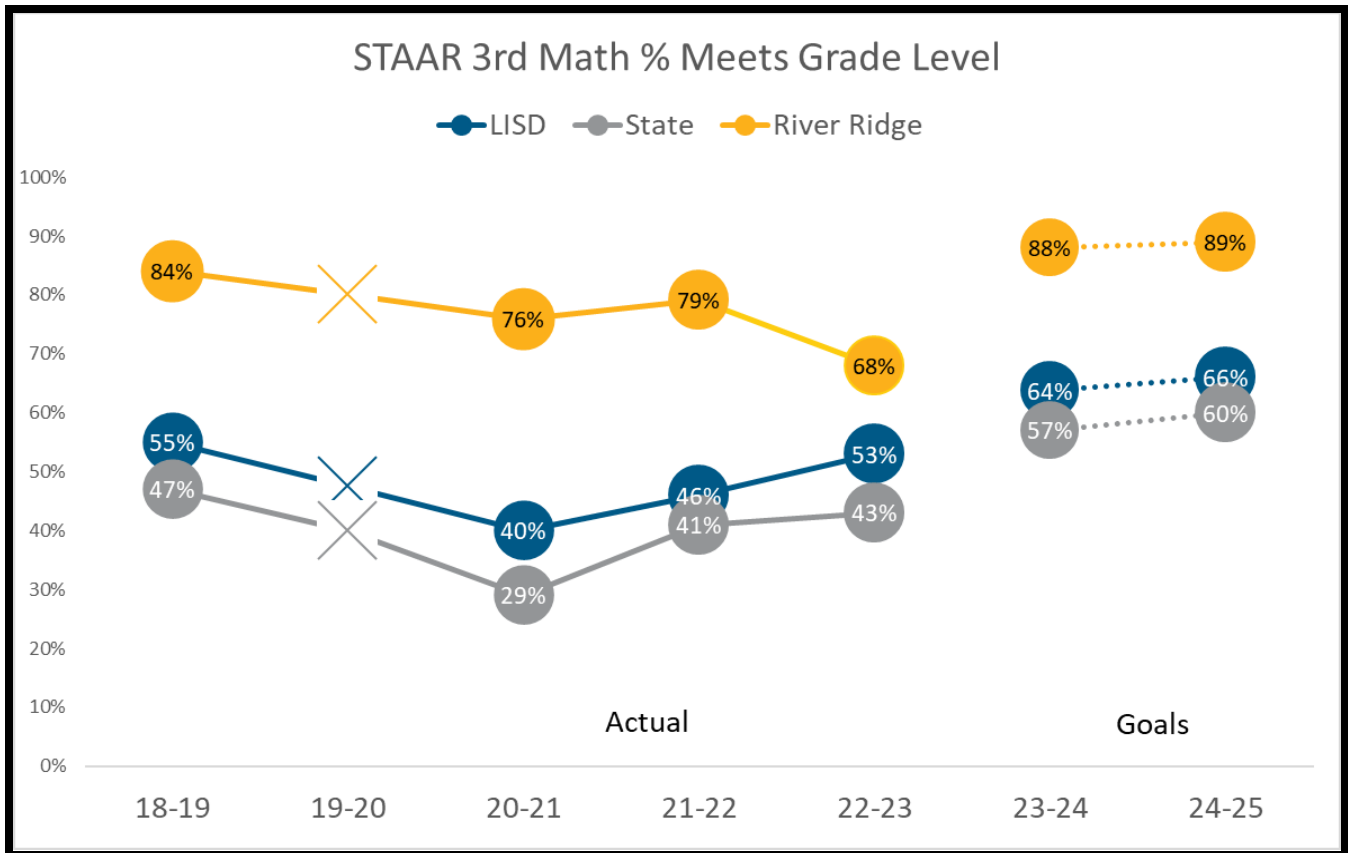
River Ridge Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%					
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 10+ 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%		
2022-23	68%		75%	67%	80%	71%	47%		

River Ridge Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



[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 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

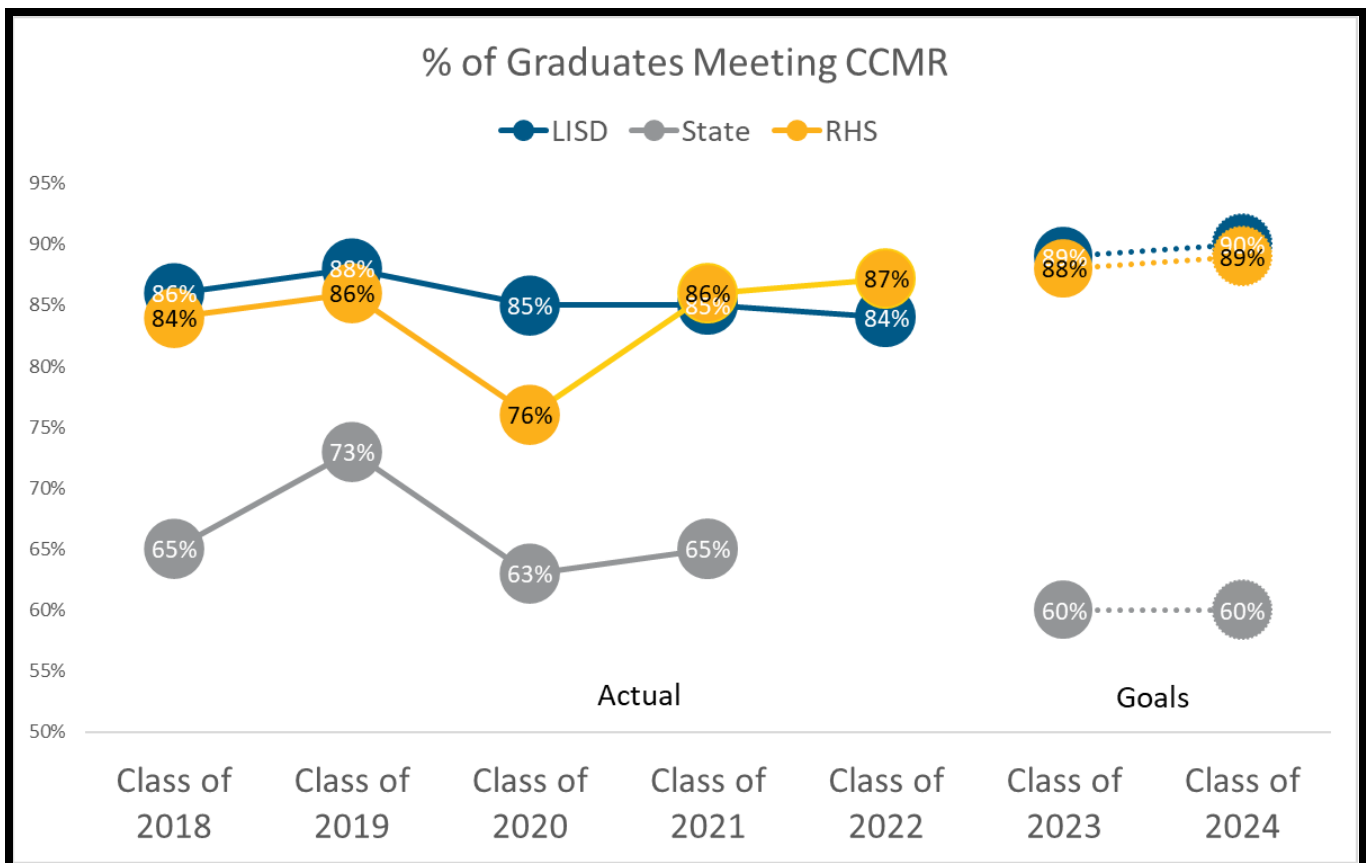
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2021 Goal	86%	83%	78%	88%	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%	100%	95%	98%	84%	45%

## Rouse HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ 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%	
Class of 2022 Actual	87%	78%	80%	89%	100%	88%	93%	76%	55%

## Rouse High School Actual Data with Proposed Goals





## 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?

## Rutledge Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

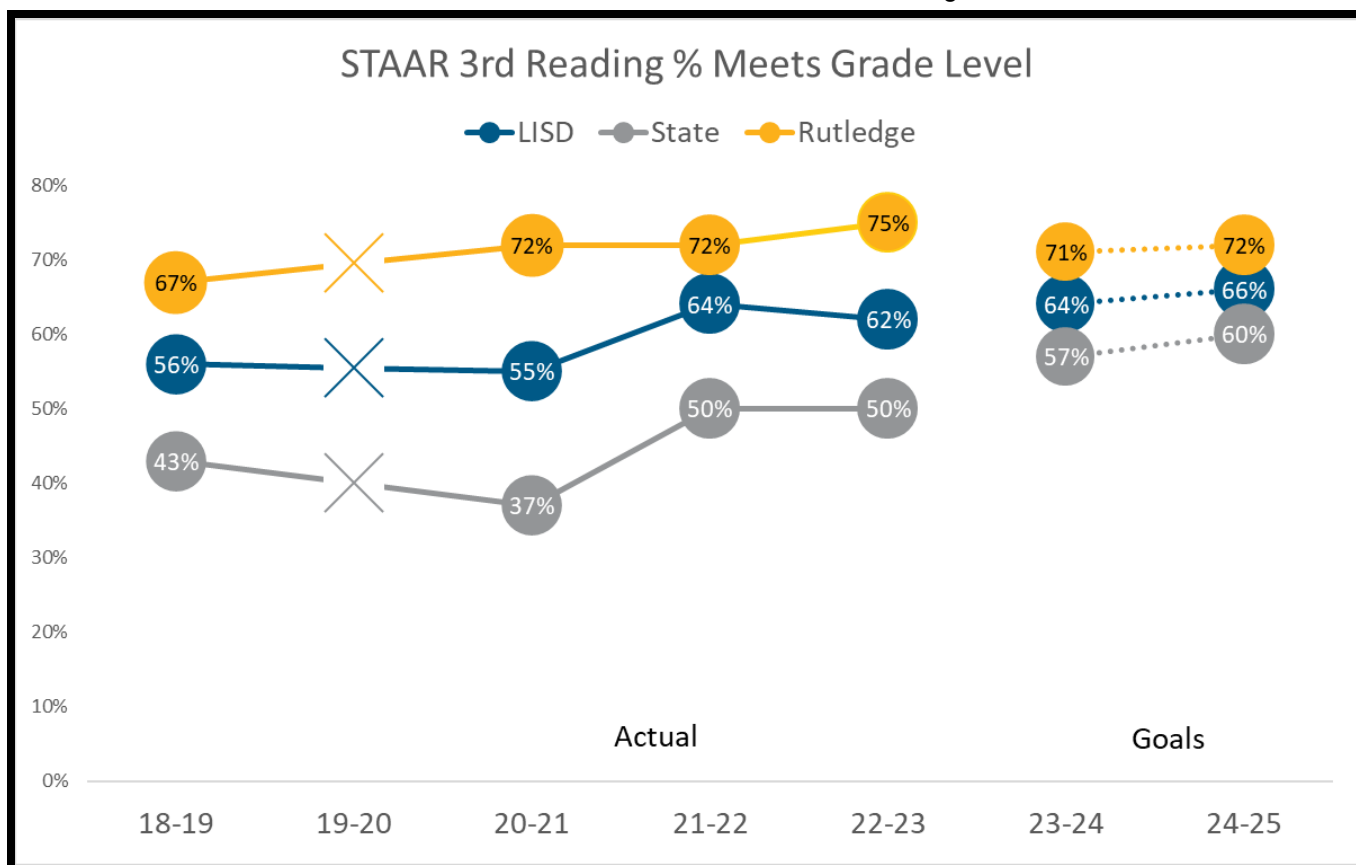
Rutledge Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	75%		65%	68%	80%	100%	50%	40%	50%

Rutledge Actual Reading Data through 2023 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%

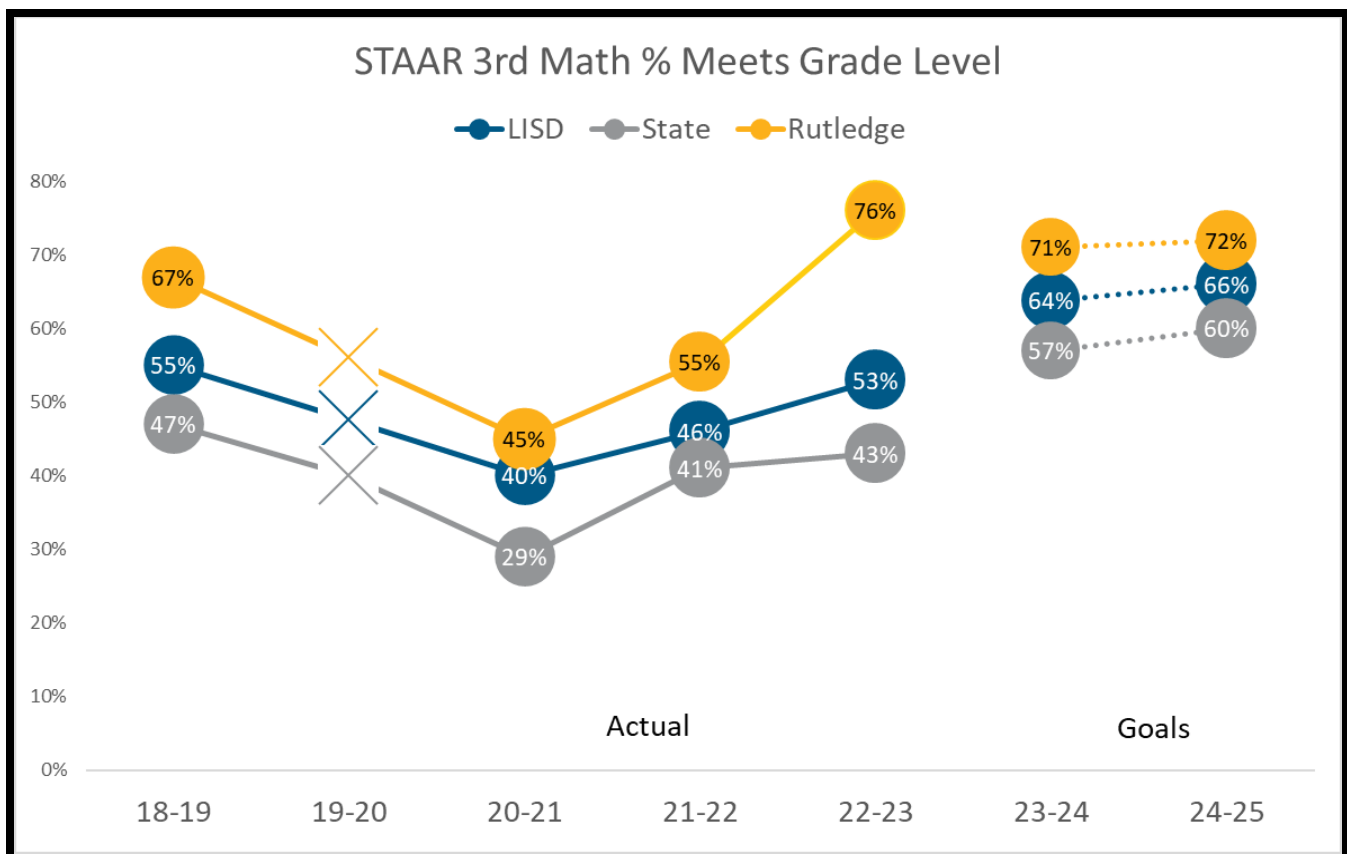
Rutledge Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%		

Rutledge *Actual* Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ 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	<del>68%</del>			<del>63%</del>	<del>82%</del>		<del>37%</del>		
2020-21	45%		25%	40%	76%		21%		32%
2021-22	55%		49%	54%	66%	36%	29%	28%	58%
2022-23	76%		62%	74%	81%	89%	50%	60%	60%

Rutledge Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

## Steiner Ranch Elementary

### Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities



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%

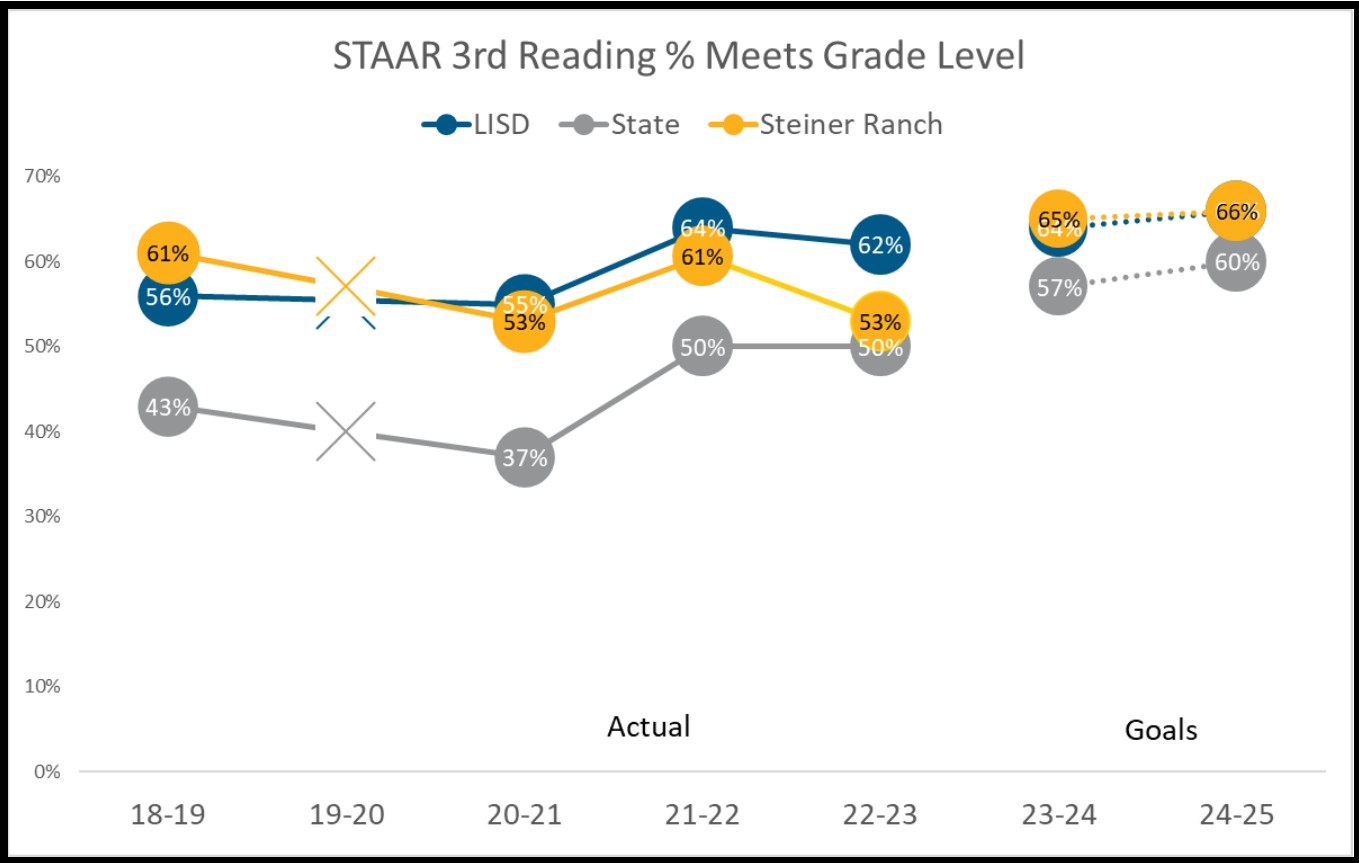
Steiner Ranch Baseline Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%		
2022-23	53%		39%	49%	91%	50%	8%		71%

Steiner Ranch *Actual* Reading Data through 2023 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%

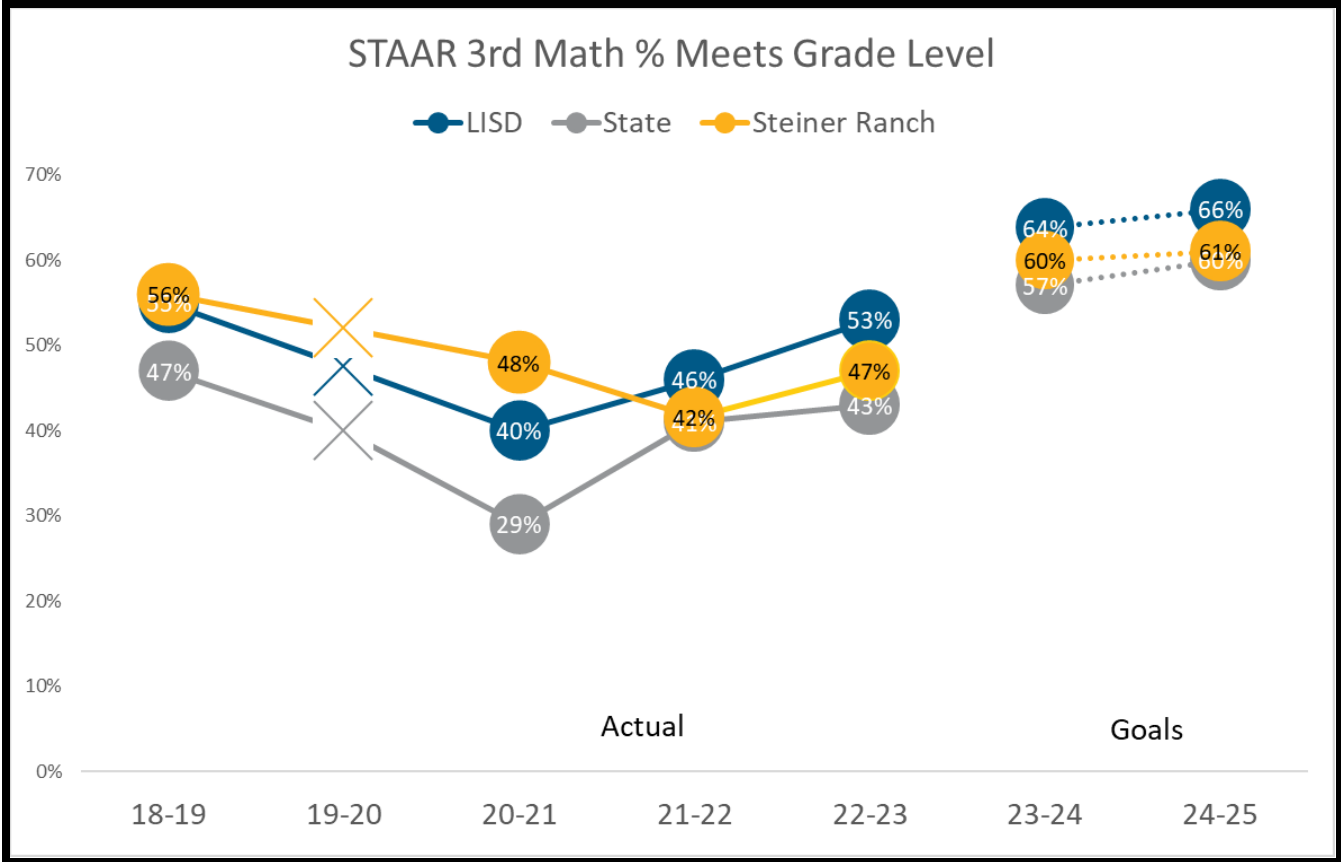
Steiner Ranch Baseline Data & Proposed Annual Goals - Math  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%		44%	59%					
2019-20	*		*	*					
2020-21	48%		45%	47%					62%
2021-22	42%		31%	33%	91%	58%	17%		
2022-23	47%		33%	42%	91%	33%	25%		57%

Steiner Ranch *Actual* Reading Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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?

# Tarvin Elementary

## Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Complete the phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *Provide ongoing support for Early Childhood* ~~4/5~~ *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

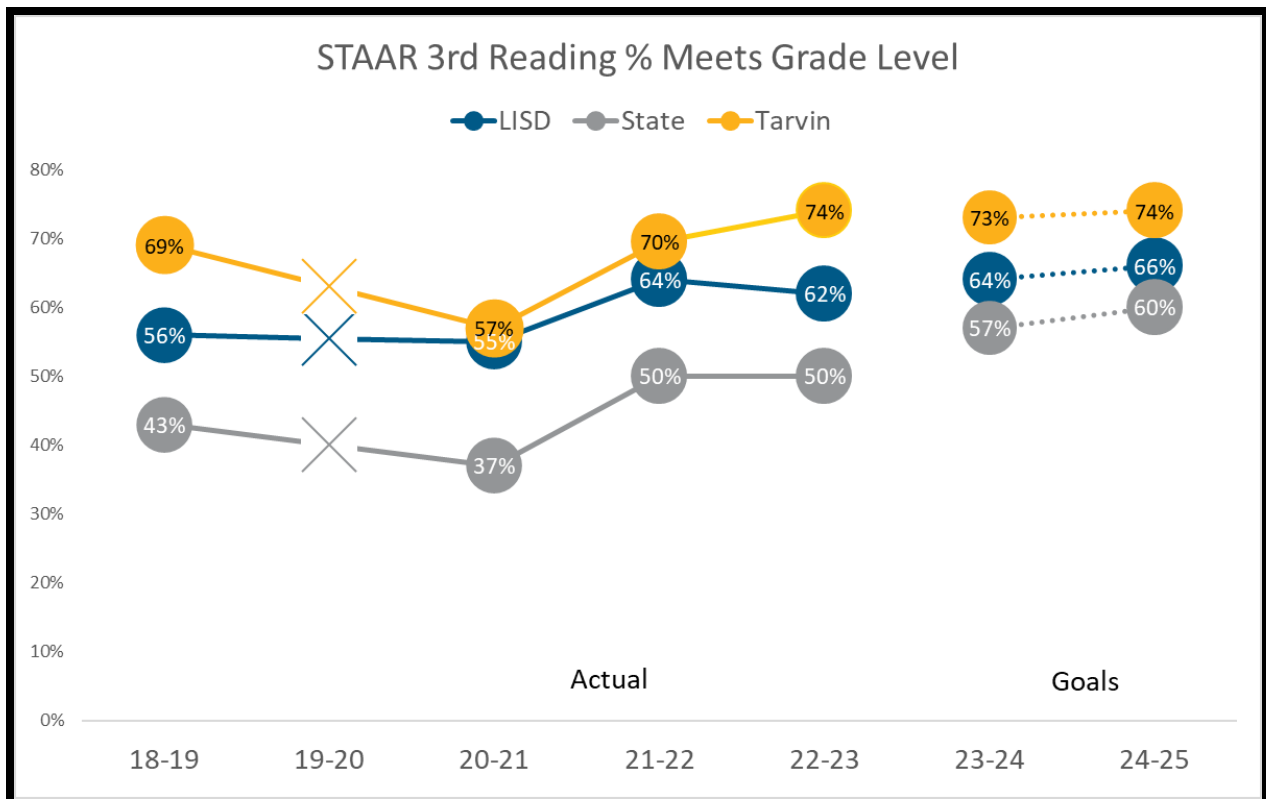
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 21-22 and beyond *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
<del>2019-20</del>	<del>*</del>			<del>*</del>	<del>*</del>				
2020-21	57%			53%	69%		36%		50%
2021-22	70%		55%	71%	81%				70%
2022-23	74%	60	71%	71%	79%	80%	60%	71%	73%

Parkside (18-21) and Tarvin (21-22 and beyond) 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%

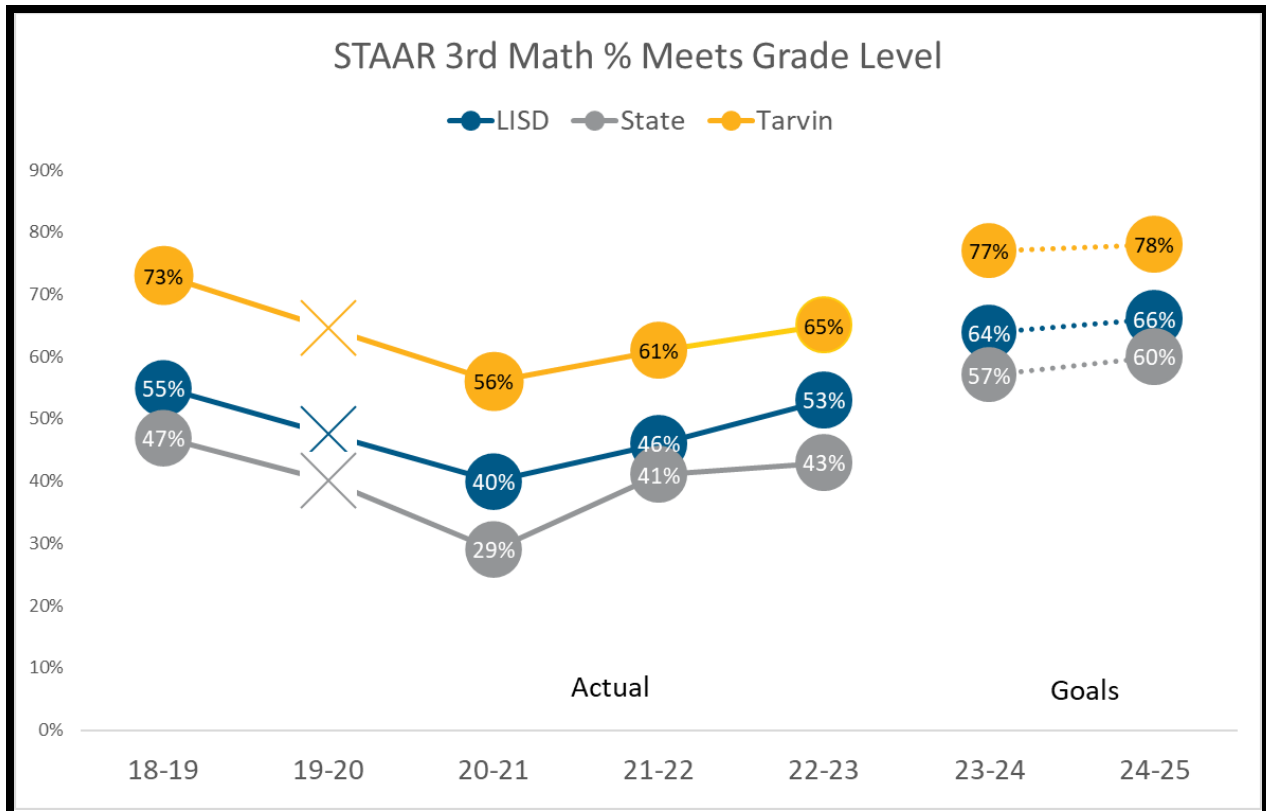
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 21-22 and beyond *Actual* Data - Reading  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
<del>2019-20</del>	<del>*</del>			<del>*</del>	<del>*</del>				
2020-21	56%			53%	62%		42%		50%
2021-22	61%		55%	50%	77%				80%
2022-23	65%		57%	66%	74%	60%	50%	71%	53%

Parkside (18-21) and Tarvin (21-22 and beyond) Actual Reading Data and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



[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 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%

## Vandegrift HS Baseline Data & Proposed Annual Goals

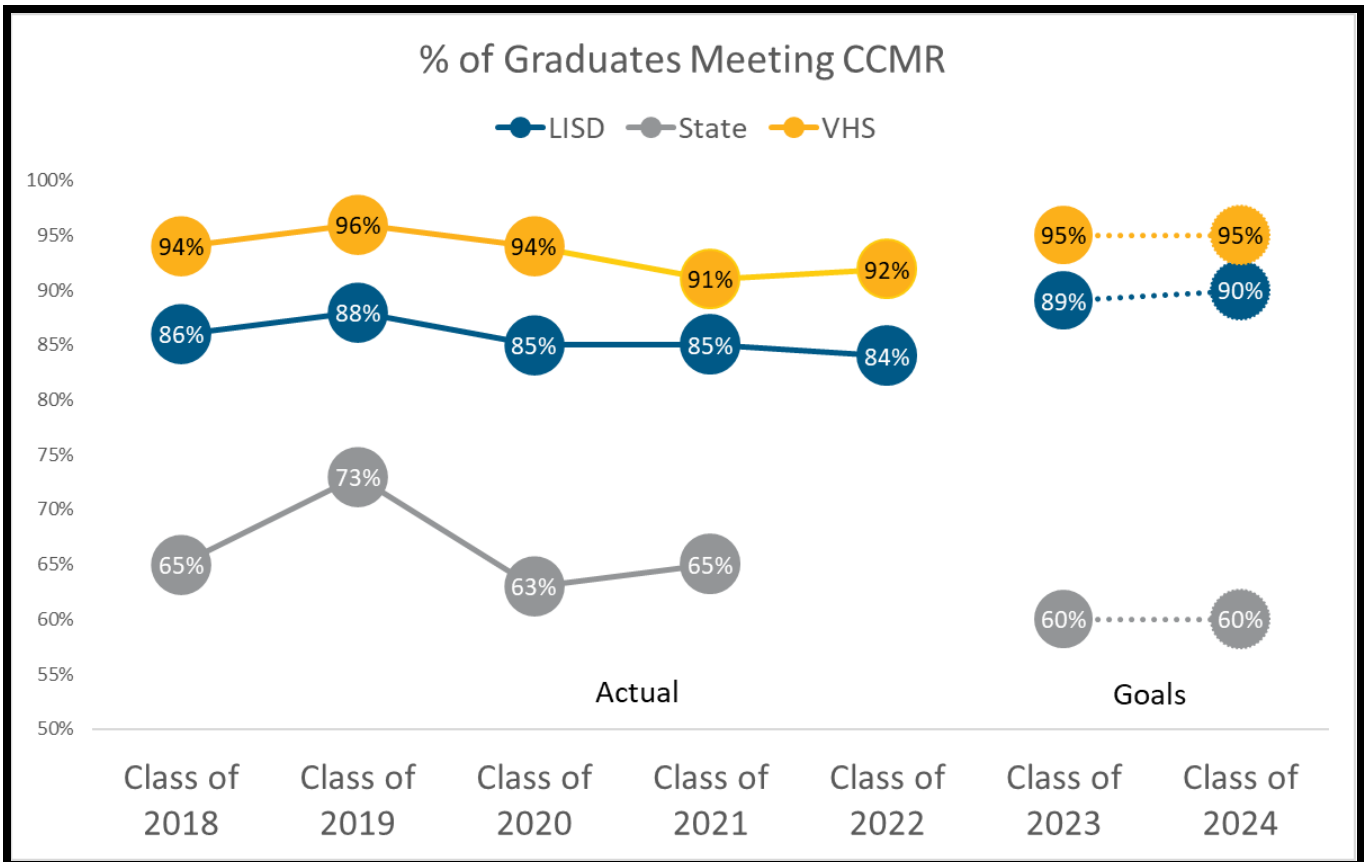
% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

	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 10+ 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%	
Class of 2022 Actual	92%	80%	87%	93%	95%	94%	94%	81%	71%



[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?

## 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 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.
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  - 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.
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      - 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 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

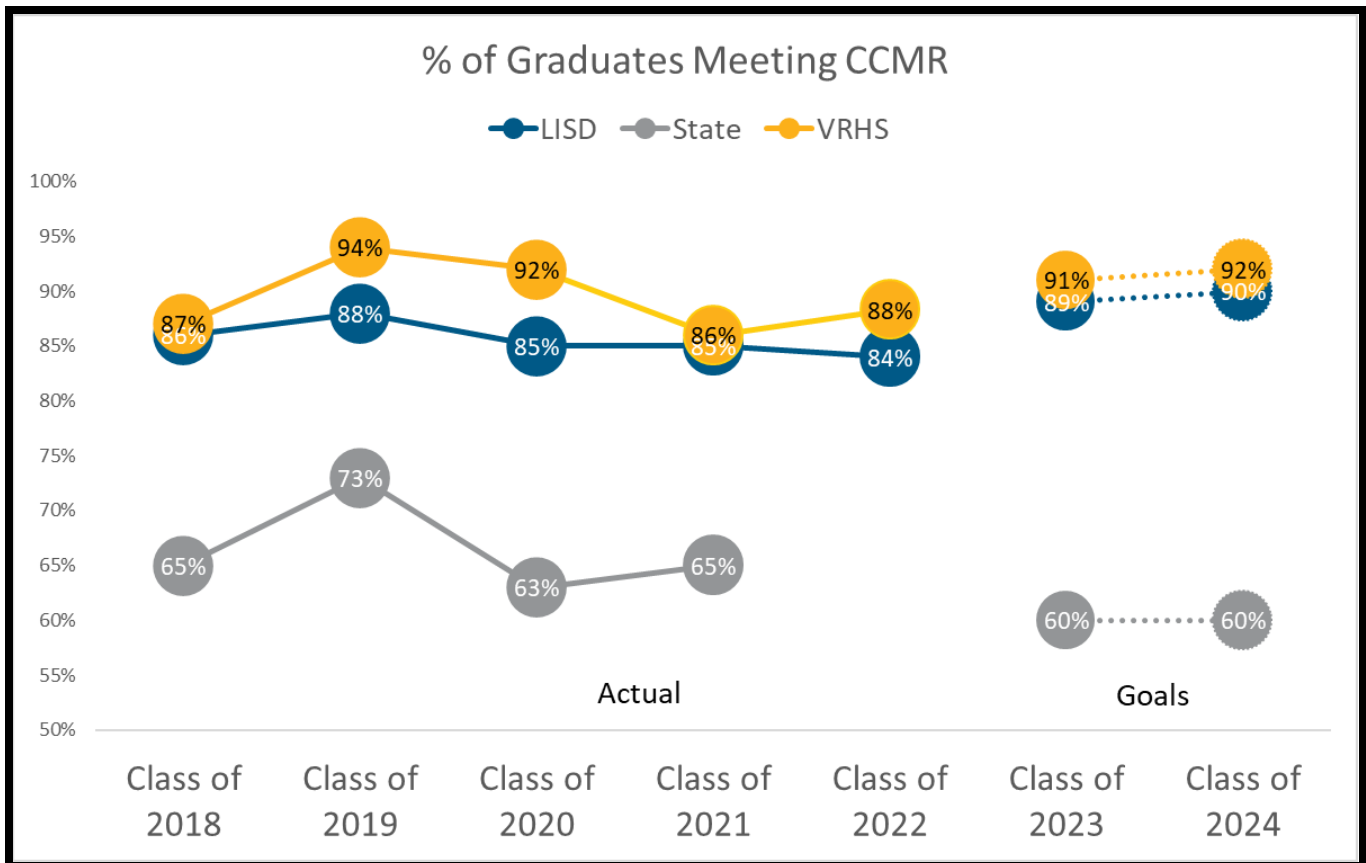
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
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Class of 2020 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2021 Goal	89%	67%	84%	93%	93%	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 10+ 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%
Class of 2022 Actual	88%	67%	85%	89%	95%	92%	94%	83%	72%

## Vista Ridge HS Actual Data and Proposed Goals



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *Provide ongoing support for Early Childhood Literacy 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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%

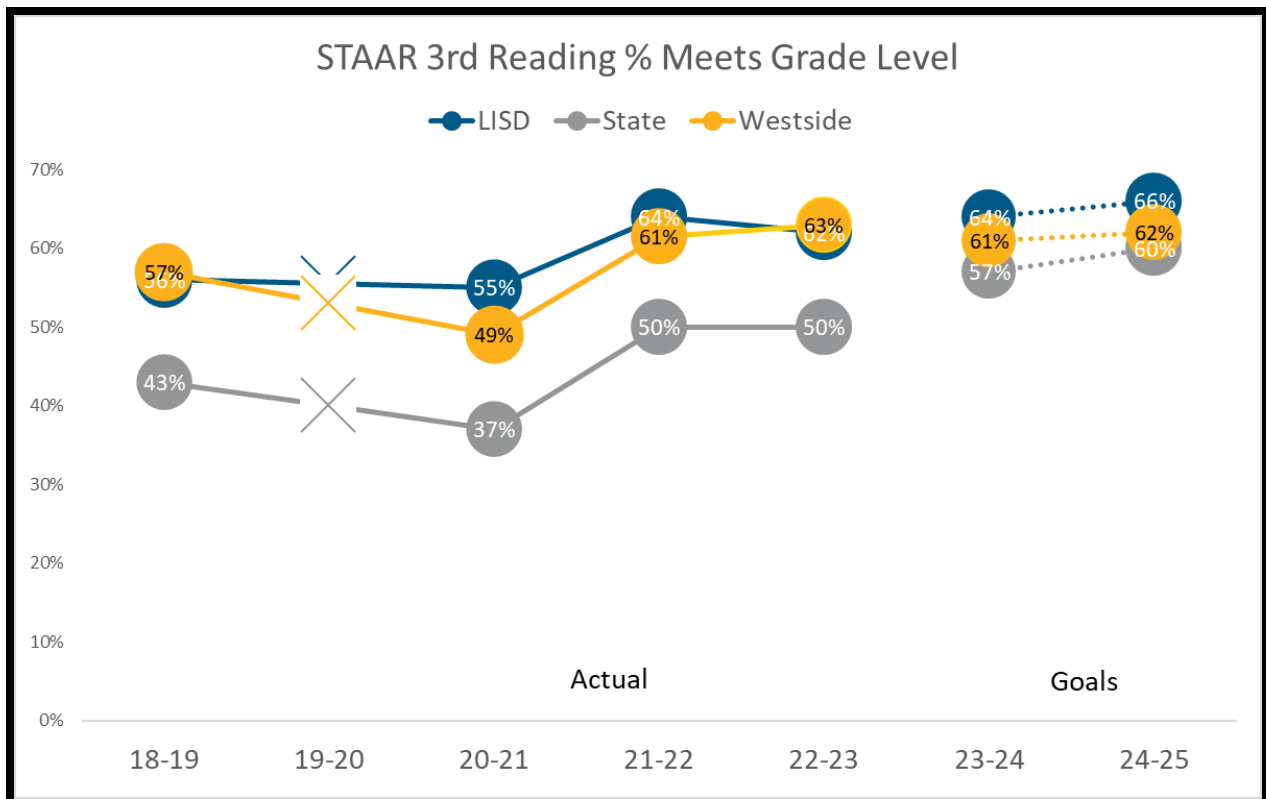
Westside Baseline Data & Proposed Annual Goals  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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 10+ 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%		
2022-23	63%		52%	68%			38%		

Westside Actual Reading Data through 2023 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%

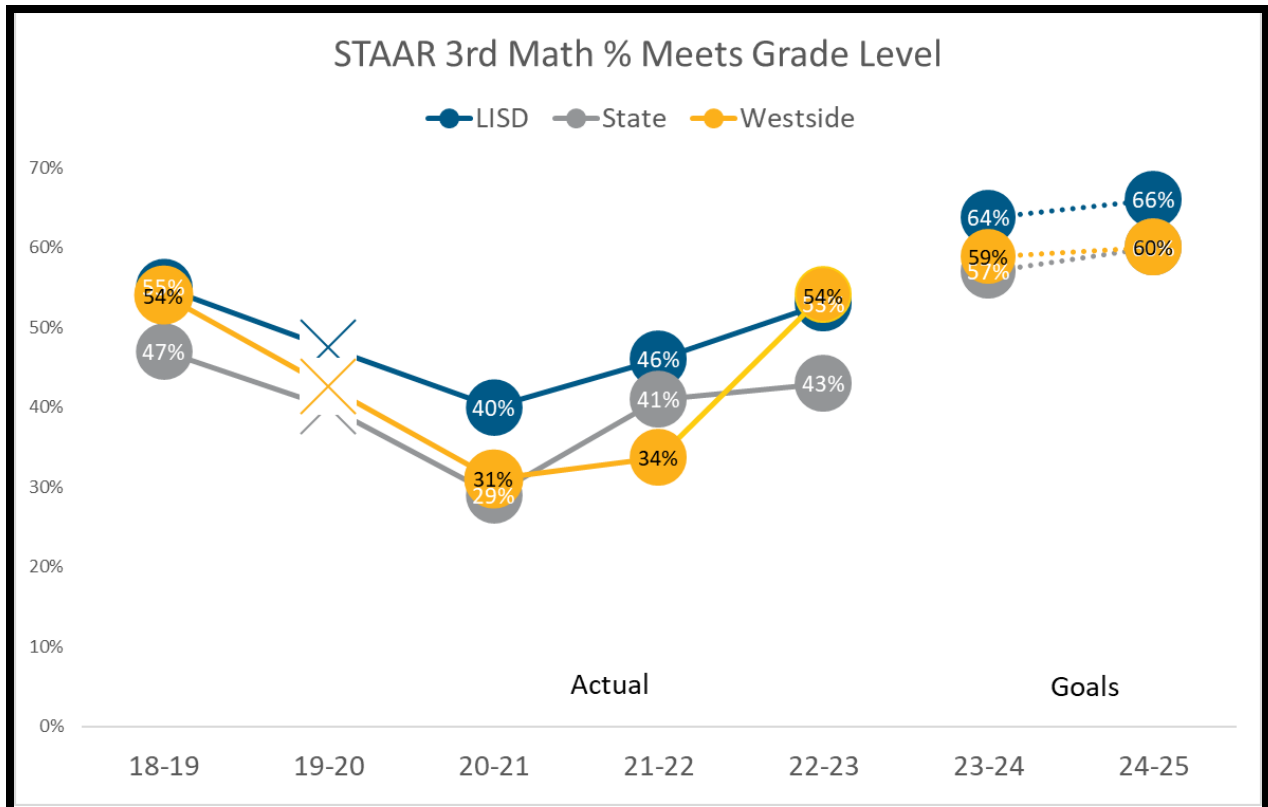
Westside Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%					
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 10+ 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%		
2022-23	54%		40%	59%			38%		

Westside Actual Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



## 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 phonics/spelling overviews for each unit of study
  - b. Update the foundational language arts standards within the units of study
  - c. Add decodable texts at every campus to support the phonics curriculum
  - d. Add components to enhance student ownership of learning into the units of study
  - e. Improve curriculum assessments with varied item types
  
2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
  - a. Campus Visits
    - i. Refocus and promotion of Tier 1, core instruction
      1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
      2. 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 to facilitate increased opportunities for student discourse,
    - iv. embed opportunities for choice and creativity
    - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
  - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
  - d. Increase access to books for independent, choice reading
  
3. *Provide ongoing support for Language Arts through Professional Learning*
  - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
  - b. Provide ongoing content specific professional learning with instructional coaches
  - c. Provide ongoing, optional professional learning for teachers
    - i. Guided Reading
    - ii. Literacy Practice Focused Book Studies
    - iii. CIC RLA focused sessions
  
4. *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
5. *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

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
  - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
  - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
2. *Provide ongoing campus support to support the implementation of the written curriculum.*
  - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
  - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
  - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
  - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
3. *Provide ongoing support for Mathematics through Professional Learning*
  - a. Early Childhood Professional learning focused on :
    - i. incorporating mathematical experiences throughout the day, and
    - ii. Utilizing student portfolios to increase student ownership of learning
    - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
  - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
  - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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%
<del>2019-20</del>	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

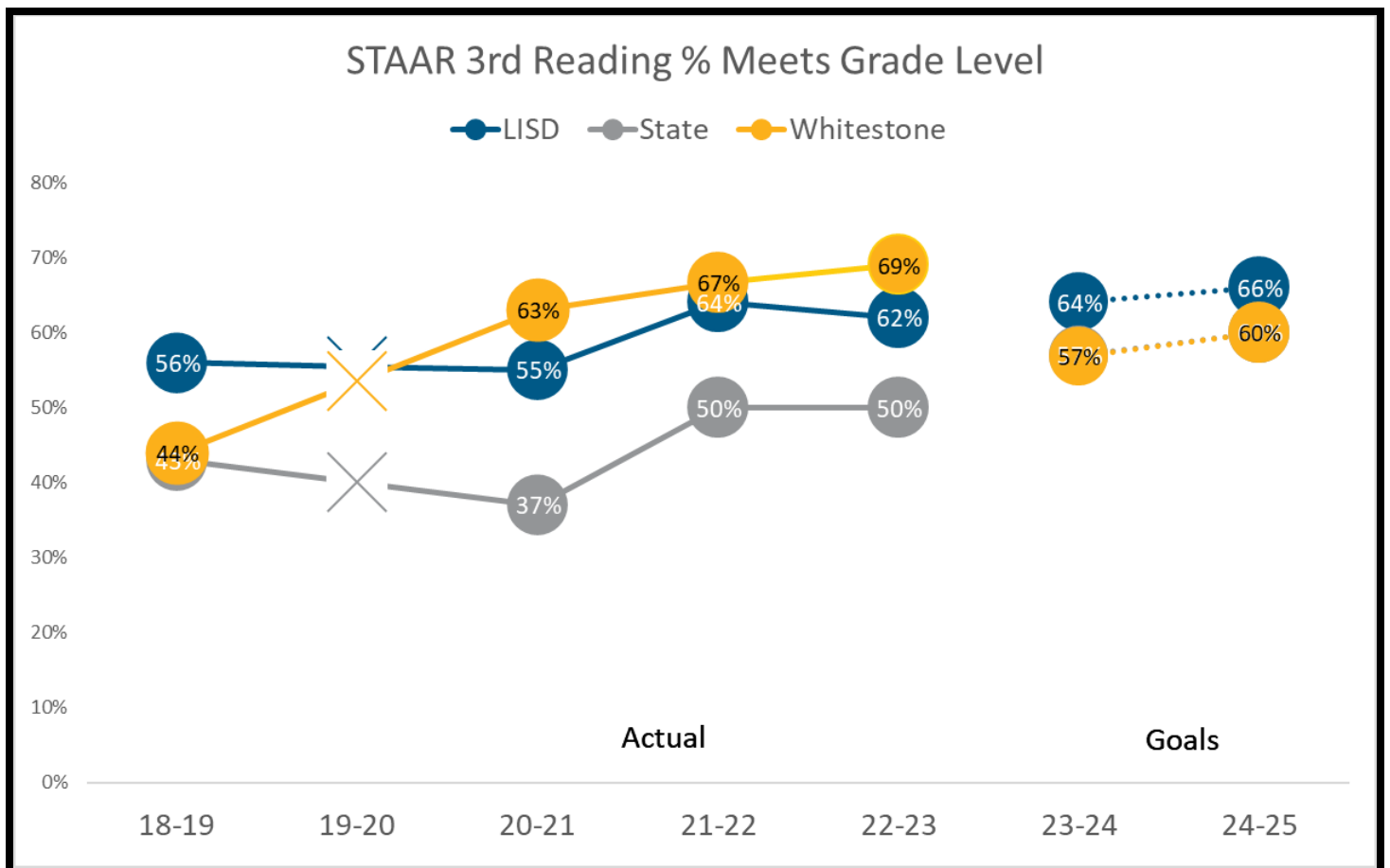
Whitestone *Baseline* Data & Proposed Annual Goals - Reading  
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
<del>2019-20</del>	<del>47%</del>		<del>50%</del>	<del>46%</del>				<del>37%</del>	<del>41%</del>
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 10+ 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%
2022-23	69%		58%	74%	80%		26%	55%	56%

Whitestone *Actual* Reading Data through 2023 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%

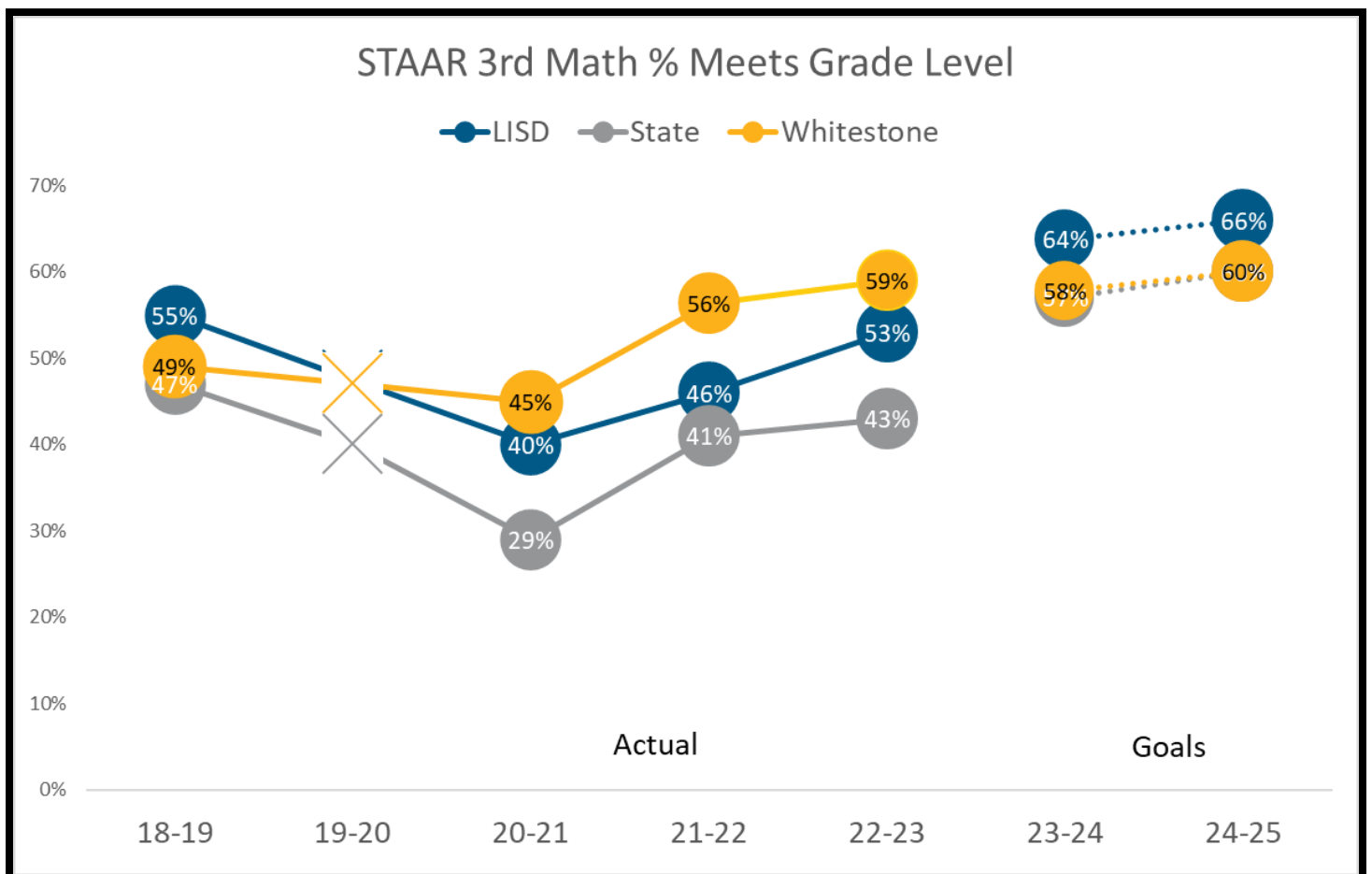
Whitestone Baseline Data & Proposed Annual Goals - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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 10+ 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%
2022-23	59%		55%	59%	73%		26%	18%	47%

Whitestone *Actual* Math Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR





## 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?

## 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	<del>58%</del>	<del>30%</del>	<del>49%</del>	<del>61%</del>	<del>76%</del>	<del>60%</del>	<del>33%</del>	<del>40%</del>	<del>41%</del>
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%

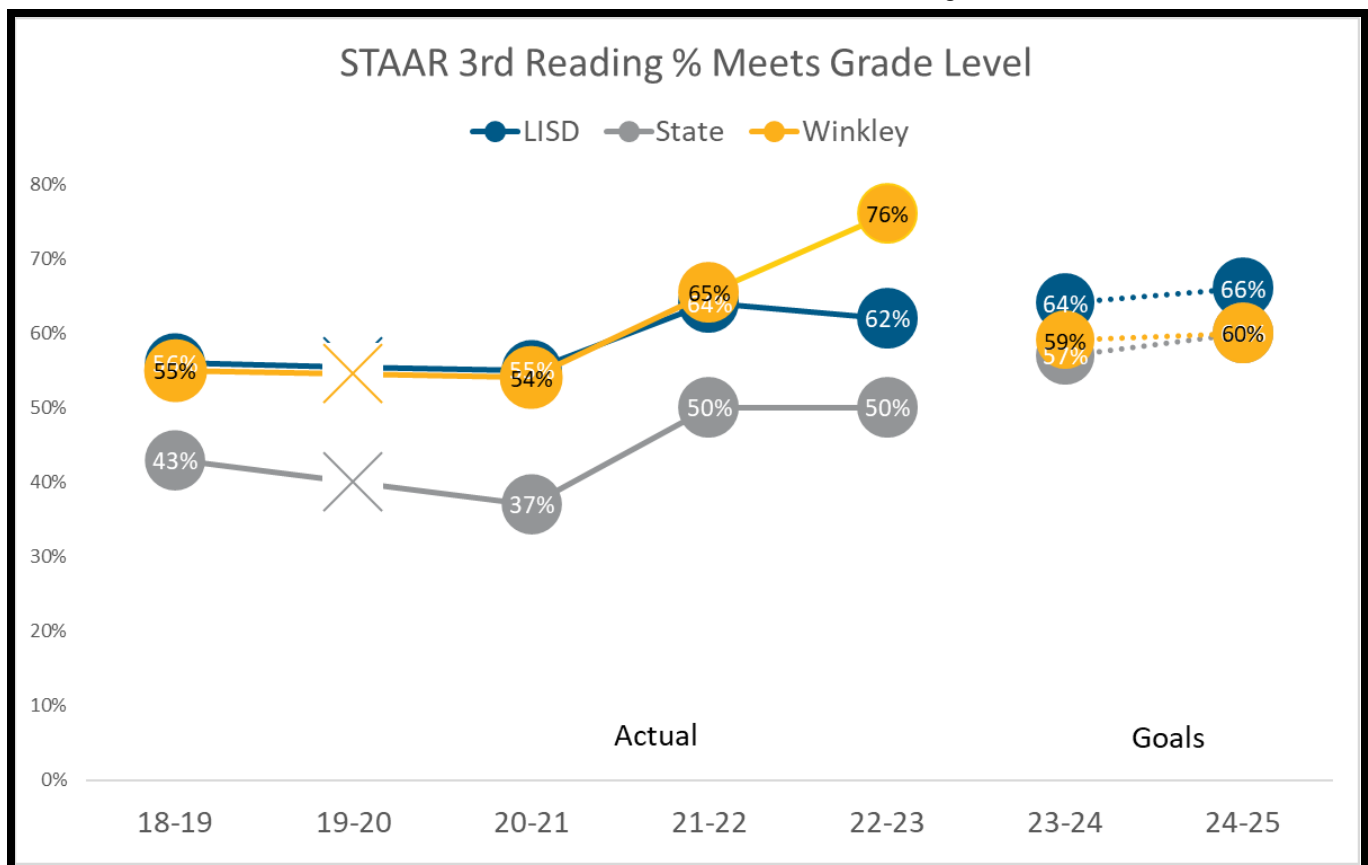
Winkley Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
2019-20	<del>56%</del>			<del>58%</del>					
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 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
2019-20	*			*					
2020-21	54%		32%	57%	64%				
2021-22	66%		59%	63%	71%	90%	28%	40%	
2022-23	76%		59%	79%	86%	80%	21%		

Winkley Actual Reading Data through 2023 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%

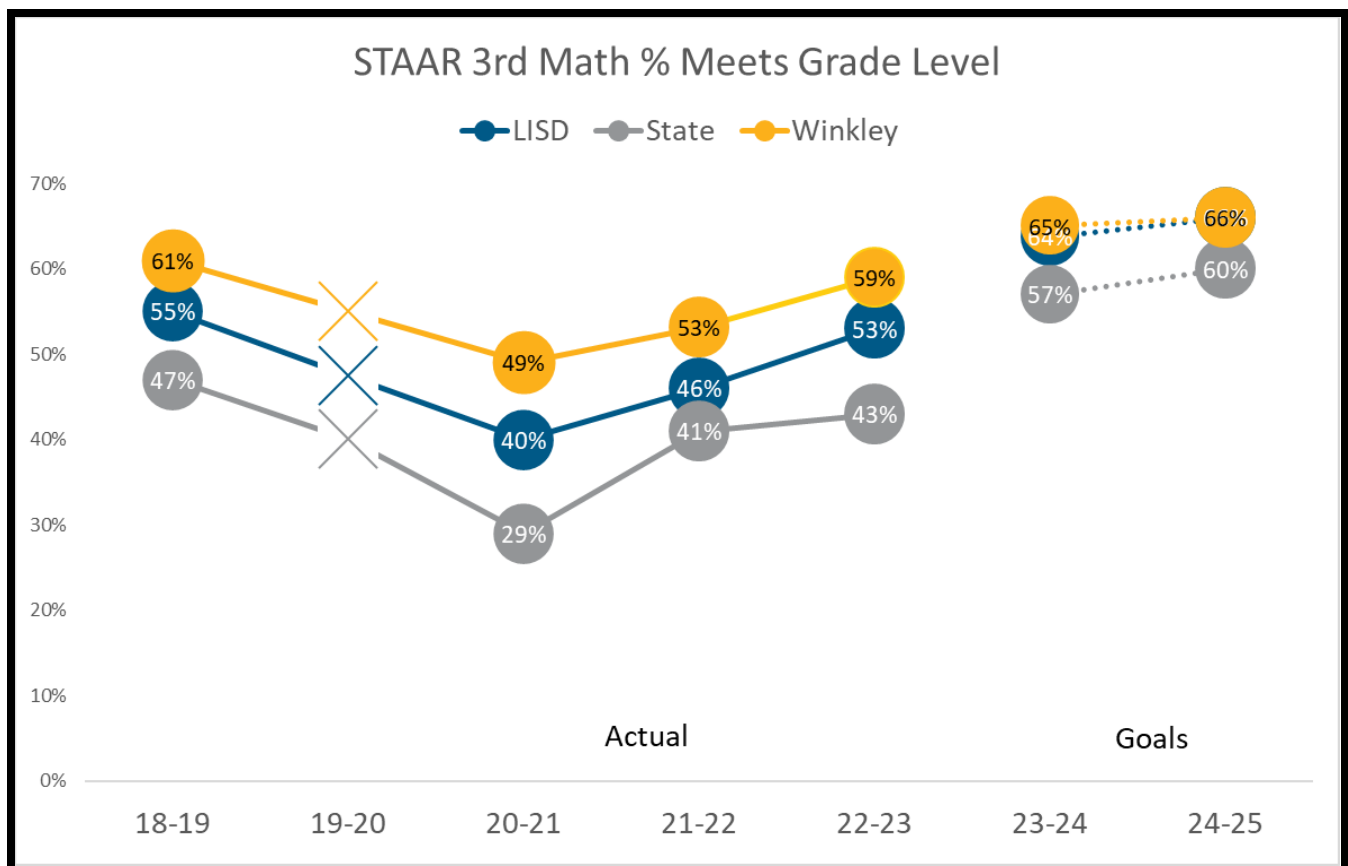
Winkley Baseline Data & Proposed Annual Goals  
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	62%			58%					
2020-21	50%		42%	55%	45%				
2021-22	63%			59%					
2022-23	64%			60%					
2023-24	65%			61%					
2024-25	66%			62%					

Winkley Actual Data - Math  
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	✖			✖					
2020-21	49%		42%	55%	45%				
2021-22	53%		37%	54%	76%	70%	39%	40%	
2022-23	59%		27%	62%	86%	60%	5%		

Winkley Actual Reading Data through 2023 and Future Goals  
 % Meets Grade Level or Better on 3rd Grade Math STAAR



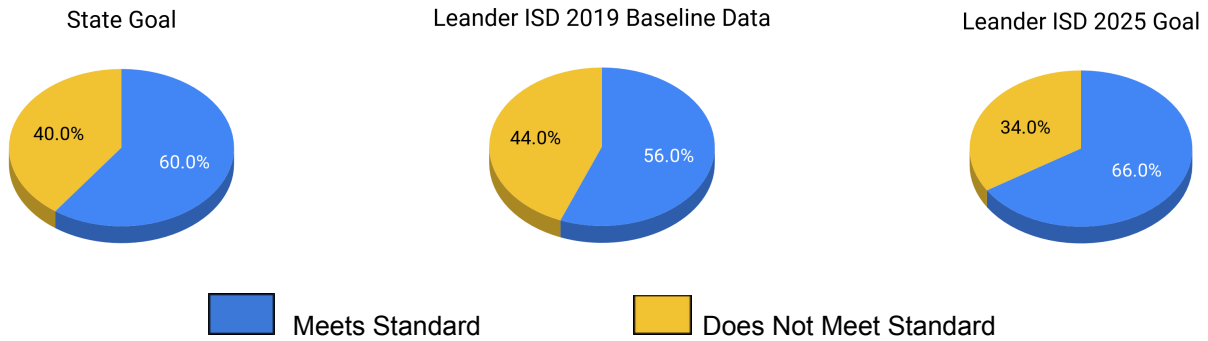
[HOUSE BILL 3 LEGISLATION](#)

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.

## District

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

Leander ISD Baseline Data & Proposed Annual Goals  
% Meeting Standard on 3rd Grade Reading STAAR



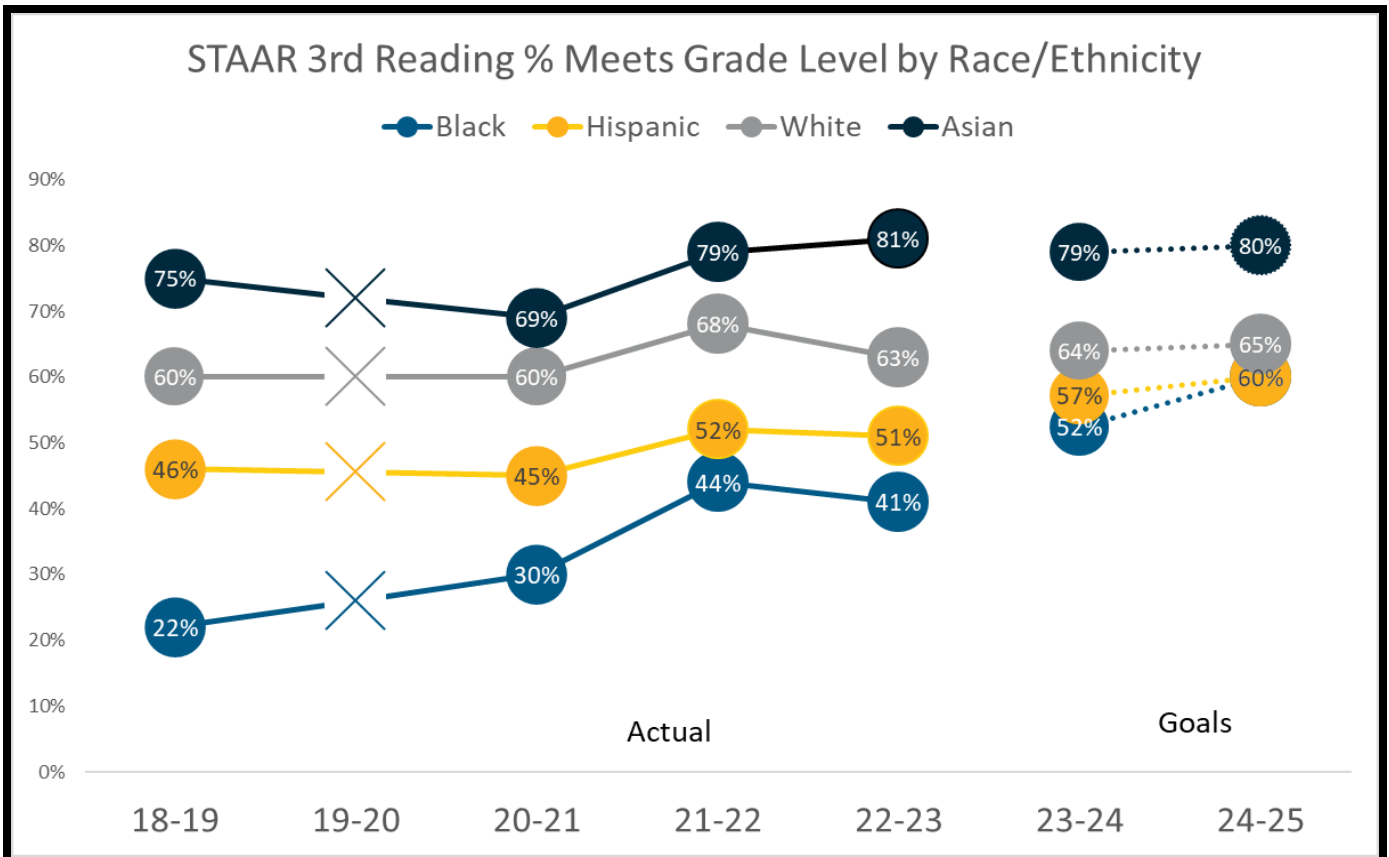
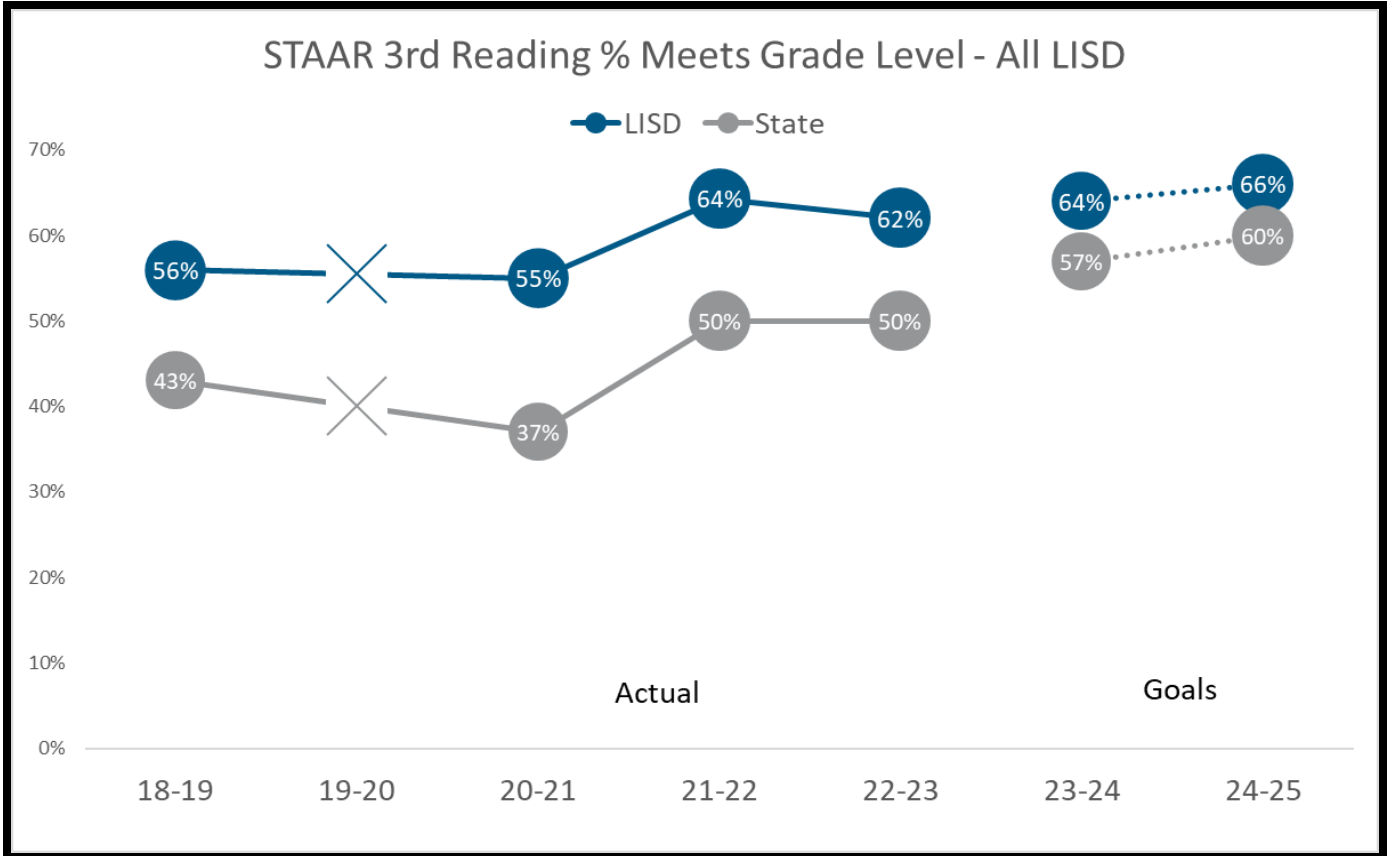
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%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

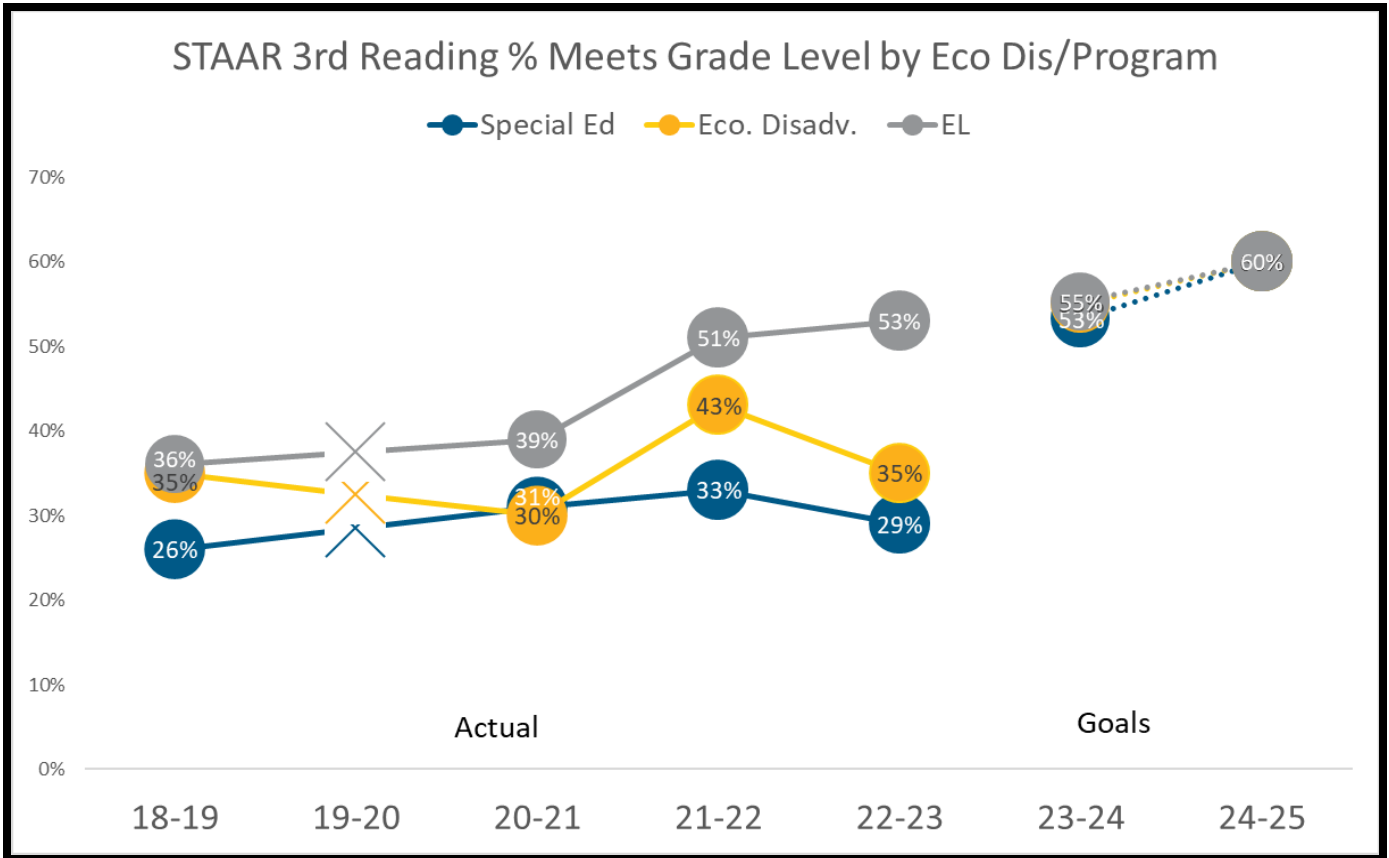
Campus 2018-19 Baseline Data  
% Meeting Standard on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
101 18-19	44%		47%	43%				31%	36%
102 18-19	46%			55%					
103 18-19	56%			51%					
104 18-19	67%			70%					
105 18-19	38%		26%	41%				23%	
106 18-19	34%		25%	44%				29%	
107 18-19	61%		56%	69%					
108 18-19	50%			55%					
109 18-19	31%		40%	16%				32%	
110 18-19	60%			61%					
111 18-19	74%			79%					
112 18-19	34%		28%	41%				29%	25%
113 18-19	66%			66%					
114 18-19	51%		44%	50%				39%	
115 18-19	67%			66%	78%		32%		
116 18-19	53%		44%	59%				39%	
117 18-19	55%			57%					
118 18-19	58%		66%	63%				28%	
119 18-19	43%			49%					
120 18-19	69%			69%	85%				
121 18-19	57%			60%					
122 18-19	65%		60%	68%					
123 18-19	78%			77%					
124 18-19	38%		21%	55%				15%	21%
125 18-19	42%		32%	46%				35%	
126 18-19	74%		64%	74%	85%				
127 18-19	N/A								



Current District Data (August 2023)





## Literacy Action Plans

Focus 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?

## Strategies and Goals

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. Utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
    - v. 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

[HOUSE BILL 3 LEGISLATION](#)

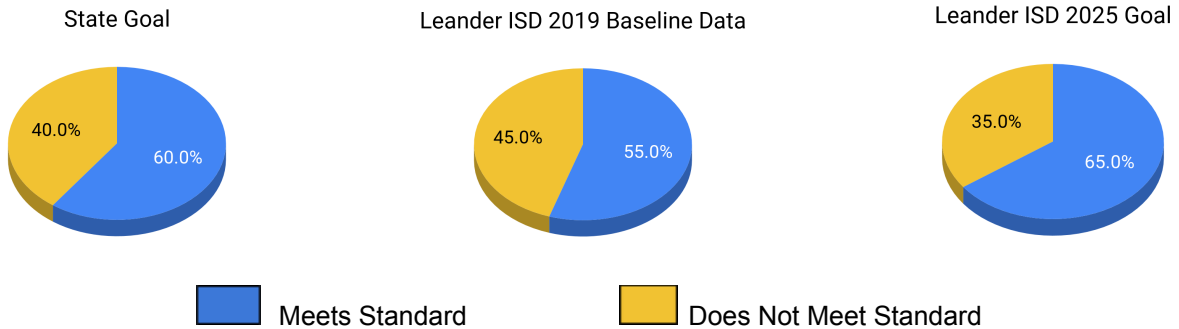
Sec.A11.185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district’s Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school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

## District

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

Leander ISD Baseline Data & Proposed Annual Goals  
% Meeting Standard on 3rd Grade Math STAAR

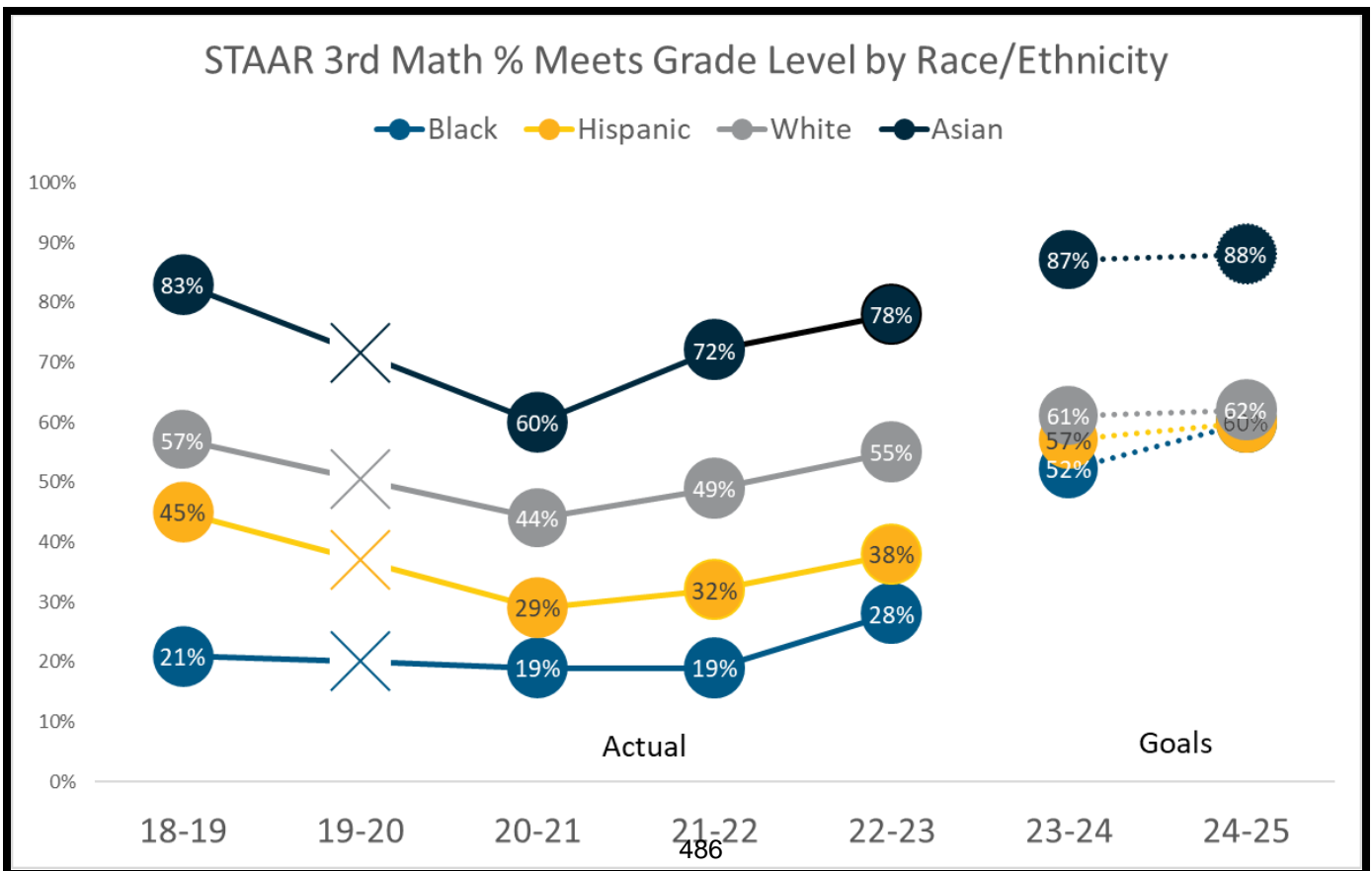
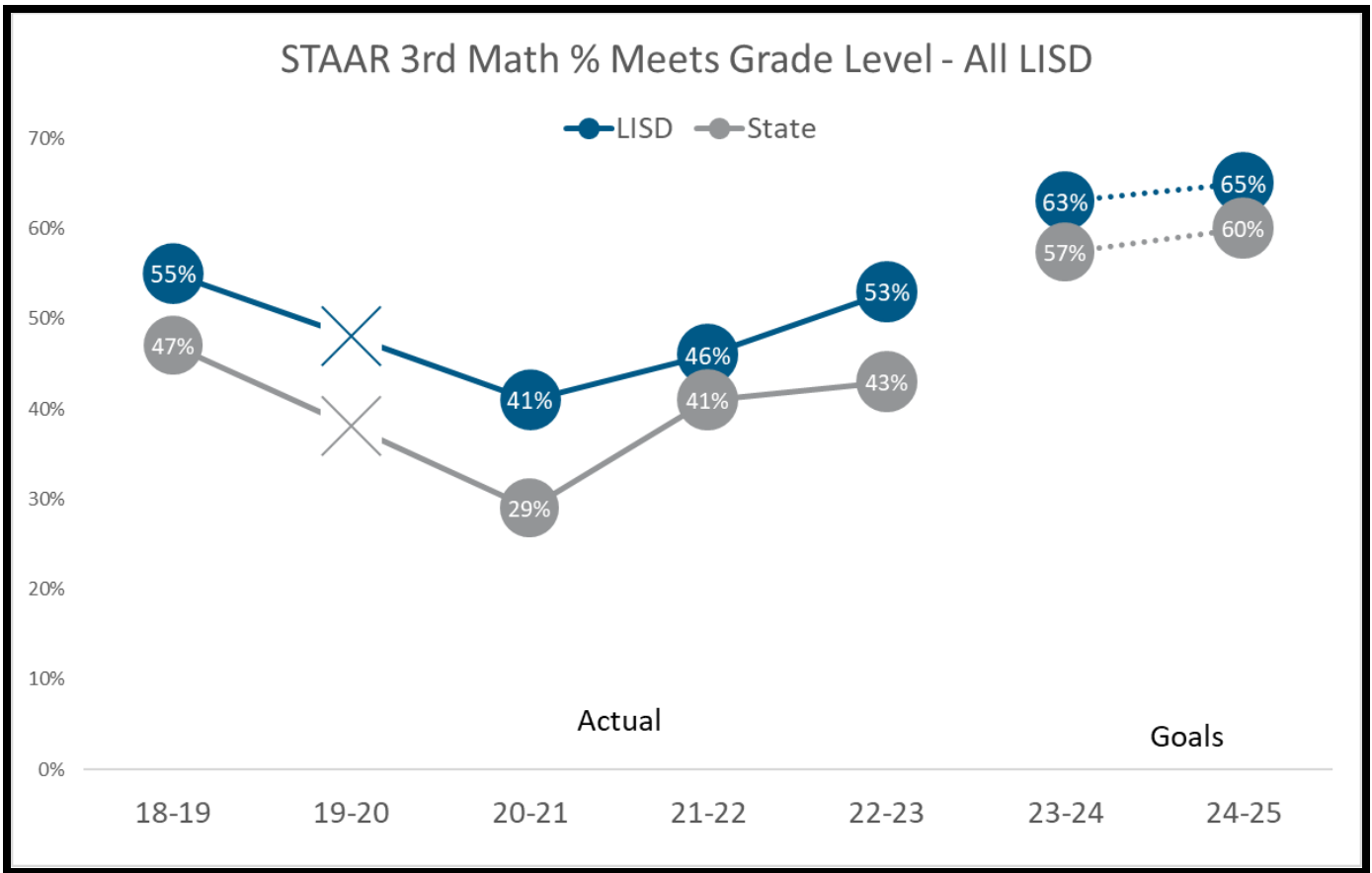


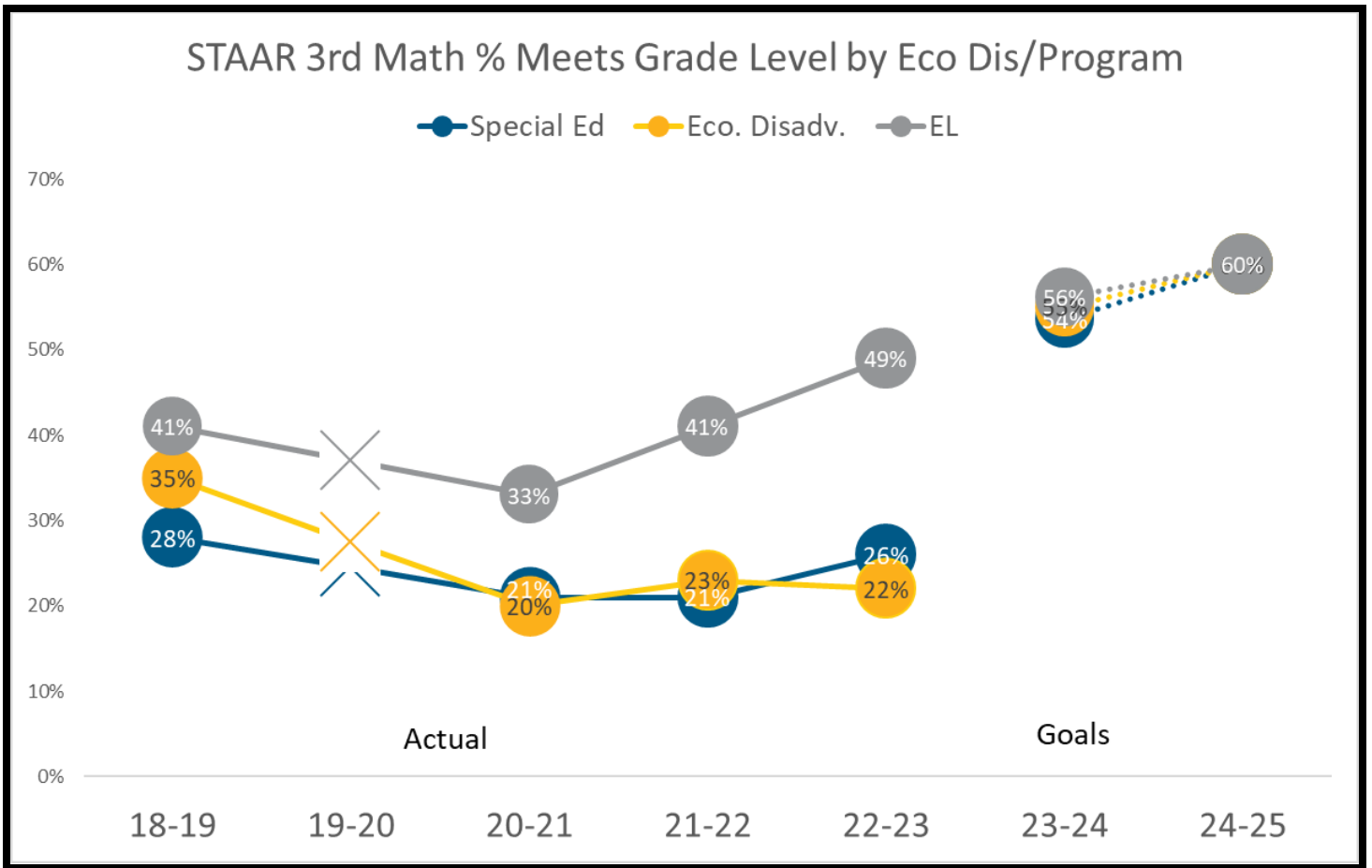
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%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

Campus 2018-19 Baseline Data  
% Meeting Standard 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
101 18-19	49%		47%	49%				38%	36%
102 18-19	39%			48%					
103 18-19	49%			49%					
104 18-19	59%			60%					
105 18-19	35%		30%	35%				11%	
106 18-19	28%		29%	31%				29%	
107 18-19	56%		44%	59%					
108 18-19	46%			51%					
109 18-19	44%		39%	40%				47%	
110 18-19	70%			74%					
111 18-19	80%			84%					
112 18-19	34%		33%	28%				29%	25%
113 18-19	64%			65%					
114 18-19	43%		33%	43%				31%	
115 18-19	67%			62%	81%		32%		
116 18-19	45%		34%	50%				32%	
117 18-19	61%			57%					
118 18-19	61%		59%	63%				31%	
119 18-19	38%			40%					
120 18-19	73%			70%	94%				
121 18-19	54%			53%					
122 18-19	65%		66%	62%					
123 18-19	84%			78%					
124 18-19	34%		18%	58%				7%	15%
125 18-19	42%		41%	45%				42%	
126 18-19	65%		60%	62%	85%				
127 18-19	N/A								

Current District Data (August 2023)





## 22-23 Mathematics Action Plan

## 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



[HOUSE BILL 3 LEGISLATION](#)

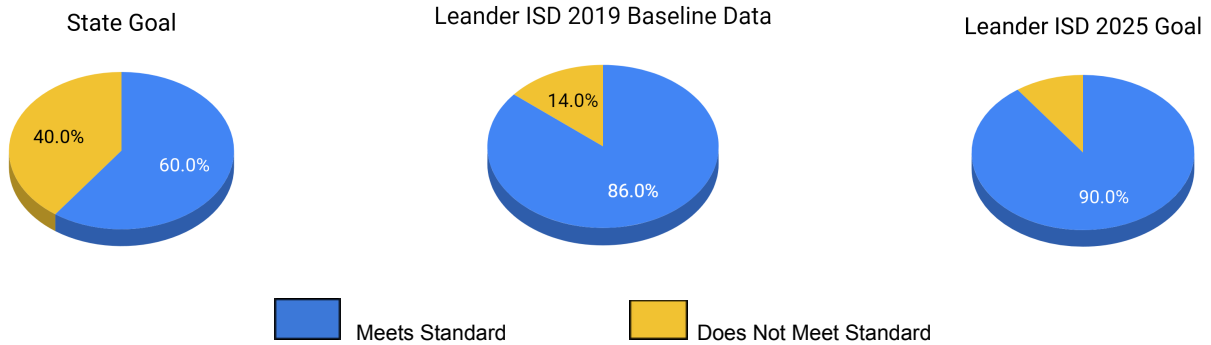
Sec.A11.186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career,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

## District

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Key Question: To what extent are Leander ISD graduates college, career, and military ready?

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



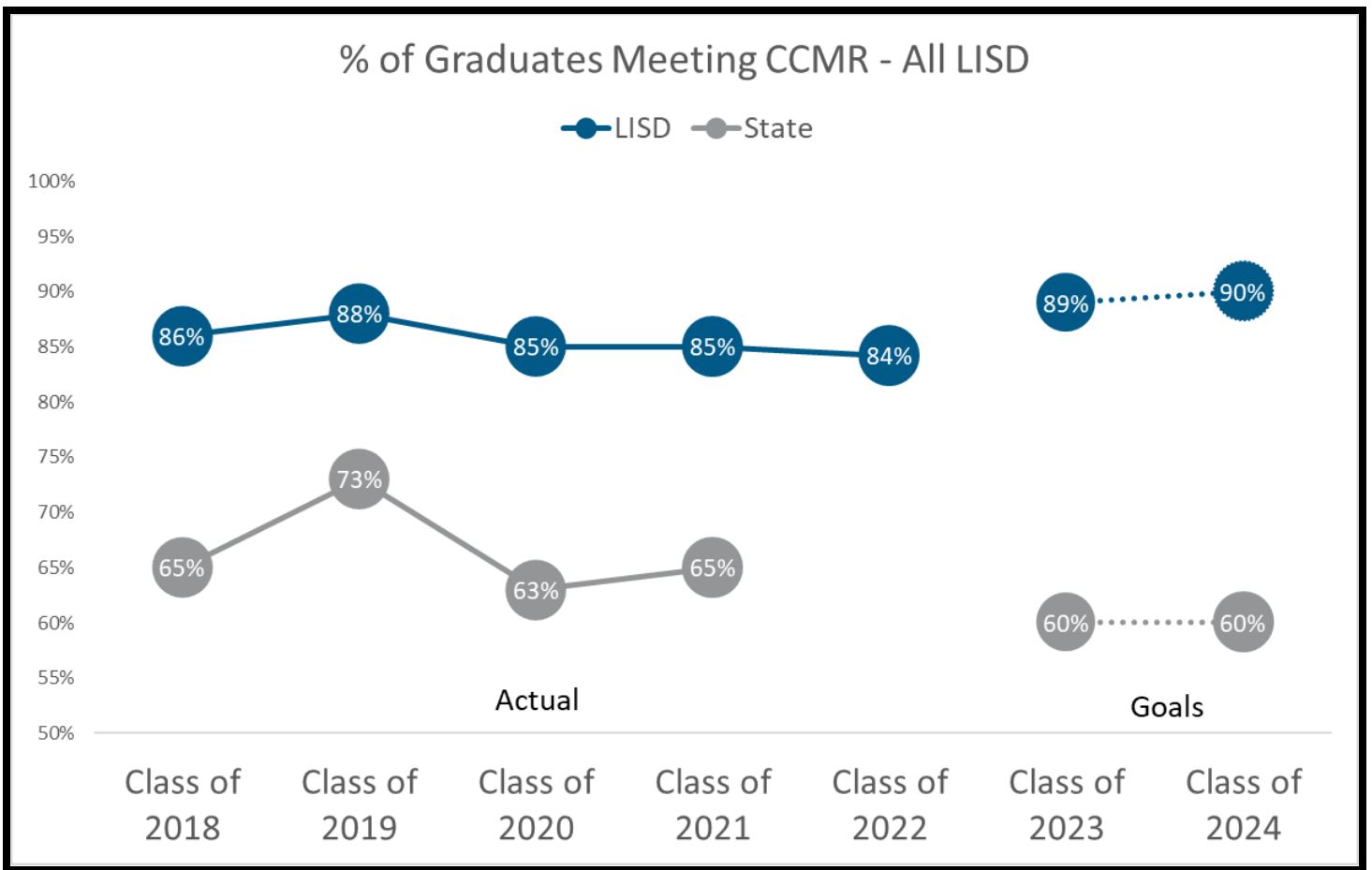
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	86%	69%	76%	90%	95%	87%	92%	73%	55%
2019-20	87%	70%	77%	91%	95%	88%	93%	74%	56%
2020-21	87%	70%	77%	91%	95%	88%	93%	74%	56%
2021-22	88%	71%	78%	92%	95%	89%	93%	75%	57%
2022-23	88%	72%	79%	93%	95%	90%	94%	76%	58%
2023-24	89%	73%	80%	94%	95%	91%	94%	77%	59%
2024-25	90%	74%	81%	95%	95%	92%	95%	78%	60%

Campus 2018-19 Baseline Data

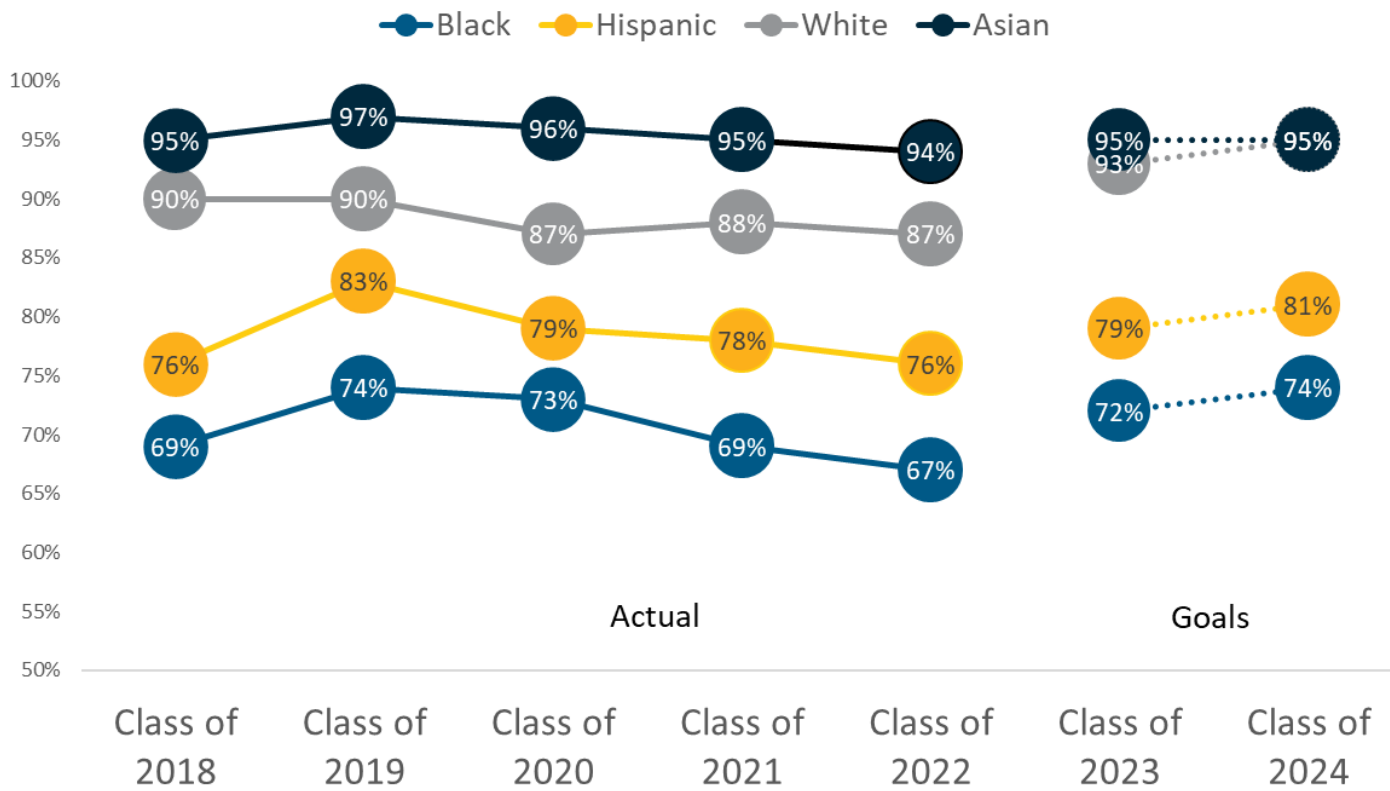
% Meeting College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
001 18-19	79%	69%	71%	84%	84%	80%	93%	71%	57%
002 18-19	91%	80%	83%	94%	98%	85%	97%	75%	
003 18-19	87%	65%	82%	91%	91%	87%	86%	74%	56%
004 18-19	84%	81%	76%	86%	100%	94%	98%	79%	40%
005 18-19	94%	46%	87%	96%	98%	100%	91%	68%	40%
006 18-19	No 2018 Grads								

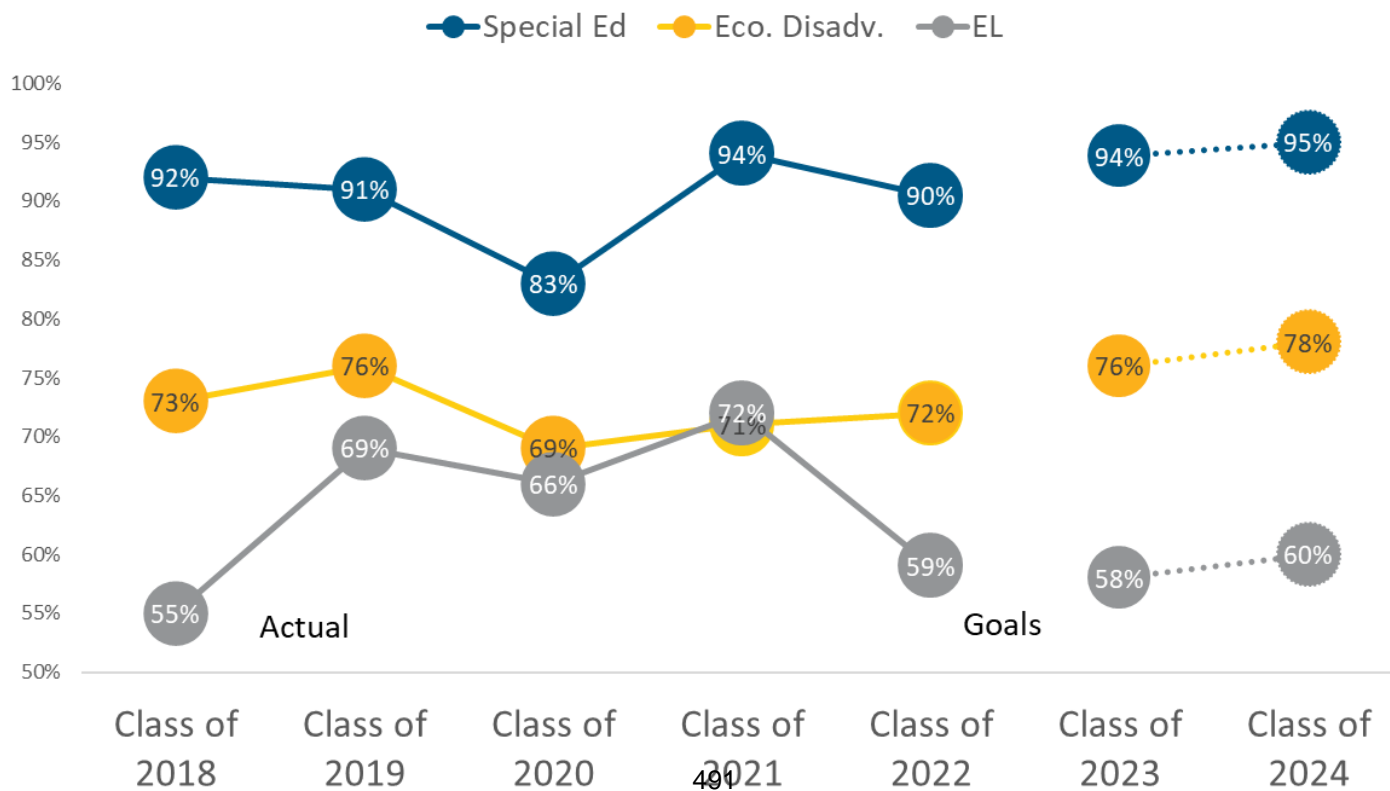
Current Data (August 2023)

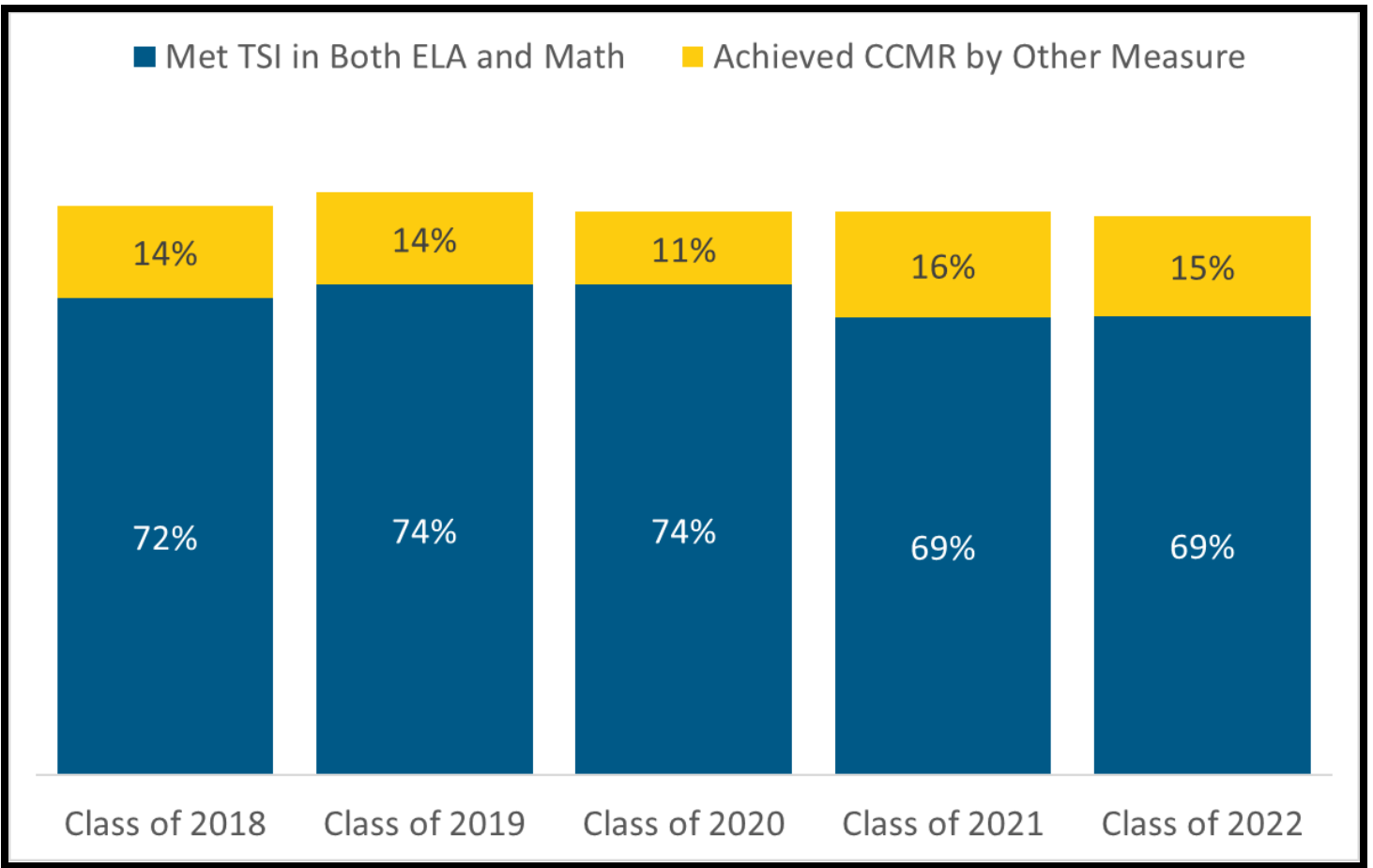


### % of Graduates Meeting CCMR by Race/Ethnicity



### % of Graduates Meeting CCMR by Eco Dis/Program





## 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, CPM/CPE
    - Continue focus on curriculum development/revision and instructional resource alignment for both the College Prep Mathematics course and the College Prep English/EIV overlay
    - 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 Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

**Agenda Item:** Legislative Committee Update  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Colby Nichols (Ancira Strategic Partners, LLP)  
**Attachments:** N/A

---

## **Background Information:**

Colby Nichols with Ancira Strategic Partners and members of the legislative committee will give a legislative update.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	Discussion of Long-Range Planning Committee Recommendation
<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 5, 2023
<b>Administrator Responsible:</b>	Sarah Grissom & Jimmy Disler
<b>Attachments:</b>	Long-Range Planning Committee Charter

---

## **Background Information:**

The Long-Range Planning Committee (LRPC) was originally created during the 2021-2022 school year to make recommendations on how to manage growth, while also optimizing current district buildings. In the spring of 2023, it was determined the LRPC needed to be expanded to include wider representation from our community. The expanded group now includes 61 people:

- 10 Students
- 26 Parents
- 4 Community Members
- 3 Board Members
- 11 Campus Staff
- 7 District Staff

This committee has been meeting monthly since June to create understanding of the LRPC scope and current reality of growth and needs throughout the district. One charge of the expanded group was to provide feedback on the LRPC Charter. Tonight, the Board of Trustees will be presented with a draft charter based on the input from the LRPC for the Board's consideration.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

## Long-Range Planning Committee

### Committee Charter

*April 17, 2023*

### Mission

In January 2022, the Long-Range Planning Committee (LRPC) was charged with developing a ten-year facilities plan, focused on student learning and anchored in our core beliefs that take into consideration the following criteria:

- student access to a variety of learning experiences that interest them
- facility optimization
- fiscal responsibility
- changes in population over time

Beginning in April 2023, the Long-Range Planning Committee (LRPC) will serve in an advisory role to guide the district and ensure alignment to the Strategic Plan by:

- utilizing the 10-year plan as a framework
- engaging in shared learning about components and programs involved in long-range planning, and
- assisting with community education and reciprocal communication strategies regarding long-range planning.

### Organization

Committee membership consists of representatives from district departments, elementary and secondary school principals, students, parents and/or community members and LISD Trustees. The LRPC will be facilitated by the Chief of Staff and additional opportunities to lead subcommittees may be presented to members of the LRPC.

Membership may include:

- up to 20 LISD staff members representing PK-12<sup>th</sup> grade, a combination of campus and district staff
- up to 25 parents/community members representing PK-12<sup>th</sup> grade, with majority being parents
- up to 10 students, preferably at least one student from each feeder pattern – include representation from NHHS & ECHS
- 3 LISD Board of Trustees members
- 7 Board nominated members

Parents, community members and students indicate their interest through an online application. All applications are put through a blind review process and selected to ensure a balanced representation from each feeder pattern and by school level. The window to apply for district committees opens in the summer for the upcoming school year.



Qualifications for membership include residing in or representing a business or organization within the boundaries of Leander ISD. Although conflicts of interest are not anticipated based on the work of this committee, members should recuse themselves from discussion, if needed.

## **Replacing Members - Students, Parents, and Community**

For the 2023-2024 school year, nominations will be accepted in May 2023 for a term of service for the summer 2023, and the 2023-2024 and 2024-2025 school years.

Beginning in summer 2024, new committee members will be requested to serve two year staggered terms which align with the district school year, with a two term limit. The window to apply for district committees opens in the summer for the upcoming school year.

## **Trustee Nominated Members**

Each Trustee may submit one nomination. These nominations will occur in the summer for the upcoming school year. Individuals nominated by a trustee will serve a one year term. The trustee may renew that nomination each year, for a maximum of three consecutive terms.

## **Duties & Responsibilities**

The Long-Range Planning Committee will serve in an advisory role to guide the district by utilizing the 10-year plan as a framework, engaging in shared learning about components and programs involved in long-range planning including but not limited to optimization of facilities, repurposing options, and zoning processes, and assisting with community education and reciprocal communication strategies regarding long-range planning. Members of this committee may be asked to participate in presentations and reports to the Board of Trustees, campus and district leaders, and/or to the community related to long-range planning in Leander ISD. Administration will ensure coordination between the Long-Range Planning Committee and Citizens' Facility Advisory Committee as needed.

## **Attendance**

The Long-Range Planning Committee will meet at least quarterly to discuss implementation of the district's long-range plan and review any relevant data. Sub committees may be created as needed and frequency of meetings will be determined by subcommittee members based on the scope of implementation.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	Discussion of Long-Range Planning Committee Recommendation
<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 5, 2023
<b>Administrator Responsible:</b>	Sarah Grissom & Jimmy Disler
<b>Attachments:</b>	Long-Range Planning Committee Recommendation Presentation ( <i>uploaded on 9/21/23</i> )

---

## **Background Information:**

The Long-Range Planning Committee (LRPC) was originally created during the 2021-2022 school year to make recommendations on how to manage growth, while also optimizing current district buildings. In the spring of 2023, it was determined the LRPC needed to be expanded to include wider representation from our community. The expanded group now includes 61 people:

- 10 Students
- 26 Parents
- 4 Community Members
- 3 Board Members
- 11 Campus Staff
- 7 District Staff

This committee has been meeting monthly since June to create understanding of the LRPC scope and current reality of growth and needs throughout the district. During the last two meetings of the LRPC, the committee engaged in discussion related to options to address the growth in the northern portion of our district. Tonight, the Board of Trustees will be presented with all of the options discussed along with the LRPC recommendation.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A



# Discussion of Long-Range Planning Committee Recommendation

---

September 21, 2023

501

# Purpose

The Long-Range Planning Committee (LRPC) has been meeting monthly since June to create understanding of the LRPC scope and current reality of growth and needs throughout the district. During the last two meetings of the LRPC, the committee engaged in discussion related to options to address the growth in the northern portion of our district.

Tonight, the Board of Trustees will be presented with all of the options discussed along with the LRPC recommendation.

502

# Long-Range Planning Committee Composition

- 10 Students
- 26 Parents
- 4 Community Members
- 3 Board Members
- 11 Campus Staff
- 7 District Staff

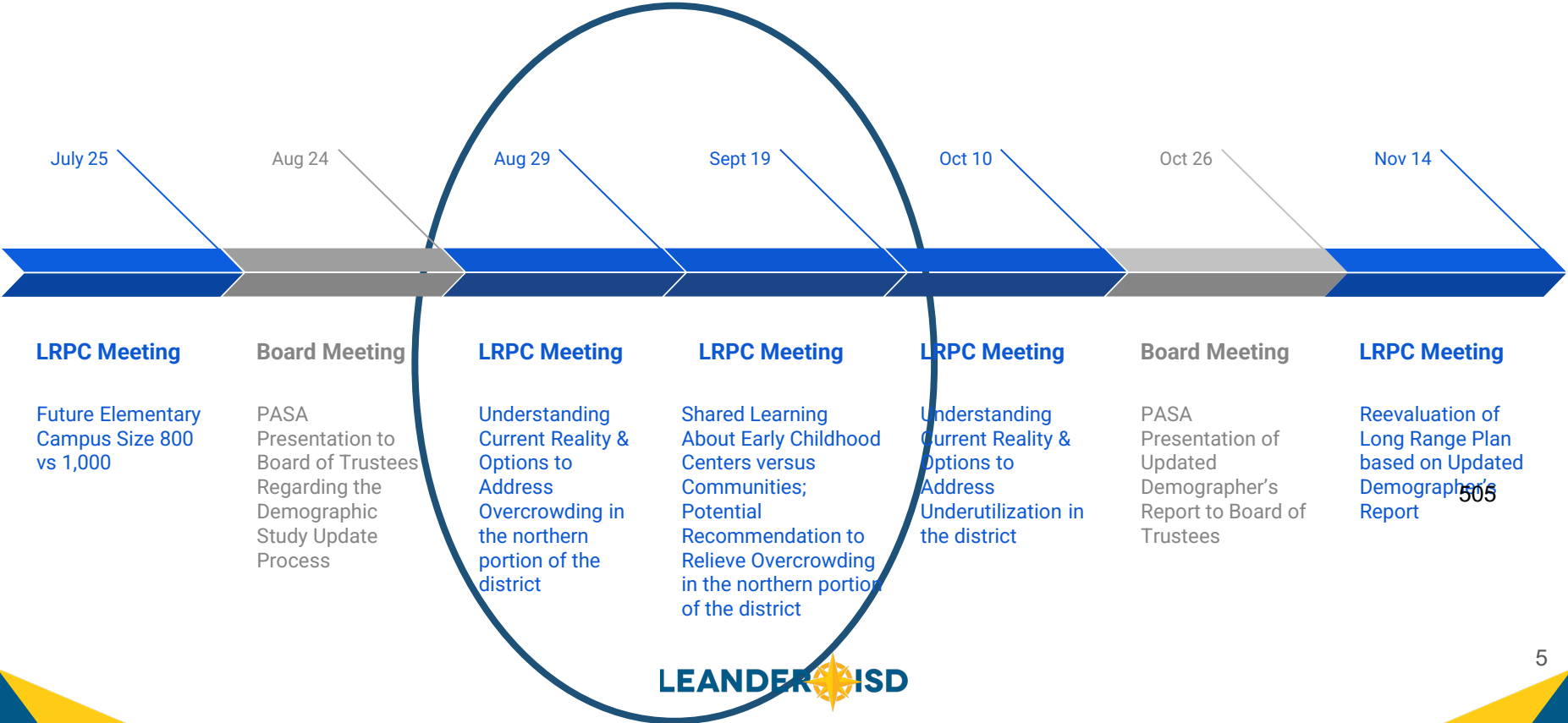
503

# Overview of LRPC Work for the Fall Semester





# Overview of LRPC Work for the Fall Semester

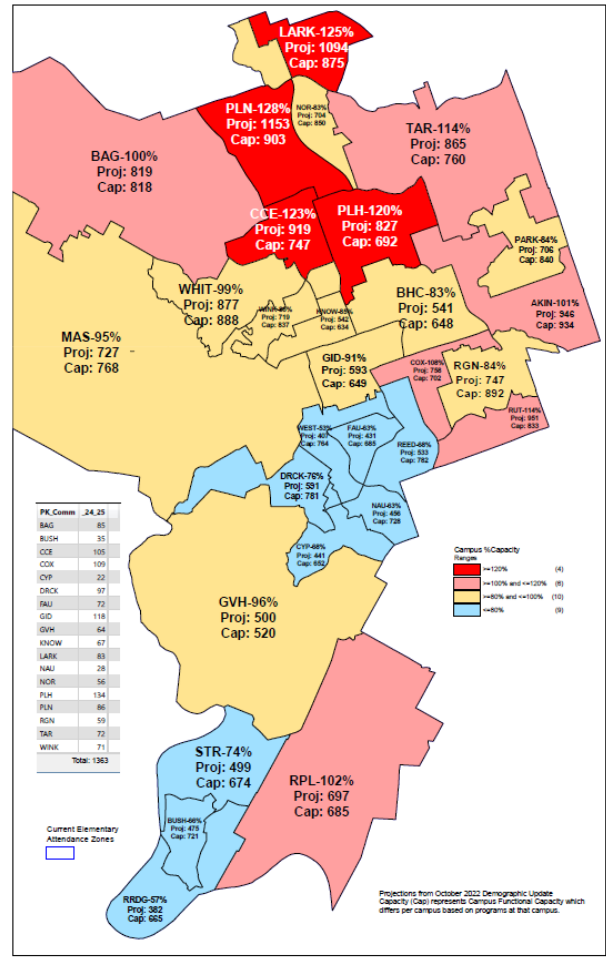


# **Understanding Current Reality & Options to Address Growth in the Northern Portion of the District**

506

# Current Reality

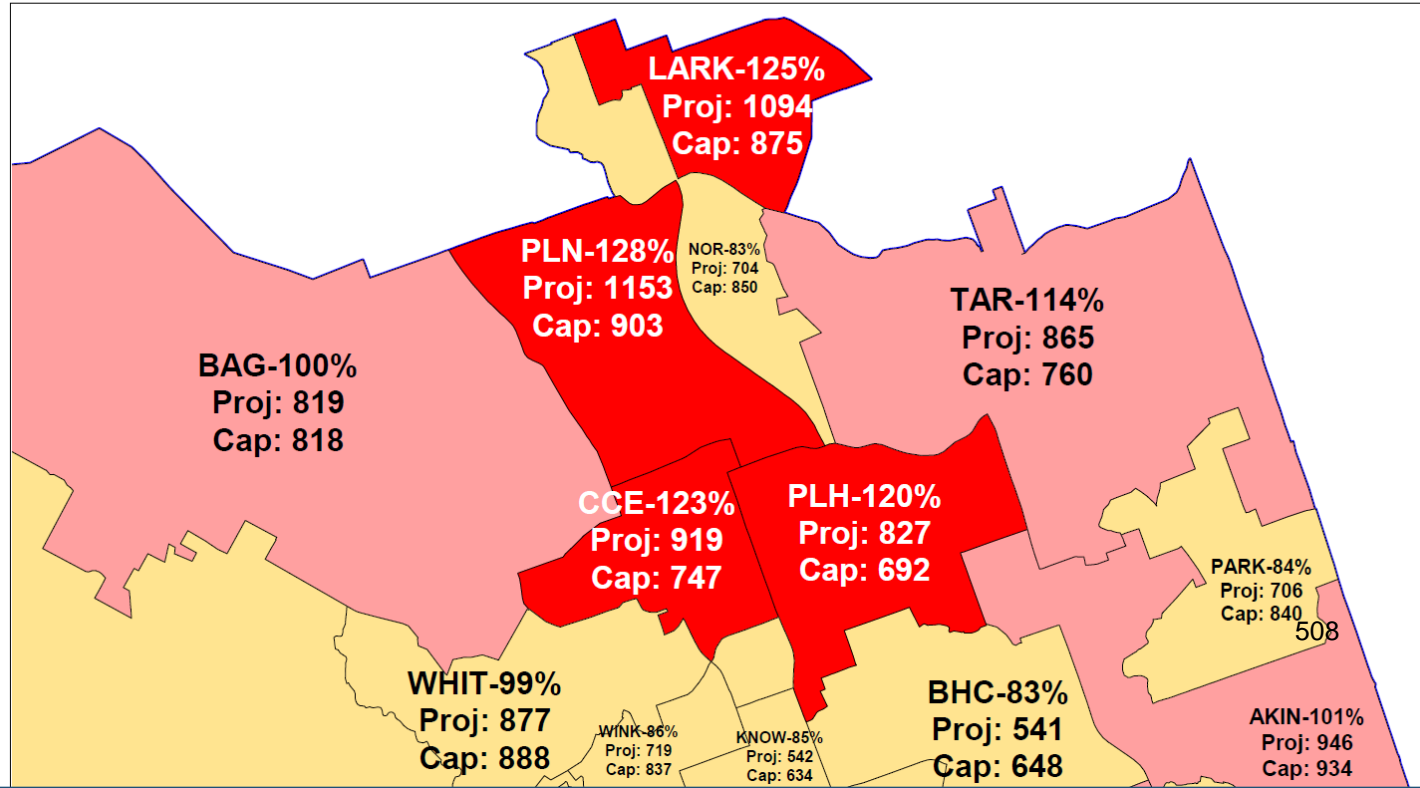
2024-2025 Projected Enrollment with Current Attendance Zones and Current PK Communities



2024-2025 Projected Enrollment with Current PK Communities

# Current Reality

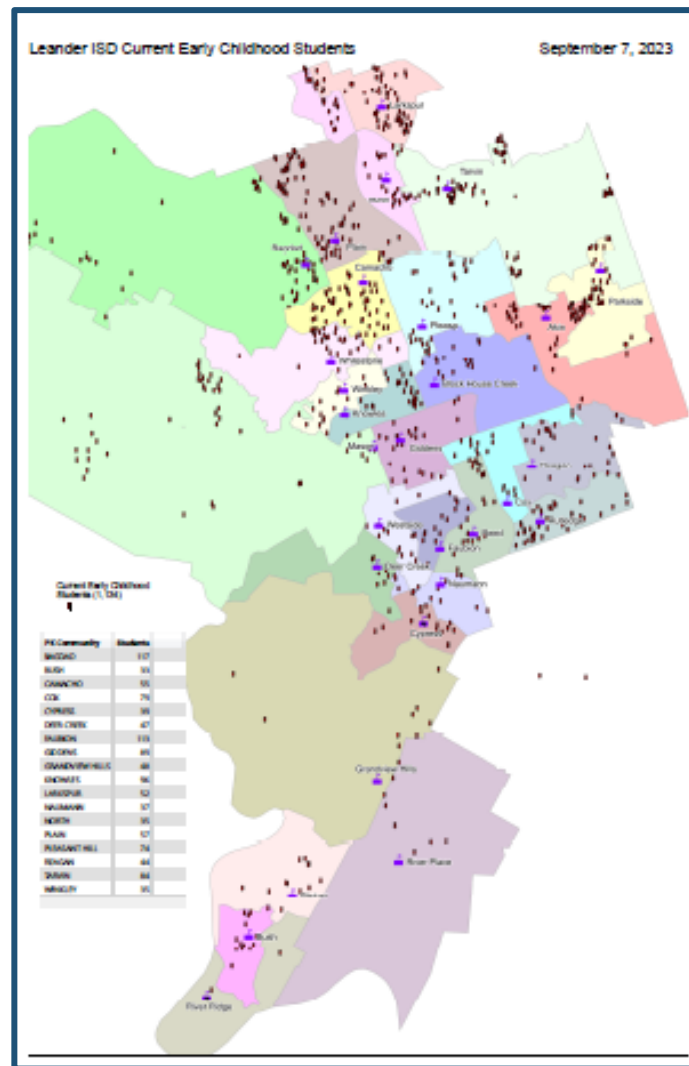
2024-2025 Projected Enrollment with Current Attendance Zones and Current PK Communities



2024-2025 Projected Enrollment with Current Attendance Zones and Current PK Communities

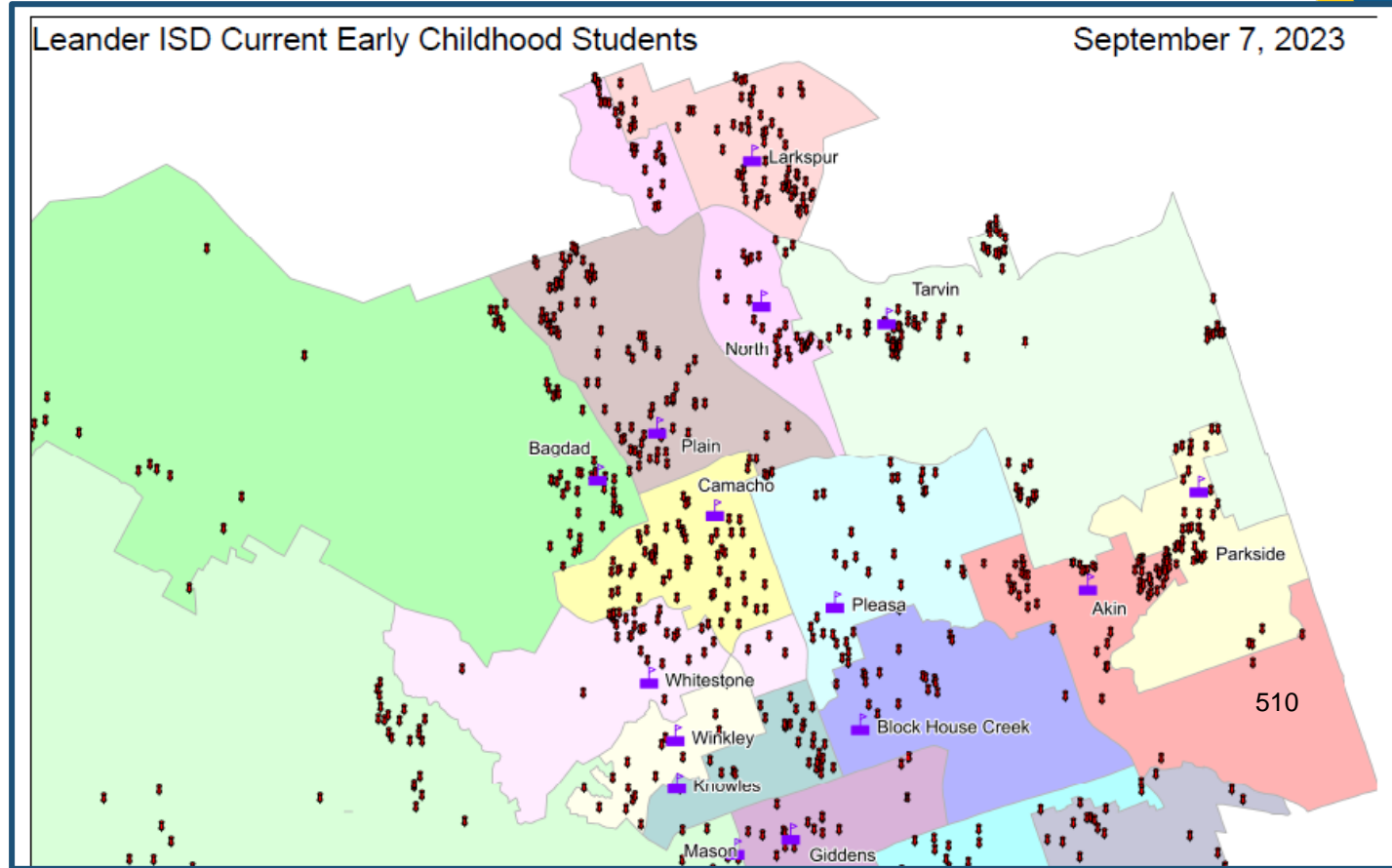
# Current Reality

## Current Early Childhood GeoCoded Students



# Current Reality

Current Early Childhood GeoCoded Students



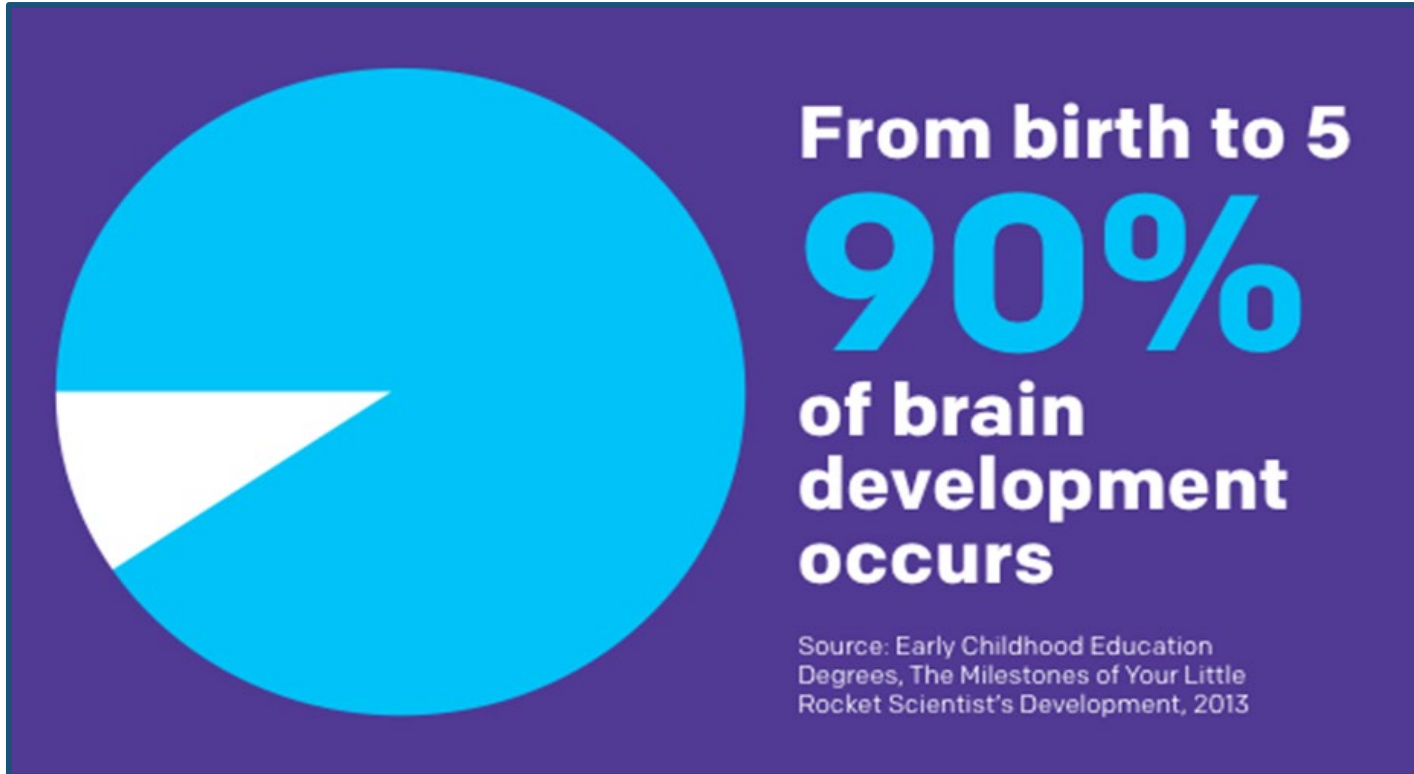
# Early Childhood Programs

Birth to 5 years old continuum of services:

- PAT: Parents as Teachers
- PreK3
- PreK4
- ELE: Early Learning Environment
- ELE Friends: Early Learning Environment Friends
- E-SLE: Early Structured Learning Environment
- PSLP: Preschool Speech & Language Program
- Young Parent Services



# Why Focus on Early Childhood?



512



# Options to Address Growth in the Northern Portion of the District

513

# Option 1: Repurpose Facilities

## LEO - Opens as ECC 28-29

- +
- Addresses over capacity in the northern portion of the district
- Utilizes under capacity elementary schools in central portion of the district
- New facility for New Hope High School (NHHS) and is more centrally located
- Leander Extended Opportunity Center (LEO) is more centrally located
- Better zoning for families
- 
- Repurposes two elementary schools
- Early Childhood Center (ECC) in 28-29, leaving some schools over capacity longer

[Option 1 Repurpose.pdf](#)

[Option 1 Repurpose MAP.pdf](#)

# Option 2: Build at Halsey Site - ECC Open 25-26 & NHHS Open 26-27

- +
- Fastest way to relieve capacity in the northern portion and gives more time to discuss repurpose in future - Opens 25-26
- Minimal zoning impact
- New facility for NHHS - Opens 26-27
- Middle fiscal impact
- 
- ECC families currently at PK Communities - How does this affect transportation for them?
- Not addressing under capacity schools

[Option 2 New ECC at Halsey.pdf](#)

[Option 2 New ECC at Halsey MAP.pdf](#)

# Option 3: Build New Elementary School



- How we have traditionally done business
- Elementary school opens 26-27
- Continue with PK Communities in all future schools



- No land available currently in the area where the new school is needed
- Zoning would likely split some neighborhoods, i.e., Summerlyn, Larkspur, Bryson
- Cost for elementary school build vs early childhood center build

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[Option 3 Build New ES.pdf](#)

[Option 3 Build New ES Area 1 MAP.pdf](#)

[Option 3 Build New ES Area 2 MAP.pdf](#)

# Option 4: Hybrid of Option 1 & 2



- Option was brought forward by LRPC Members
- Immediate relief for northern portion of district with ECC opening 25-26
- Flexibility with NHHS and LEO locations
- Allows more time for repurpose conversations with community

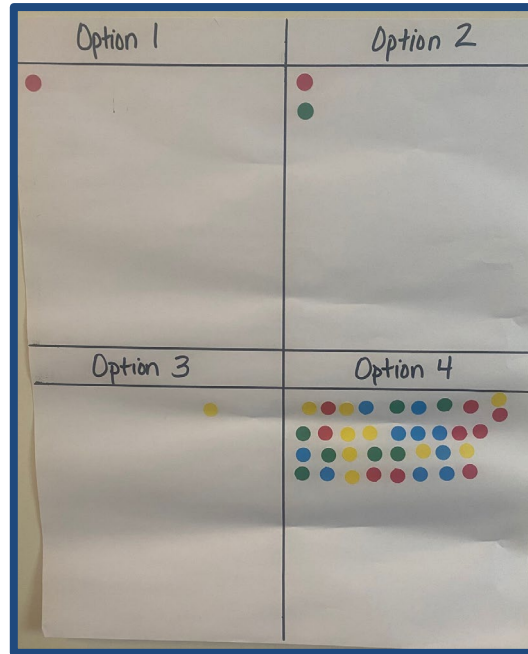


- Do not have bond funding to repurpose LEO as an ECC

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[Option 4 Hybrid Potential Catchment Areas](#)

# Long-Range Planning Committee Voting



Option 1 - 1  
Option 2 - 2  
Option 3 - 1  
Option 4 - 35

# Administration Recommendation

Administration recommends Option 4 which begins with building an Early Childhood Center (ECC) at the Halsey site and considering other early childhood programs during the design phase.

Option 4 also allows for continued conversations with the community regarding repurposing.



# DISCUSSION

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

**Agenda Item:** Leander Educational Excellence Foundation (LEEF) Annual Report 2022-2023

**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested

**Administrator Responsible:** Crestina Hardie, Coleen Brighton, Devin Williamson

**Attachments:** LEEF Annual Report Presentation

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**Background Information:**

The Leander ISD Educational Excellence Foundation (LEEF) Board of Directors President, Devin Williamson and Executive Director Coleen Brighton will present LEEF's 2022-2023 Annual Report.

**Administrative Recommendation:**

N/A

**Sample Motion:**

N/A

# Leander Educational Excellence Foundation Presentation to Leander ISD Trustees

Coleen Brighton, *Executive Director*

Devin Williams, *Board President*

September 21, 2023

# LEEF Board of Directors



<b>Devin Williams, President</b>	<b>Raba Kistner, Inc.</b>
Carlos Canedo, Secretary	Kitchell
Jennifer Hayhurst, VP Finance	Ascension Foundation
Rhonda Bly, VP Development	Pflugger Architects
Tara LeDay, VP Programs	MVBA
Crystal Smith	A+ Federal Credit Union
Belinda Santolucito	American Constructors 523
Denise Seiler	Community Impact
Eric Boyce	Boyce & Associates Wealth Consulting
Michael Swoda	5F Mechanical Group, Inc.
Na'Cole Thompson	Leander City Council / Leander Beauty Supply
Laura Balla	Cedar Park Regional Medical Center
Vidya Moorthy	Founder, Clural LLC
Mike Vermeeren	Cushing Terrell
Joseph Alvarez	PBK Architect
Cara Owen	Community Member 2

# So, Who IS LEEF?

*Enriching the Educational Experience for ALL*



“As school counselors of color in Leander ISD, we want to create a safe space where Black students across cultures and intersectionality employ shared experiences, knowledge, and expectations to elevate and empower themselves.”

- Ashlee Pope, Coordinator of Advanced Programs / AVID



“The College Coaching Program prepares students to make decisions on their post-secondary opportunities as well as how to navigate the application and funding process. I love helping students find their passion and next step in life and to know they've been given a chance to succeed as a result of LEEF's funding.”

- Dana Delgado, College & Career Coach / LHS, GHS



“I feel the district is empowering me with the opportunities I've been given by my teachers. I'm getting to have a voice by being on the debate team and being invited by LEEF to speak here today. Connections with my teachers is an amazing thing.”

- Jacob Warren, CPHS Graduate

# LEEF Timeline

The Leander Educational Excellence Foundation is founded by a volunteer Board of Directors.

2007

Foundation milestone raising over half- million dollars for students and teachers.

2014-2016

2019-2020

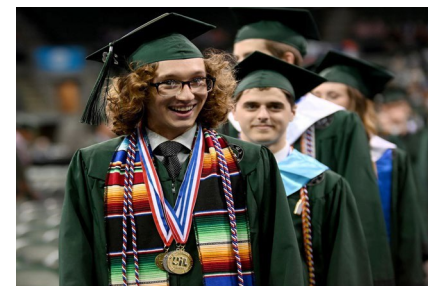
2021

LEEF has raised \$2.6 million to support Leander ISD classrooms from 2018-2023.

2023

First LEEF Executive Director is hired.  
First Annual Gala  
First MUDstacle & Family Fun Run  
First STAR Banquet

Raised over \$240,000 in grant funds for mental health and counseling services for LISD students and families.





# SUMMARY OF THE LAST 5 YEARS

**\$2.6 MILLION**

TOTAL REVENUE RAISED  
OVER THE LAST 5-YEARS



**\$1.8 MILLION**

INVESTED INTO LEANDER  
ISD PROGRAMS AND  
CLASSROOMS



**228,000**

STUDENTS IMPACTED



**350**

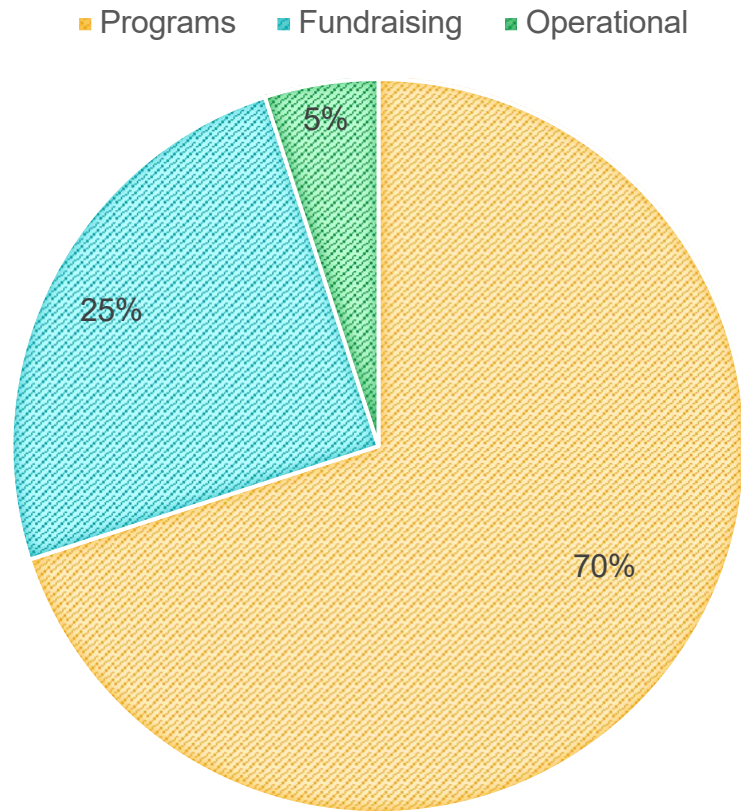
TEACHER GRANTS AWARDED



# ANNUAL REPORT

(July 1, 2022 – June 30, 2023)

**GROSS PROFIT: \$540,966**



# YOU Are the Foundation of OUR Success!

Many thanks to our community, business partners and friends of Leander ISD who participated in our events, gave monthly and helped raise funds for classroom and districtwide programs through donations and sponsorships.



**MONTHLY DONATIONS**  
LISD STAFF: \$38,750  
COMMUNITY: \$17,930

**ANNUAL PARTNERS / SCOREBOARD**  
\$193,000

**GRANTS / DESIGNATED GIVING**  
\$54,000

**LEEF EVENTS**  
(GALA, STATE OF THE DISTRICT, MUDSTACLE)  
\$204,950

**GENERAL GIVING / ONE TIME DONATIONS**  
\$32,336



# How Are Students and Staff Impacted?!



Student Services  
\$68,000



College & Career Readiness  
\$54,000



Literacy  
\$23,000



Uncharted Learning  
\$25,000



Teaching Grants  
\$120,872

# No Place Like Leander ISD...

Focus areas for the coming year:

- Increase funding through monthly giving, grant writing, and business community support.
- Increase awareness of the Foundation amongst our campus communities.
- LEEF Board to evaluate and measure effectiveness of currently funded programs.
- Collaborate with LISD to understand the student priorities in order to shape future fundraising.
- Broadening base of donors and deepen relationships with existing.



# THANK YOU ANNUAL PARTNERS

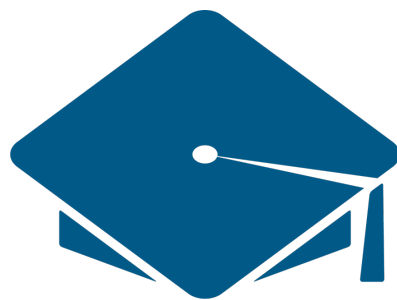


A partner of the  Seton Family of Hospitals



THE FUTURE IS OURS TO BUILD™





**LEEF**

Leander Educational  
Excellence Foundation

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www.leeflx.org

LEEF Tax ID: 20-5464545

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

**Agenda Item:** Consider Approval of Vendor for Artificial Turf Projects for the Leander ISD Baseball and Softball Fields in the 2023 Bond Program

**Purpose:**  Discussion Item/Report Only       Action Requested

**Administrator Responsible:** Jimmy Disler

**Attachments:** N/A

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## **Background Information:**

The 2023 Bond included artificial turf for baseball and softball fields at Leander HS, Cedar Park HS, Vista Ridge HS, Rouse HS, and Vandegrift HS. Glenn HS already has artificial turf fields on their baseball and softball fields. Leander ISD received proposals from potential vendors on Friday, September 15, 2023, and after evaluating the proposals, administration is presenting the Board with the recommended turf vendor.

## **Administrative Recommendation:**

Administration recommends that the Board approve \_\_\_\_\_ for the High School baseball and softball artificial turf projects in the 2023 Bond Program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts.

## **Sample Motion:**

I move that the Board approve \_\_\_\_\_ for the High School baseball and softball artificial turf projects in the 2023 Bond Program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts.

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	2022-2023 Budget Projections	
<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>	2022-2023 Summary of Revenues and Expenditures	

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## **Background Information:**

Projections of revenues and expenditures are critical for monitoring the financial position of the district. Attached is a summary of the projections for the 2022-2023 fiscal year. Financial Services projects final revenues and expenditures by adding estimates of what will transpire through the remainder of the fiscal year to the actual numbers incurred for the current fiscal year.

The projections are based on what is currently known. Expenditures are projected to come in well under budget, while revenues are projected to be slightly less than planned.

The last projection of operating results for 2022-2023 was submitted in May. At that time, the projections reflected an overall surplus of \$10,181,441. The current projections, after the transfer out to the Health Insurance and Major Maintenance Funds, reflect a projected operating surplus of \$10,938,365. The operating surplus is substantially higher than the final amended budgeted deficit of \$16.3 million. The General Fund is projected to end the year with a fund balance of \$189,785,182 which equates to over 5 months of operating expenditures, exceeding the Board policy of 3 months of operating expenditures. These estimates are subject to change pending any adjustments identified by the external audit currently underway.

In summary, the updated projections reflect the following changes since last submitted:

- Revenues are projected at \$462,758,054 before other sources, which is \$421,323 lower than final amended budget.
  - Local revenues are estimated at \$1.4 million below amended budget due to tax collections coming in lower than budget and interest earnings over projections.
  - State aid is projected to come in below amended budget by \$1 million, a direct result of the TRS pass through being lower than projected.
  - Federal aid is projected to come in \$2 million higher due to indirect cost allocations.
- Total operating expenditures are projected at \$440,945,227, before transfers out and other sources of \$10,874,462.
  - The largest area of savings continues to be in payroll. Staffing was based on a student growth projection of 43,720. Savings in payroll can be attributed to multiple factors, including the following:
    - Difficulty in obtaining and maintaining instructional and operating staff (teachers, instructional assistants, custodial, bus operators, etc.).
    - Ability to fund positions with federal funds (ESSER II, III, SUPP, etc.).
  - Utility costs increased.
- Debt Service has a revised budget of \$6,143,650 to accommodate for GASB pronouncement 96, which is new in fiscal year 2022-2023. The expenditure amount has not been determined at the date of this report but will be finalized at the conclusion of the annual external audit. This adjustment will be a re-classification of expenditures in the operating budget, so will have no effect to the bottom line expenditures.
- Transfers out to the Health Insurance Fund total \$5.8 million.

Current projections show the General Fund to end the year with a fund balance of \$189,785,182 reflecting an increase of \$10,938,365 from the beginning fund balance of \$178,846,817.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

**Leander Independent School District**  
**Summary of Revenue and Expenditure Projections thru June 30, 2023**  
**Fiscal Year 2022-2023**

	Original Budget	Final Revised Budget	Projections Thru EOY	Variance	Explanation of Variances
<b>Revenues:</b>					
Taxes Gross (Current & Delinquent)	\$ 386,536,418	\$ 384,500,000	\$ 380,645,511	\$ (3,854,489)	Certified values lower than prelim estimate, refunds offsetting delinquent collections, increased volume of negative adjustments to tax roll for new and retro HS exemptions, late protests, and lawsuits
Taxes (P&I)	900,000	900,000	1,001,543	\$ 101,543	
Other Local	7,284,896	14,453,479	16,807,693	\$ 2,354,214	Increased interest earnings
State - ASF & FSF	24,233,149	32,720,619	32,979,983	\$ 259,364	
State - Other	22,223,016	23,957,073	22,609,007	\$ (1,348,066)	Decreased TRS on behalf passthrough
Federal	5,318,206	6,648,206	8,714,317	\$ 2,066,111	Indirect Cost
<b>Total Revenues</b>	<b>\$ 446,495,685</b>	<b>\$ 463,179,377</b>	<b>\$ 462,758,054</b>	<b>\$ (421,323)</b>	
<b>Expenditures:</b>					
Payroll Costs	\$ 360,538,964	\$ 361,421,834	\$ 348,068,702	\$ 13,353,132	Vacancies and unfilled positions
Contracted Services	14,248,287	18,443,078	14,730,471	3,712,607	
Utilities	8,686,910	8,780,558	8,723,665	56,893	Increase in utility costs
Supplies and Materials	18,736,641	19,735,574	16,462,221	3,273,353	
Other Operating Costs	5,498,231	6,005,266	5,060,770	944,496	
					Increase due to recoding of copier lease and GASB 96 as it relates to subscription-based information technology arrangements
Debt Service	132,000	6,143,650	538,488	5,605,162	
Capital Outlay	313,569	1,017,527	914,322	103,205	
<b>Recapture</b>	<b>36,210,203</b>	<b>50,637,501</b>	<b>46,446,587</b>	<b>4,190,914</b>	Decrease in estimated tax collections results in less recapture
<b>Total Expenditures</b>	<b>\$ 444,364,805</b>	<b>\$ 472,184,988</b>	<b>\$ 440,945,227</b>	<b>\$ 31,239,761</b>	
<b>Net Operating Results</b>	<b>\$ 2,130,880</b>	<b>\$ (9,005,611)</b>	<b>\$ 21,812,827</b>	<b>\$ 30,818,438</b>	
Other Sources	20,000	20,000	33,575		
Transfers Out - Other	(230,000)	(50,000)	(50,000)		
Transfers Out - Health Insurance	(7,300,000)	(7,300,000)	(5,858,037)		
Transfers Out - Additional Health Ins	-	-	(3,000,000)		
Transfers Out - Major Maintenance	-	-	(2,000,000)		
<b>Net Change to Fund Balance</b>	<b>\$ (5,379,120)</b>	<b>\$ (16,335,611)</b>	<b>\$ 10,938,365</b>		
<b>Beginning Fund Balance July 1</b>	<b>178,846,817</b>	<b>178,846,817</b>	<b>178,846,817</b>		
<b>Estimated Ending Fund Balance</b>	<b>\$ 173,467,697</b>	<b>\$ 162,511,206</b>	<b>\$ 189,785,182</b>		

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# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

**Agenda Item:** Monthly Bond Status Report  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape  
**Attachments:** 2017 Bond Status Report  
2021 Bond Status Report  
2023 Bond Status Report

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## **Background Information:**

The monthly report for August 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 is an additional page which now details 2021 bond funds.

The 2023 bond authorization is now a separate two page report.

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



2017 BOND PROJECT STATUS REPORT

AS OF AUGUST 31, 2023



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	2023-2024			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	\$ 3,756,402	\$ 972,608	\$ 37,647	\$ 73,719	\$ -	\$ -	\$ 4,841,965	\$ (0)	\$ 14,499
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	(23,856)	-	10,861,325	0	100,847
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	16,267	-	2,376,370	0	289,133
Vandegrift HS	Ag Facility		-	3,768,160	(344,334)	-	3,423,826	-	294,468	1,735,381	1,387,472	-	-	5,105,667	(0)	6,505	
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	119,107	1,912	368,199	156,801	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	0	714,880
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	(0)	10,065
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	-	-	-	-	-	77,600	19,400	97,000	-	3,000
<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>\$ 189,118</b>	<b>\$ 21,312</b>	<b>\$ 60,366,392</b>	<b>\$ 354,101</b>	<b>\$ 13,687,574</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	\$ 0	\$ 1,289,903
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	252,627	-	12,854,539	312,989	(1)
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	277,095	-	59,624,857	4,022	50,058
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	0	2,075
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>\$ 668,492</b>	<b>\$ -</b>	<b>\$ 97,200,064</b>	<b>\$ 317,012</b>	<b>\$ 11,360,885</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	47,722	-	7,309,657	0	86,660
Steiner ES	HVAC Update		-	8,857,136	(159,381)	-	8,697,755	-	2,783,462	4,132,589	1,534,031	160,587	-	-	8,610,668	(0)	87,087
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)	(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	347,446	-	-	36,815,583	155,566	475,368
ES 29	ES New Construction		-	42,496,943	-	-	42,496,943	-	6,303,235	31,019,546	6,303,235	121,214	-	-	38,700,600	1,383,028	2,143,316
ES 30	ES New Construction (Design Only)		-	2,181,032	61,120,968	-	63,302,000	-	-	-	-	5,882,613	3,256,372	-	9,138,984	44,482,630	9,680,385
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	-	-
ES Land	Future Elementary Sites		6,238,719	-	-	-	6,238,719	-	-	-	33,193	4,126,708	88,686	54,543	4,303,130	135,475	1,800,115
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>\$ 12,830,290</b>	<b>\$ 3,432,128</b>	<b>\$ 137,223,778</b>	<b>\$ 46,156,699</b>	<b>\$ 45,122,165</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	\$ 2,906,148	\$ 32,852	\$ 31,645,851	\$ 4,292,988	\$ 2,862,489
Technology	IT Assessment		-	199,035	-	-	199,035	-	-	173,556	25,479	36,923	-	-	235,958	-	(36,923)
Vista Ridge HS	Disaster Recovery Site Improvements		465,062	-	(270,363)	-	194,699	-	-	-	-	-	-	-	-	-	194,699
<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>\$ 2,943,070</b>	<b>\$ 32,852</b>	<b>\$ 31,881,808</b>	<b>\$ 4,292,988</b>	<b>\$ 3,020,265</b>
<b>SUPPORT SERVICES PROJECTS</b>																	
Plant Services	Replacement Maintenance/Grounds Vans and Trucks		\$ -	\$ 893,000	\$ -	\$ -	\$ 893,000	\$ -	\$ 100,136	\$ 148,630	\$ -	\$ 146,975	\$ 111,660	\$ -	\$ 507,401	\$ -	\$ 385,599
Plant Services	Water Bottle Refilling Stations		314,087	-	43,804	-	357,891	-	-	242,949	84,935	-	-	-	327,885	0	30,006
Transportation	88 Replacement Buses: A/C Retrofit		-	10,200,000	-	-	10,200,000	-	8,688,117	-	818,918	-	692,965	-	10,200,000	-	-
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	(0)	32,227
Plant Services	Major Maintenance Funding		-	12,500,000	-	-	12,500,000	-	-	-	-	1,500,173	251,743	-	1,751,916	1,197,029	9,551,055
Plant Services	Portables		-	2,500,000	-	-	2,500,000	-	-	-	179,817	2,271,230	-	-	2,451,047	26,287	22,666
District Wide	HVAC Design		-	2,200,000	-	-	2,200,000	-	-	-	-	2,182,000	-	-	2,182,000	-	18,000
<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>\$ 6,758,028</b>	<b>\$ 251,743</b>	<b>\$ 35,083,049</b>	<b>\$ 1,223,316</b>	<b>\$ 10,039,553</b>
<b>PROJECT MANAGEMENT</b>																	
2007 Funds	Bond Interest/Other Rev/Project Management		\$ 1,339,002	\$ -	\$ -	\$ 18,318	\$ 1,357,320	\$ -	\$ -	\$ -	\$ 613,920	\$ 575,077	\$ 168,323	\$ -	\$ 1,357,320	\$ -	\$ (0)
2007 Funds	Project Management Costs (Reserve)		500,000	-	-	-	500,000	-	-	-	-	-	274,534	67,780	342,314	1,459	156,228
2007 Funds	Project Savings		1,558,683	-	(1,558,683)	-	-	-	-	-	-	-	-	-	-	-	-
2017 Funds	Bond Interest/Other Rev/Project Management		-	-	-	7,315,116	7,315,116	-	-	-	-	-	-	-	-	-	7,315,116
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>\$ 7,333,434</b>	<b>\$ 11,761,242</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 613,920</b>	<b>\$ 575,077</b>	<b>\$ 442,857</b>	<b>\$ 67,780</b>	<b>\$ 1,699,634</b>	<b>\$ 1,459</b>	<b>\$ 10,060,150</b>
<b>TOTALS</b>			<b>\$ 18,558,650</b>	<b>\$ 454,405,000</b>	<b>\$ -</b>	<b>\$ 36,747,242</b>	<b>\$ 509,710,892</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>\$ 23,831,855</b>				



CAMPUS	PROJECT DESCRIPTION	PROJECT SOURCES :				PROJECT EXPENDITURES :				PROJECT ENCUMBRANCE	REMAINING BUDGET
		2021 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	2021-2022	2022-2023	2023-2024	TOTAL EXPENDITURES TO DATE		
<b>TECHNOLOGY</b>											
Technology	MS CTE Program Startup	\$ 102,000	\$ -	\$ -	\$ 102,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,000
Technology	Document Camera Replacement	412,500	-	-	412,500	-	-	-	-	-	412,500
Technology	Elementary Device Replacement	6,703,057	-	-	6,703,057	\$ 144,359	\$ 448,968	\$ 92,738	\$ 686,065	10,870	\$ 6,006,123
Technology	Elementary Teacher Devices	460,000	-	-	460,000	\$ -	\$ 407,866	\$ -	\$ 407,866	7,942	\$ 44,192
Technology	Library Makerspaces	253,000	-	-	253,000	\$ -	\$ 78,000	\$ -	\$ 78,000	-	\$ 175,000
Technology	Non-Instructional Device Replacement	887,778	-	-	887,778	\$ 11,773	\$ 155,670	\$ 139,585	\$ 307,027	68,967	\$ 511,784
Technology	Interactive Panels	10,440,000	-	-	10,440,000		\$ 200,000	\$ 100,000	\$ 300,000	100,000	\$ 10,040,000
Technology	Printers	450,000	-	-	450,000	\$ 333	\$ 5,139	\$ -	\$ 5,472	12,886	\$ 431,642
Technology	Secondary Device Replacement	13,589,742	-	-	13,589,742	\$ 460,510	\$ 2,000,641	\$ 1,084,264	\$ 3,545,415	121,741	\$ 9,922,586
<b>TOTALS</b>		<b>\$ 33,298,077</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 33,298,077</b>	<b>\$ 616,975</b>	<b>\$ 3,296,284</b>	<b>\$ 1,416,586</b>	<b>\$ 5,329,845</b>	<b>\$ 322,405</b>	<b>\$ 27,645,827</b>



2023 Bond Project Status Report

Campus	Project Description	Project Sources:			Project Expenditures:			Project Encumbrance	Remaining Budget
		2023 Bond Authorization Amount	Budget Transfers/Revenue Sources	Total Project Budget	2022-2023	2023-2024	Total Expenditures to Date		
<b>HS Campus Improvements</b>									
Vista Ridge HS	Modernization	\$ 69,635,000	\$ -	\$ 69,635,000	\$ 540,500	\$ -	\$ 540,500	\$ 697,500	\$ 68,397,000
Cedar Park HS	Modernization, Roof Repairs, & South PAC Modernization	51,571,651	-	51,571,651	-	384,000	384,000	496,000	50,691,651
ECHS & Transition	Early College HS and Transition Facilities for Growth - Design	6,991,130	-	6,991,130	-	-	-	-	6,991,130
HS 7	Design Only	2,134,344	-	2,134,344	-	-	-	-	2,134,344
Leander HS	Phase 1 and Design of Master Plan, Roof Repairs, Band Practice Field Fence/Bollards, & Don Tew Pac Modernization	37,460,920	-	37,460,920	-	-	-	-	37,460,920
Multi HS	Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge	27,601,380	-	27,601,380	-	-	-	26,500	27,574,880
Multi HS	Musical Instrument Replacement	3,762,500	-	3,762,500	-	-	-	-	3,762,500
Multi HS/MS	Remote Mgmt and Monitoring of Field Lights - Ftbll fields at Canyon Ridge MS, Running Brushy MS; Baseball and Softball fields at Cedar Park HS and Vista Ridge HS	82,700	-	82,700	-	-	-	-	82,700
Sci Matl & 18+	Science Materials Center & Special Ed 18+ Transition Services Bldg	42,154,555	-	42,154,555	-	-	-	-	42,154,555
<b>Total HS Campus Improvements</b>		<b>\$ 241,394,180</b>	<b>\$ -</b>	<b>\$ 241,394,180</b>	<b>\$ 540,500</b>	<b>\$ 384,000</b>	<b>\$ 924,500</b>	<b>\$ 1,220,000</b>	<b>\$ 239,249,680</b>
<b>MS Campus Improvements</b>									
Canyon Ridge MS	Heat Recovery Unit	\$ 3,000,000	\$ -	\$ 3,000,000	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000
Henry MS	Modernization - Design Only	3,499,584	-	3,499,584	-	-	-	-	3,499,584
MS10	Design Only	6,500,000	-	6,500,000	-	-	-	-	6,500,000
Multi MS	Musical Instrument Replacement	2,508,200	-	2,508,200	-	-	-	-	2,508,200
Running Brushy MS	Modernization	31,898,758	-	31,898,758	280,000	-	280,000	270,000	31,348,758
Running Brushy MS	Turf Field	1,186,500	-	1,186,500	-	-	-	-	1,186,500
<b>Total MS Campus Improvements</b>		<b>\$ 48,593,042</b>	<b>\$ -</b>	<b>\$ 48,593,042</b>	<b>\$ 280,000</b>	<b>\$ -</b>	<b>\$ 280,000</b>	<b>\$ 270,000</b>	<b>\$ 48,043,042</b>
<b>ES Campus Improvements</b>									
Bagdad EL	Modernization	\$ 21,259,009	\$ -	\$ 21,259,009	\$ -	\$ -	\$ -	\$ 700,000	\$ 20,559,009
EL 30	Roads	14,000,000	-	14,000,000	-	-	-	-	14,000,000
EL 31	New Construction	71,432,375	-	71,432,375	-	-	-	-	71,432,375
EL 32	New Construction	79,944,260	-	79,944,260	-	-	-	-	79,944,260
Multi EL	Student Sinks - Bathrooms and in Cafeteria: Block House ES, Cypress ES, Faubion ES, Mason ES, Whitestone ES	1,356,360	-	1,356,360	-	-	-	952,403	403,957
Multi EL	Shade Structures	3,100,000	-	3,100,000	-	-	-	-	3,100,000
<b>Total ES Campus Improvements</b>		<b>\$ 191,092,004</b>	<b>\$ -</b>	<b>\$ 191,092,004</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,652,403</b>	<b>\$ 189,439,601</b>
<b>Support Services Projects</b>									
Plant Services	Trucks	\$ 700,000	\$ -	\$ 700,000	\$ -	\$ -	\$ -	\$ -	\$ 700,000
Plant Services	Utility Vehicles, Tractors, Mowers	410,000	-	410,000	-	-	-	-	410,000
Plant Services	Vans	818,840	-	818,840	-	-	-	-	818,840
Plant Services	Mechanic Shop Update	10,842,838	-	10,842,838	-	-	-	-	10,842,838
Plant Services	Grandview Hills EL Building to Transportation Facility Renovation, Grandview Hills EL Ancillary Renovation, & Second Broadband Network Node	30,182,092	-	30,182,092	-	-	-	-	30,182,092
Transportation	Bus Replacement (134 Buses: 80 General Education and 45 Special Education Replacements, 9 Growth)	18,300,000	-	18,300,000	-	129,468	129,468	2,014,116	16,156,416
Transportation	Bus Cameras - Entire Transportation Fleet	1,200,000	-	1,200,000	-	-	-	-	1,200,000
<b>Total Support Services Projects</b>		<b>\$ 62,453,770</b>	<b>\$ -</b>	<b>\$ 62,453,770</b>	<b>\$ -</b>	<b>\$ 129,468</b>	<b>\$ 129,468</b>	<b>\$ 2,014,116</b>	<b>\$ 60,310,186</b>
<b>Technology Projects</b>									
Technology	Partial Fiber Replacement	4,286,610	\$ -	4,286,610	-	-	\$ -	\$ -	4,286,610
Technology	WAN Refresh	3,086,390	-	3,086,390	-	-	-	-	3,086,390
Technology	Campus, District LAN Refresh - MDF/IDF Closet Improvements	1,452,000	-	1,452,000	-	-	-	823,076	628,924
Technology	ES Cabling Replacement	2,880,000	-	2,880,000	-	-	-	-	2,880,000
Technology	MS Cabling Replacement	680,000	-	680,000	-	-	-	-	680,000
Technology	Wireless Connectivity Improvements	1,250,000	-	1,250,000	-	-	-	-	1,250,000
Technology	Storage/Server - Tech	1,200,000	-	1,200,000	-	-	-	-	1,200,000
Technology	Interactive Panel Installation	18,000,000	-	18,000,000	-	-	-	-	18,000,000
Technology	Interactive Panel and A/V for non classrooms	2,200,000	-	2,200,000	-	-	-	902,000	1,298,000
Technology	Student and Staff Device Refresh	7,864,000	-	7,864,000	-	-	-	-	7,864,000
Technology	2nd Grade Chromebooks	800,000	-	800,000	-	-	-	-	800,000
Technology	CTE Mobile Maker Labs	121,000	-	121,000	-	-	-	-	121,000
Technology	Firewall (Prop A)	2,000,000	-	2,000,000	-	-	-	-	2,000,000
Technology	Recovery Appliance (Prop A)	540,000	-	540,000	-	-	-	-	540,000
Technology	Content Filters (Prop A)	500,000	-	500,000	-	301,523	301,523	(0)	198,477
Technology	Second Broadband Network Node	See Plant Services GVH	-	-	-	-	-	-	-
<b>Total Technology Projects</b>		<b>\$ 46,860,000</b>	<b>\$ -</b>	<b>\$ 46,860,000</b>	<b>\$ -</b>	<b>\$ 301,523</b>	<b>\$ 301,523</b>	<b>\$ 1,725,076</b>	<b>\$ 44,833,401</b>



Bond Project Status Report

Campus	Project Description	Project Sources:			Project Expenditures:			Project Encumbrance	Remaining Budget
		2023 Bond Authorization Amount	Budget Transfers/Revenue Sources	Total Project Budget	2022-2023	2023-2024	Total Expenditures to Date		
<b>Campus Security Projects</b>									
Technology	Firewall (Prop A)	See Technology	\$ -	-	-	-	-	\$ -	\$ -
Technology	Recovery Appliance (Prop A)	See Technology	-	-	-	-	-	-	-
Technology	Content Filters (Prop A)	See Technology	-	-	-	-	-	-	-
District Wide Security	Exterior TEA Requirement - Exterior Door Numbering	152,000	-	152,000	-	-	-	-	152,000
District Wide Security	Exterior TEA Requirement - Fencing	160,000	-	160,000	-	-	-	-	160,000
District Wide Security	Exterior TEA Requirement - Forced Entry-Resistant Film	1,192,400	-	1,192,400	-	-	-	728,888	463,512
District Wide Security	Exterior TEA Requirement - Portable/Exterior Door Handle	200,000	-	200,000	-	-	-	178,000	22,000
District Wide Security	Exterior TEA Requirement - Exterior Lockboxes	150,000	-	150,000	-	-	-	-	150,000
District Wide Security	Interior TEA Requirement - Panic Alert System - Lockdown	87,000	-	87,000	-	-	-	-	87,000
District Wide Security	Interior TEA Requirement - Digital Mapping System	144,000	-	144,000	-	-	-	144,000	-
District Wide Security	Interior TEA Requirement - Alert Notification System	100,000	-	100,000	-	-	-	-	100,000
District Wide Security	Security Cameras - Replace Existing and Adding Cameras - Replace Camera Servers	5,235,000	-	5,235,000	-	-	-	-	5,235,000
District Wide Security	Interior Key Switching and Auto-Locking Hardware	200,000	-	200,000	-	-	-	-	200,000
District Wide Security	Interior Classroom Door Handles	2,700,000	-	2,700,000	-	-	-	-	2,700,000
District Wide Security	Energy Management - Outside Wall Packs and Canopy LED Lighting. Parking Lot Lights at SS, Central Trans, and indoor LED lighting at Central Trans	1,106,604	-	1,106,604	-	-	-	-	1,106,604
<b>Total Campus Security Projects</b>		<b>\$ 11,427,004</b>	<b>\$ -</b>	<b>\$ 11,427,004</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,050,888</b>	<b>\$ 10,376,116</b>
<b>Campus Repurposing Projects</b>									
Repurpose	Repurpose LEO	\$ 37,000,000	\$ -	\$ 37,000,000	\$ -	\$ -	\$ -	\$ -	\$ 37,000,000
Repurpose	Repurpose Elementary	37,000,000	-	37,000,000	-	-	-	-	37,000,000
Repurpose	Repurpose Elementary	37,000,000	-	37,000,000	-	-	-	-	37,000,000
Repurpose	Repurpose Elementary	50,000,000	-	50,000,000	-	-	-	-	50,000,000
<b>Total Campus Repurposing Projects</b>		<b>\$ 161,000,000</b>	<b>\$ -</b>	<b>\$ 161,000,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 161,000,000</b>
<b>Project Management</b>									
2023 Funds	Bond Interest/Other Rev/Project Management	\$ -	\$ 338,564	\$ 338,564	\$ -	\$ -	\$ -	\$ -	\$ 338,564
2023 Funds	Project Savings	-	-	-	-	-	-	-	-
<b>Total Project Management</b>		<b>\$ -</b>	<b>\$ 338,564</b>	<b>\$ 338,564</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 338,564</b>
<b>TOTALS</b>		<b>\$ 762,820,000</b>	<b>\$ 338,564</b>	<b>\$ 762,820,000</b>	<b>\$ 820,500</b>	<b>\$ 814,991</b>	<b>\$ 1,635,491</b>	<b>\$ 7,932,483</b>	<b>\$ 753,252,026</b>

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

**Agenda Item:** Monthly Cash Flow Report  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape  
**Attachments:** Cash Flow Projection Worksheet and Graphs

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## **Background Information:**

The monthly cash flow report for the 2023/2024 school year is a worksheet based on the adopted budget. The ultimate goal is to have the report updated on a monthly basis with actual data, however, we are working out a few issues. The estimated fund balance was used as the beginning balance for both the general and debt service funds and is annotated with asterisks.

The second worksheet contains various graphs showing the revenues/expenditures throughout the school year. The beginning cash balance only includes cash and monies in investment pools and does not include short-term investments nor does it show the prior year fund balances. It is simply designed to show the cash flow needs of the General and Debt Service funds throughout the school year.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

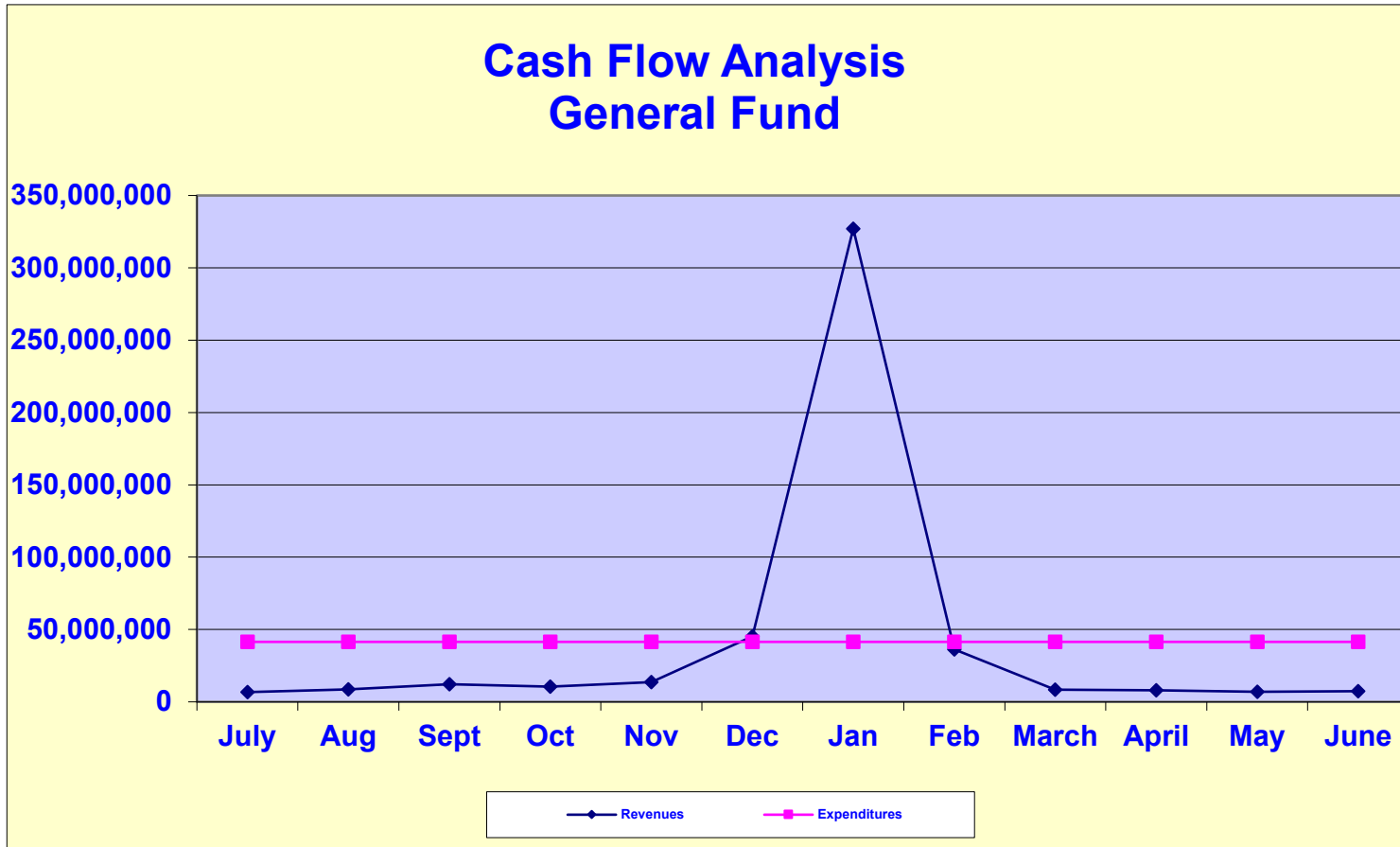
Cash Flow Projection

GENERAL FUND

Table with columns for months (July to June), TOTALS, BUDGET, and DIFFERENCE. Rows include Beginning Cash & Cash Equivalents\*, RECEIPTS (Tax Collections, State Revenue, etc.), DISBURSEMENTS (Payroll, Supplies, etc.), Cash to TEA, and Total Cash & Investments Available.

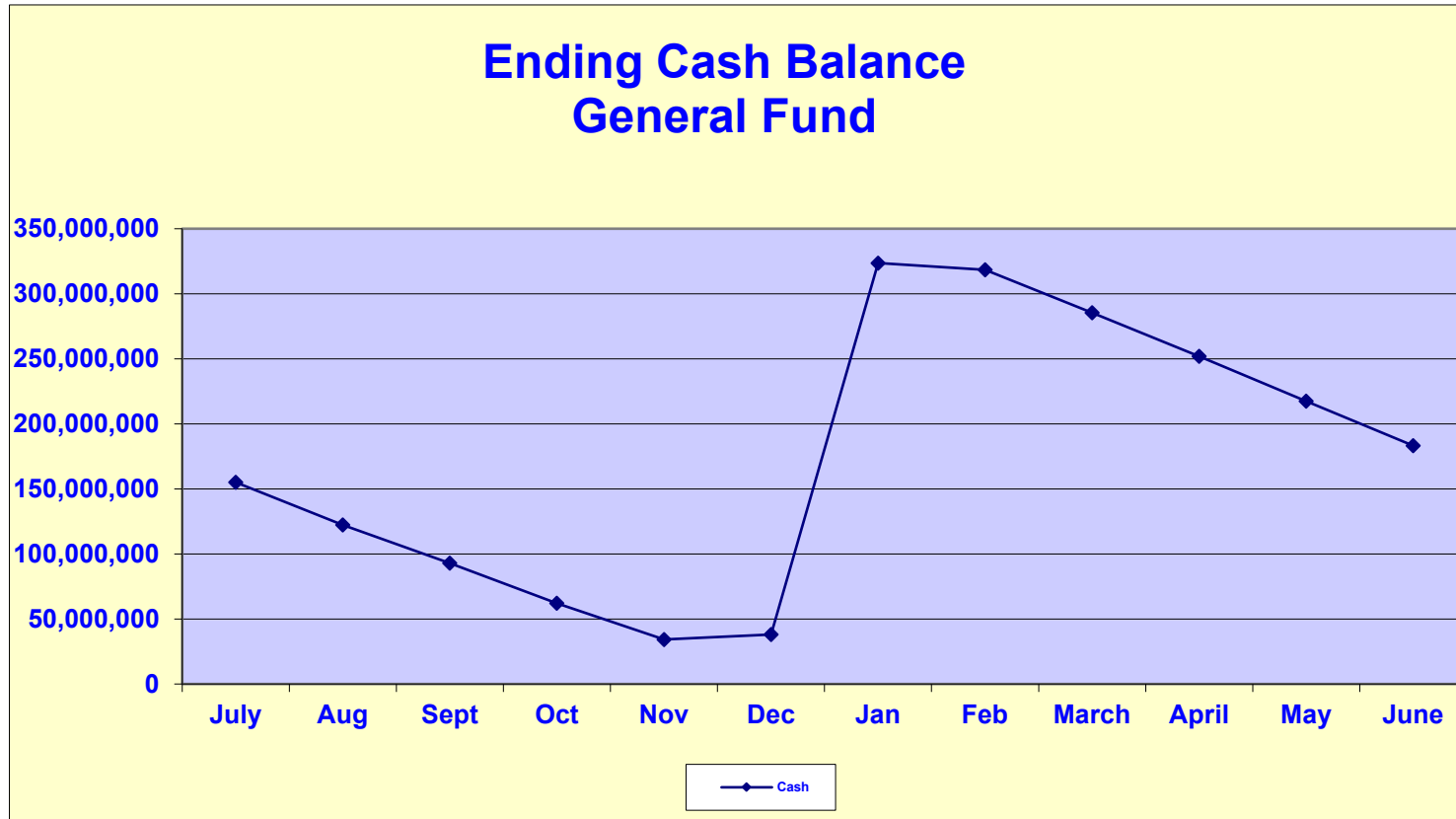
DEBT SERVICE FUND

Table with columns for months (July to June), TOTALS, BUDGET, and DIFFERENCE. Rows include Beginning Cash & Cash Equivalents\*, RECEIPTS (Debt Service, Transfers, etc.), DISBURSEMENTS (Bond Payment, Fees, etc.), and Total Cash Available.



543

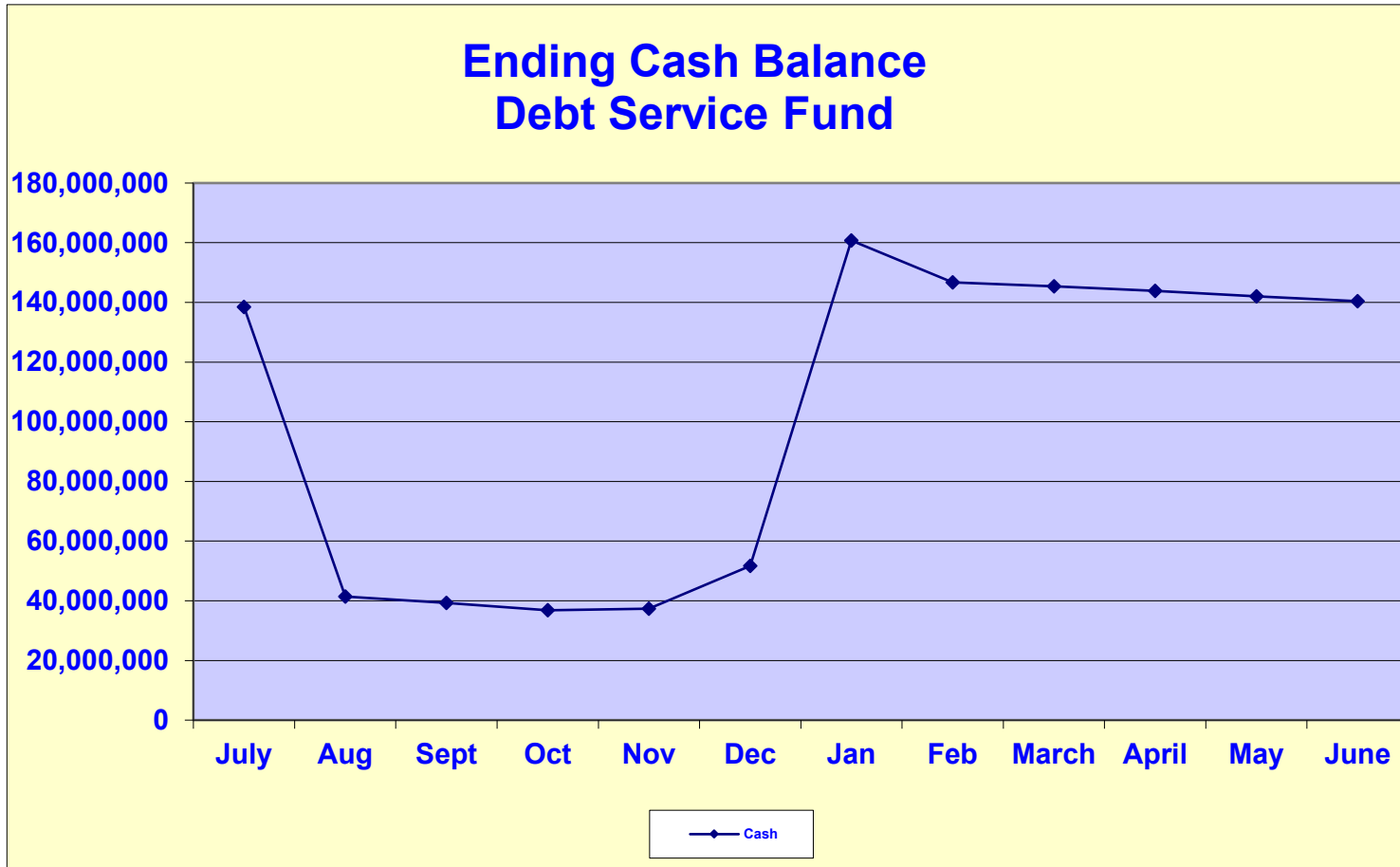
GRAPH2



544

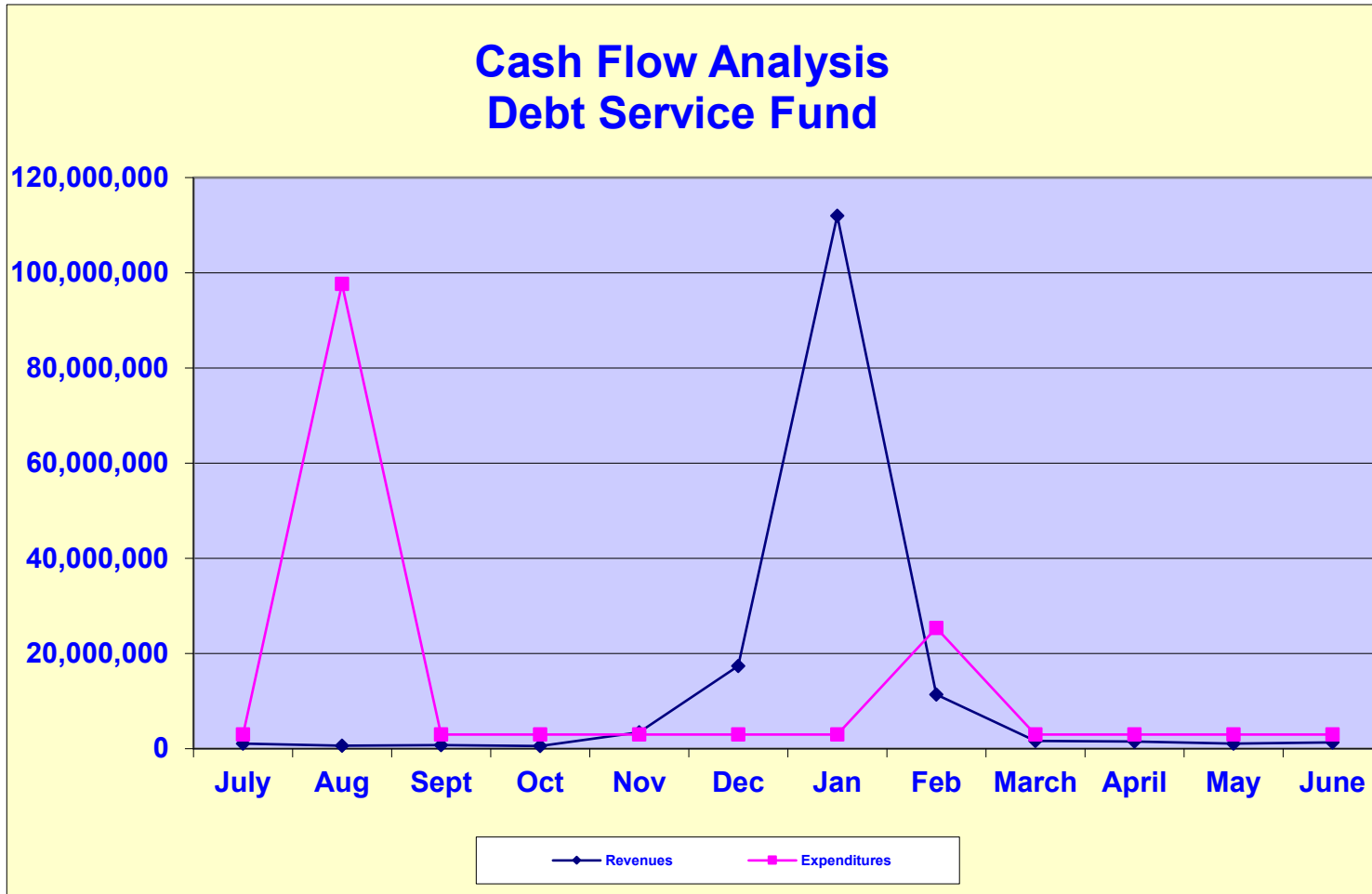


GRAPH3



545

GRAPH4



546

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

**Agenda Item:** Monthly Financial Reports  
**Purpose (this meeting):**  Discussion Item/Report Only  Action Requested  
**Administrator Responsible:** Pete Pape  
**Attachments:** Monthly Financial Report – August 2023

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## **Background Information:**

The monthly financial report represents the status of revenues and expenditures for the month. This month, the reports reflect activity through the month of August 2023 the second month of the 2024 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 is 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, 194-199**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE TWO MONTHS ENDING AUGUST 31, 2023**

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	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	426,747,513	426,926,833	4,046,104	0.95%	394,721,314	395,502,474	1,711,405	0.43%
State Program Revenues	56,983,976	56,983,976	1,770,037	3.11%	46,456,165	46,456,165	1,674,327	3.60%
Federal Program Revenues	7,162,000	7,162,000	69,159	0.97%	5,318,206	5,318,206	68,999	1.30%
Other Financing Sources	270,000	270,000	4,394	1.63%	20,000	20,000	50	0.25%
<b>Total Revenues</b>	<b>491,163,489</b>	<b>491,342,809</b>	<b>5,889,694</b>	<b>1.20%</b>	<b>446,515,685</b>	<b>447,296,845</b>	<b>3,454,781</b>	<b>0.77%</b>
<b>EXPENDITURE SUMMARY BY FUNCTION:</b>								
11 - Instructional	265,876,732	266,114,894	8,612,838	3.24%	250,421,598	250,861,284	6,743,266	2.69%
12 - Instructional Resources and Media Services	5,093,573	5,105,907	221,014	4.33%	5,032,282	5,055,607	169,735	3.36%
13 - Curriculum and Instructional Staff Development	10,468,918	10,580,231	1,258,995	11.90%	9,909,325	9,905,759	1,005,657	10.15%
21 - Instructional Leadership	5,226,065	5,239,190	612,607	11.69%	4,670,311	4,666,016	582,395	12.48%
23 - School Leadership	25,724,098	25,726,473	2,483,241	9.65%	23,265,335	23,307,811	2,274,015	9.76%
31 - Guidance, Counseling and Evaluation	22,067,309	22,187,792	1,418,159	6.39%	21,138,589	21,144,847	1,286,826	6.09%
32 - Social Work Services	1,430,967	1,430,967	122,026	8.53%	1,531,421	1,531,421	139,928	9.14%
33 - Health Services	4,133,802	4,181,652	117,544	2.81%	3,966,488	3,967,623	155,626	3.92%
34 - Student (Pupil) Transportation	14,413,284	14,487,394	928,829	6.41%	13,326,682	13,299,930	554,188	4.17%
35 - Food Services	71,074	71,074	11,204	15.76%	10,000	18,138	34,210	188.61%
36 - Cocurricular/Extra Curricular Activities	13,378,951	13,493,198	1,463,423	10.85%	12,840,895	12,848,185	1,132,874	8.82%
41 - General Administration	11,547,244	12,031,368	1,483,938	12.33%	10,219,520	10,243,464	1,297,615	12.67%
51 - Plant Maintenance and Facility Services	39,243,925	40,337,314	3,928,930	9.74%	35,304,370	36,170,661	2,444,281	6.76%
52 - Security and Monitoring Services	3,056,021	3,085,421	147,170	4.77%	2,405,898	2,492,226	88,834	3.56%
53 - Data Processing Services	9,350,999	9,516,711	1,380,423	14.51%	9,068,083	9,077,964	1,472,103	16.22%
61 - Community Services	2,127,153	2,146,403	495,989	23.11%	2,256,070	2,301,360	395,616	17.19%
71 - Debt Administration - Principal	525,415	525,415	85,679	16.31%	132,000	132,000	-	0.00%
81 - Facilities and Acquisition & Construction	-	-	-	0.00%	-	-	3,715	0.00%
91 - Recapture Payments	57,867,040	57,867,040	-	0.00%	36,210,203	36,210,203	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	245,000	245,000	125,694	51.30%	245,000	245,000	-	0.00%
99 - Other intergovernmental Charges	2,789,900	2,789,900	-	0.00%	2,410,735	2,410,735	-	0.00%
Other Financing Uses	3,050,000	3,050,000	3,050,000	100.00%	7,530,000	7,530,000	944,614	12.54%
<b>Total Expenditures</b>	<b>497,687,470</b>	<b>500,213,343</b>	<b>27,947,701</b>	<b>5.59%</b>	<b>451,894,805</b>	<b>453,420,234</b>	<b>20,725,498</b>	<b>4.57%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	382,651,587	382,559,963	18,630,772	4.87%	360,538,964	361,028,751	16,062,622	4.45%
62XX - Professional and Contracted Services	82,745,788	84,263,168	2,630,496	3.12%	59,179,900	60,180,862	1,478,792	2.46%
63XX - Supplies and Materials	20,991,885	21,837,283	2,929,121	13.41%	18,702,141	18,691,152	2,021,188	10.81%
64XX - Other Operating Expenses	6,496,863	6,720,647	521,220	7.76%	5,498,231	5,581,929	197,951	3.55%
65XX - Debt Administration	525,415	525,415	85,679	16.31%	132,000	132,000	-	0.00%
66XX - Capital Outlay Expenses	1,225,932	1,256,867	100,415	7.99%	313,569	275,540	20,331	7.38%
89XX - Other Uses	3,050,000	3,050,000	3,050,000	100.00%	7,530,000	7,530,000	944,614	12.54%
<b>Total Expenditures</b>	<b>497,687,470</b>	<b>500,213,343</b>	<b>27,947,701</b>	<b>5.59%</b>	<b>451,894,805</b>	<b>453,420,234</b>	<b>20,725,498</b>	<b>4.57%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(6,523,981)</b>	<b>(8,870,534)</b>	<b>(22,058,008)</b>		<b>(5,379,120)</b>	<b>(6,123,389)</b>	<b>(17,270,717)</b>	
<b>Fund Balance, July 1, beginning</b>			<b>189,214,477</b>					
<b>Estimated Fund Balance, August 31, ending</b>			<b>167,156,469</b>					

**Leander Independent School District**  
**CHILD NUTRITION FUNDS 240 and 242**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE TWO MONTHS ENDING AUGUST 31, 2023**

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	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	8,515,353	8,515,353	925,841	10.87%	9,094,103	9,094,103	731,973	0.08
State Program Revenues	75,000	75,000	-	-	69,199	69,199	-	-
Federal Program Revenues	7,598,682	7,598,682	4,636	0.00	5,630,509	5,630,509	-	-
Other Financing Sources	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>16,189,035</b>	<b>16,189,035</b>	<b>930,477</b>	<b>5.75%</b>	<b>14,793,811</b>	<b>14,793,811</b>	<b>731,973</b>	<b>4.95%</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	15,689,035	15,689,035	174,686	1.11%	14,293,811	14,296,977	118,082	0.83%
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>15,689,035</b>	<b>15,689,035</b>	<b>174,686</b>	<b>1.11%</b>	<b>14,293,811</b>	<b>14,296,977</b>	<b>118,082</b>	<b>0.83%</b>
<b>EXPENDITURE SUMMARY BY OBJECT:</b>								
61XX - Payroll Costs	7,048,215	7,048,215	110,546	1.57%	6,135,553	6,135,553	101,929	0.00%
62XX - Professional and Contracted Services	6,267,440	6,267,440	271	0.00%	6,267,332	6,267,953	140	0.00%
63XX - Supplies and Materials	1,507,380	1,507,380	61,879	4.11%	1,024,926	1,027,421	16,002	1.56%
64XX - Other Operating Expenses	36,000	36,000	1,990	5.53%	36,000	36,050	12	0.03%
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>15,689,035</b>	<b>15,689,035</b>	<b>174,686</b>	<b>1.11%</b>	<b>14,293,811</b>	<b>14,296,977</b>	<b>118,082</b>	<b>0.83%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>500,000</b>	<b>500,000</b>	<b>755,791</b>		<b>500,000</b>	<b>496,834</b>	<b>613,891</b>	
<b>Fund Balance, July 1, beginning</b>			<b>16,386,009</b>					
<b>Estimated Fund Balance, August 31, endin</b>			<b>17,141,800</b>					

**Leander Independent School District**  
**DEBT SERVICE FUND 599**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE TWO MONTHS ENDING AUGUST 31, 2023**

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	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	149,878,792	149,878,792	1,287,720	0.86%	136,338,776	136,338,776	546,754	0.40%
State Program Revenues	2,988,508	2,988,508	-	-	-	-	-	-
Federal Program Revenues	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	35,382,432	-	-	-	-	-
<b>Total Revenues</b>	<b>152,867,300</b>	<b>152,867,300</b>	<b>36,670,152</b>	<b>23.99%</b>	<b>136,338,776</b>	<b>136,338,776</b>	<b>546,754</b>	<b>0.40%</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	152,867,300	152,868,100	95,386,600	62.40%	136,338,776	136,338,776	89,201,260	65.43%
81 - Facilities and Acquisition & Construction	-	-	-	-	-	-	-	-
91 - Recapture Payments	-	-	-	-	-	-	-	-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-	-	-	-	-
99 - Other intergovernmental Charges	-	-	-	-	-	-	-	-
Other Financing Uses	-	-	34,978,540	-	-	-	-	0.00%
<b>Total Expenditures</b>	<b>152,867,300</b>	<b>152,868,100</b>	<b>130,365,141</b>	<b>85.28%</b>	<b>136,338,776</b>	<b>136,338,776</b>	<b>89,201,260</b>	<b>65.43%</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	152,867,300	152,868,100	95,386,600	62.40%	136,338,776	136,338,776	89,201,260	65.43%
66XX - Capital Outlay Expenses	-	-	-	0.00%	-	-	-	-
89XX - Other Uses	-	-	34,978,540	0.00%	-	-	-	-
<b>Total Expenditures</b>	<b>152,867,300</b>	<b>152,868,100</b>	<b>130,365,141</b>	<b>85.28%</b>	<b>136,338,776</b>	<b>136,338,776</b>	<b>89,201,260</b>	<b>65.43%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>-</b>	<b>(800)</b>	<b>(93,694,989)</b>		<b>-</b>	<b>-</b>	<b>(88,654,506)</b>	
<b>Fund Balance, July 1, beginning</b>			<b>140,316,889</b>					
<b>Estimated Fund Balance, August 31, ending</b>			<b>46,621,900</b>					



# Allotment Report

## LEANDER ISD

Current Biennium includes SY 2023-2024 & SY 2024-2025

District / Charter: 246913  
 School Year : 2023-2024

Transaction Type	Date	Transaction ID	Description	Amount
Carryover Funds	05/12/2023	0000233790	Prior Year Remaining Balance	\$877.59
Adjustment	05/31/2023	0000234736	2022-23 High Enrollment Growth	\$18,005.60
Allotment	07/19/2023	0000236971	School Year 2023-2024 Allotment	\$7,364,859.23
<b><u>Total Allotment</u></b>				<b><u>\$7,383,742.42</u></b>

**Remaining Allotment** **\$7,383,742.42** 551

# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<b>Agenda Item:</b>	Monthly Investment 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 Investment Report	

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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. Reports for the District's investments as of August 2023 is presented.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A





**Investment Portfolio Summary**

**For the Month Ended**

**August 31, 2023**

**For the Month Ended  
August 31, 2023**

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.

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:**

*Pete Pape*

Name: Pete Pape Title: Chief Financial Officer

*Dana Paulson*

Name: Dana Paulson Title: Sr. Director, Financial Services

*Connie Wheeler*

Name: Connie Wheeler Title: Controller

*Becky Garcia*

Name: Becky Garcia Title: Director, Treasury & Debt Management

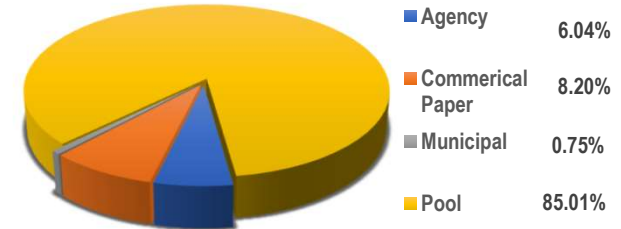
554

*Cassandra Hartmann*

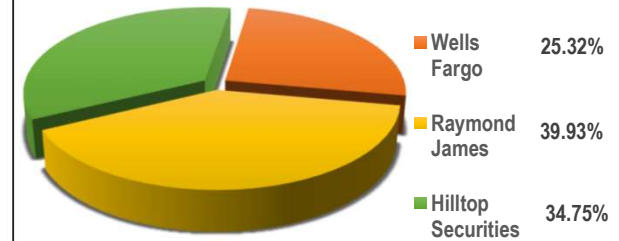
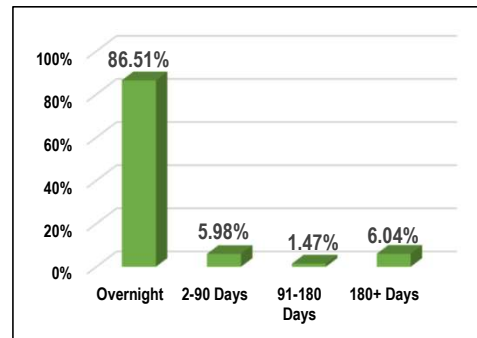
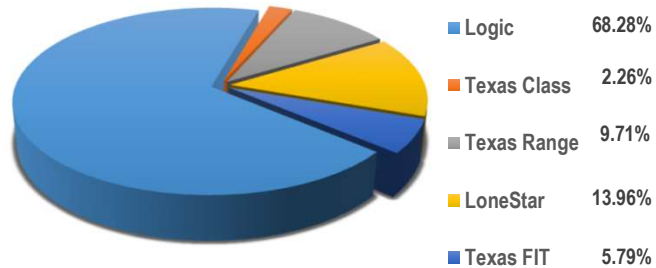
Name: Cassandra Hartmann Title: Treasury Specialist

**Account Summary** **Allocation by Security Type**

	Beginning Value as of 08/01/2023	Ending Value as of 08/31/2023
Par Value	568,982,216.81	667,701,419.37
Book Value	568,411,909.00	667,439,757.06
Market Value	568,257,975.51	667,320,984.37
<b>Market Value %</b>	<b>99.973%</b>	<b>99.982%</b>
Weighted Avg. DTM	25	16
Weighted Avg. YTM	5.284%	5.451%

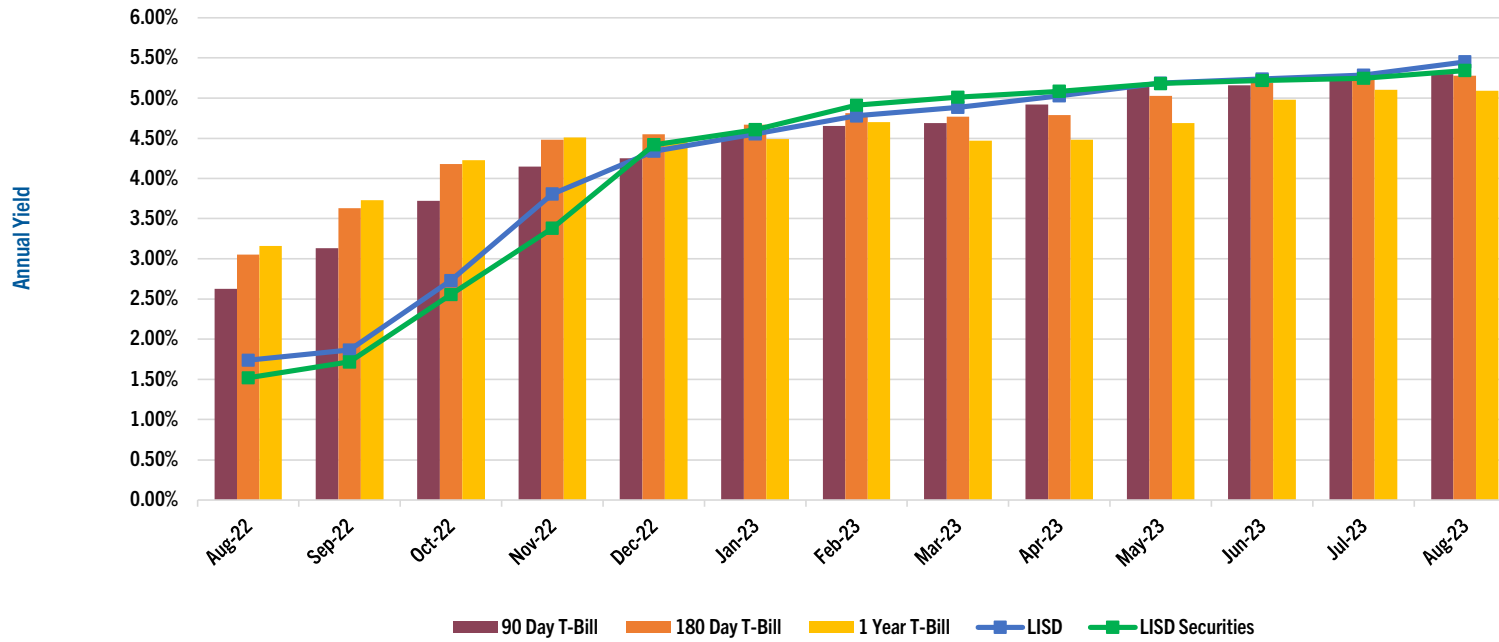


**Allocation by Issuer** **Maturity Distribution %** **Allocation by Broker**



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Benchmark Comparison



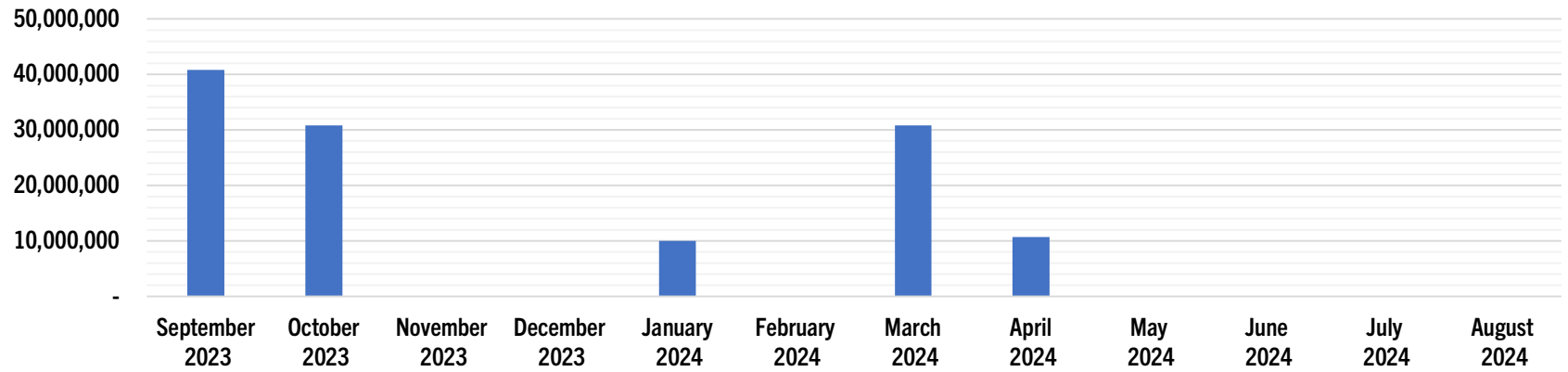
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Acquisition Date	Security Type	Broker	CUSIP	Security Description	Rating Agency	Security Rating	Coupon	Par Value	Annualized Yield	Maturity Date	Days to Maturity	Beginning Book	Ending Book	Beginning Market	Ending Market	Additions & Changes in Market Value
<b>General Operating - 199</b>																
2/21/2023	AGNC	WF	31422XTT9	Farmer Mac	S&P	AA+	1.040%	-	5.021%	8/3/2023	-	10,042,839	-	10,042,690	-	(10,042,690)
2/7/2023	CP	HS	22533UV75	Credit Agricole CIB NY	S&P	A-1	-	-	5.024%	8/7/2023	-	4,995,917	-	4,993,750	-	(4,993,750)
3/3/2023	CP	RJ	4497W1V78	ING Funding LLC	S&P	A-1	-	-	5.143%	8/7/2023	-	2,997,485	-	2,996,850	-	(2,996,850)
2/13/2023	CP	RJ	09659CVA3	BNP Paribas NY Branch	S&P	A-1	-	-	5.006%	8/10/2023	-	9,987,788	-	9,985,000	-	(9,985,000)
12/15/2022	CP	RJ	63873KW11	NATIXIS	S&P	A-1	-	10,000,000	5.327%	9/1/2023	1	9,955,654	10,000,000	9,951,733	9,998,500	46,767
6/2/2023	CP	WF	62479MW17	MUFG Bank Ltd /NY	S&P	A-1	-	10,000,000	5.404%	9/1/2023	1	9,953,598	10,000,000	9,952,800	9,998,500	45,700
4/25/2023	CP	HS	8923A1W80	Toyota Cred Puerto Rico	S&P	A-1+	-	10,000,000	5.387%	9/8/2023	7	9,944,267	9,989,733	9,942,900	9,989,000	46,100
7/19/2023	MUNI	WF	91510LXA8	University of TX SYS	S&P	A-1+	-	5,000,000	5.366%	10/10/2023	39	4,948,472	4,971,292	4,948,250	4,975,650	27,400
6/21/2023	CP	RJ	22533UXX4	Credit Agricole CIB NY	S&P	A-1	-	5,000,000	5.499%	10/19/2023	48	4,940,750	4,964,000	4,939,444	4,963,250	23,806
5/10/2023	CP	HS	8923A0A86	Toyota Cred Puerto Rico	S&P	A-1+	-	10,000,000	5.501%	1/8/2024	129	9,769,778	9,814,383	9,750,000	9,793,900	43,900
3/8/2023	AGNC	HS	3130AV5U2	Federal Home Loan Bank	S&P	AA+	5.300%	15,000,000	5.300%	3/8/2024	189	15,000,000	15,000,000	14,974,350	14,972,550	(1,800)
4/19/2023	AGNC	WF	3130AVM41	Federal Home Loan Bank	S&P	AA+	5.000%	3,900,000	5.036%	4/17/2024	229	3,899,025	3,899,141	3,876,288	3,881,865	5,577
4/27/2023	AGNC	WF	3135GAGX3	Fannie Mae	S&P	AA+	5.000%	6,500,000	5.005%	4/26/2024	238	6,499,760	6,499,788	6,460,220	6,471,335	11,115
	POOL		LOGIC	Logic				60,544,396	5.472%	9/1/2023	1	104,433,025	60,544,396	104,433,025	60,544,396	(43,888,629)
	POOL		LONESTAR	Lonestar				27,022,756	5.485%	9/1/2023	1	26,897,446	27,022,756	26,897,446	27,022,756	125,310
	POOL		TXCLASS	Texas Class				12,661,085	5.475%	9/1/2023	1	12,602,353	12,661,085	12,602,353	12,661,085	58,732
	POOL		TXRANGE	Texas Daily Select				23,633,539	5.530%	9/1/2023	1	23,522,995	23,633,539	23,522,995	23,633,539	110,544
	POOL		TXFIT	Texas FIT				2,055,464	5.450%	9/1/2023	1	2,045,989	2,055,464	2,045,989	2,055,464	9,474
								<b>201,317,240</b>				<b>272,437,142</b>	<b>201,055,577</b>	<b>272,316,084</b>	<b>200,961,790</b>	<b>(71,354,294)</b>
<b>Debt Service - 599</b>																
2/7/2023	CP	HS	22533UV75	Credit Agricole CIB NY	S&P	A-1	-	-	5.024%	8/7/2023	-	4,995,917	-	4,993,750	-	(4,993,750)
2/13/2023	CP	RJ	09659CVA3	BNP Paribas NY Branch	S&P	A-1	-	-	5.006%	8/10/2023	-	9,987,788	-	9,985,000	-	(9,985,000)
12/15/2022	CP	RJ	63873KW11	NATIXIS	S&P	A-1	-	10,000,000	5.327%	9/1/2023	1	9,955,654	10,000,000	9,951,733	9,998,500	46,767
	POOL		LOGIC	Logic				10,178,469	5.472%	9/1/2023	1	33,895,570	10,178,469	33,895,570	10,178,469	(23,717,101)
	POOL		LONESTAR	Lonestar				26,287,689	5.485%	9/1/2023	1	30,672,068	26,287,689	30,672,068	26,287,689	(4,384,379)
	POOL		TXCLASS	Texas Class				141,263	5.475%	9/1/2023	1	140,607	141,263	140,607	141,263	655
	POOL		TXFIT	Texas FIT				-	5.450%	9/1/2023	1	51,119,523	-	51,119,523	-	(51,119,523)
								<b>46,607,420</b>				<b>140,767,127</b>	<b>46,607,420</b>	<b>140,758,251</b>	<b>46,605,920</b>	<b>(94,152,557)</b>
<b>Child Nutrition - 240</b>																
	POOL		LOGIC	Logic				14,301,074	5.472%	9/1/2023	1	14,240,588	14,301,074	14,240,588	14,301,074	60,486
<b>Capital Project - 634</b>																
	POOL		LONESTAR	LoneStar				-	5.485%	9/1/2023	1	-	-	-	-	-
<b>Capital Project - 638</b>																
	POOL		LONESTAR	LoneStar				603,673	5.485%	9/1/2023	1	616,802	603,673	616,802	603,673	(13,129)
<b>Capital Project - 640</b>																
3/27/2023	AGNC	RJ	3130AV5X6	Federal Home Loan Bank	S&P	AA+	5.500%	10,000,000	5.500%	3/27/2024	208	10,000,000	10,000,000	9,988,000	9,988,360	360
3/30/2023	AGNC	RJ	3135GAFP1	Fannie Mae	S&P	AA+	5.200%	5,000,000	5.200%	3/28/2024	209	5,000,000	5,000,000	4,988,000	4,988,155	155
	POOL		LOGIC	Logic				34,340,413	5.472%	9/1/2023	1	10,316,545	34,340,413	10,316,545	34,340,413	24,023,868
	POOL		LONESTAR	LoneStar				25,283,132	5.485%	9/1/2023	1	28,109,741	25,283,132	28,109,741	25,283,132	(2,826,608)
	POOL		TXRANGE	Texas Daily Select				31,454,071	5.530%	9/1/2023	1	31,306,948	31,454,071	31,306,948	31,454,071	147,124
4/12/2023	POOL		TXFIT	TX Choice - Fixed Term				19,999,039	5.230%	10/10/2023	39	19,999,039	19,999,039	19,999,039	19,999,039	-
	POOL		TXFIT	Texas FIT				10,778,695	5.450%	9/1/2023	1	10,729,012	10,778,695	10,729,012	10,778,695	49,683
								<b>136,855,351</b>				<b>115,461,285</b>	<b>136,855,351</b>	<b>115,437,285</b>	<b>136,831,866</b>	<b>21,394,581</b>
<b>Capital Project - 642</b>																
	POOL		LOGIC	Logic				24,654,123	5.472%	9/1/2023	1	4,213,811	24,654,123	4,213,811	24,654,123	20,440,312
<b>Capital Project - 643</b>																
	POOL		LOGIC	Logic				223,936,767	5.472%	9/1/2023	1	-	223,936,767	-	223,936,767	223,936,767
<b>Workers Comp - 753</b>																
	POOL		LOGIC	Logic				2,012,112	5.472%	9/1/2023	1	2,145,747	2,012,112	2,145,747	2,012,112	(133,635)
<b>Health Insurance - 771</b>																
	POOL		LOGIC	Logic				17,413,660	5.472%	9/1/2023	1	18,529,408	17,413,660	18,529,408	17,413,660	(1,115,749)
<b>GRAND TOTALS</b>								<b>667,701,419</b>				<b>568,411,909</b>	<b>667,439,757</b>	<b>568,257,976</b>	<b>667,320,984</b>	<b>99,063,010</b>
<b>WEIGHTED AVERAGE YIELD &amp; MATURITY</b>									<b>5.451%</b>		<b>16</b>					

CUSIP	Security Type	Security Description	Maturity / Coupon Date	Interest	Principal	Total Amount
<b>General Operating - 199</b>						
63873KW11	CP	NATIXIS	9/1/2023		10,000,000	10,000,000
62479MW17	CP	MUFG Bank Ltd/NY	9/1/2023		10,000,000	10,000,000
3130AV5U2	AGNC	Federal Home Loan Bank	9/8/2023	397,500		397,500
8923A1W80	CP	Toyota Cred Puerto Rico	9/8/2023		10,000,000	10,000,000
91510LXA8	MUNI	University of TX SYS	10/10/2023		5,000,000	5,000,000
3130AVM41	AGNC	Federal Home Loan Bank	10/17/2023	97,500		97,500
22533UXK4	CP	Credit Agricole CIB NY	10/19/2023		5,000,000	5,000,000
3135GAGX3	AGNC	Fannie Mae	10/26/2023	162,500		162,500
8923A0A86	CP	Toyota Cred Puerto Rico	1/8/2024		10,000,000	10,000,000
3130AV5U2	AGNC	Federal Home Loan Bank	3/8/2024	397,500	15,000,000	15,397,500
3130AVM41	AGNC	Federal Home Loan Bank	4/17/2024	97,500	3,900,000	3,997,500
3135GAGX3	AGNC	Fannie Mae	4/26/2024	162,500	6,500,000	6,662,500
				<b>1,315,000</b>	<b>75,400,000</b>	<b>76,715,000</b>
<b>Debt Service - 599</b>						
63873KW11	CP	NATIXIS	9/1/2023		10,000,000	10,000,000
					<b>10,000,000</b>	<b>10,000,000</b>
<b>Capital Project - 640</b>						
3130AV5X6	AGNC	Federal Home Loan Bank	9/27/2023	275,000		275,000
3135GAFP1	AGNC	Fannie Mae	9/28/2023	128,556		128,556
	POOL	TX CHOICE - Fixed Term	10/10/2023	518,686	19,999,039	20,517,725
3130AV5X6	AGNC	Federal Home Loan Bank	3/27/2024	275,000	10,000,000	10,275,000
3135GAFP1	AGNC	Fannie Mae	3/28/2024	130,000	5,000,000	5,130,000
				<b>1,327,242</b>	<b>34,999,039</b>	<b>36,326,281</b>

**Total for all Portfolios**

	Interest	Principal	Total
September 2023	801,056	40,000,000	40,801,056
October 2023	778,686	29,999,039	30,777,725
November 2023	-	-	-
December 2023	-	-	-
January 2024		10,000,000	10,000,000
February 2024	-	-	-
March 2024	802,500	30,000,000	30,802,500
April 2024	260,000	10,400,000	10,660,000
May 2024	-	-	-
June 2024	-	-	- 559
July 2024	-	-	-
August 2024	-	-	-
<b>Total Projected Cash Flow from Investments</b>	<b>2,642,242</b>	<b>120,399,039</b>	<b>123,041,281</b>



Cash Account	Cash Balance 08/1/2023	Deposits & Credits	Withdrawals & Debits	Cash Balance 08/31/2023
(199) General Operating	4,792,933	110,608,736	109,220,788	6,180,880
(240) Child Nutrition	2,528,835	715,890	1,570,836	1,673,890
(599) Debt Service	176,579	109,842,218	110,004,317	14,480
(631) Capital Project 631	188,209	-	-	188,209
(634) Capital Project 634	118,894	-	1,618	117,276
(638) Capital Project 638	1,433	16,000	16,680	753
(640) Capital Project 640	514	10,252,960	10,253,445	29
(642) Capital Project 642	239	342,000	341,386	853
(643) Capital Project 643	-	1,636,000	1,635,491	509
(753) Workers Compensation	9,282	100,000	106,348	2,935
(771) Health Insurance	2,221,369	3,274,627	4,043,181	1,452,815
				560
<b>Total Cash for Leander ISD</b>	<b>10,038,288</b>	<b>236,788,431</b>	<b>237,194,089</b>	<b>9,632,630</b>



# Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 21, 2023

<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 tax collection report for August shows the actual collection of current and delinquent taxes approximately 0.35% below the percent collected at the same time last year. At the end of August, the District has realized 99.51% of the supplemented current levy compared to 99.74% in the previous year.

## **Administrative Recommendation:**

N/A

## **Sample Motion:**

N/A

**Leander Independent School District  
Tax Collections Report  
2022 Tax Year**

As of August 31, 2023

<b>M &amp; O Collections</b>	<b>Collections to Date</b>	<b>Current Month</b>	<b>Total Collections</b>
Current Year Collections	\$ 379,979,056.26	\$ 452,190.64	\$ 380,431,246.90
Delinquent Collections	(196,725.38)	42,657.32	(154,068.06)
Rollbacks	555,264.36	2,319.81	557,584.17
Penalty & Interest	938,732.17	112,352.78	1,051,084.95
	<b>\$ 381,276,327.41</b>	<b>\$ 609,520.55</b>	<b>\$ 381,885,847.96</b>

<b>I &amp; S Collections</b>	<b>Collections to Date</b>	<b>Current Month</b>	<b>Total Collections</b>
Current Year Collections	\$ 132,711,257.20	\$ 157,807.35	\$ 132,869,064.55
Delinquent Collections	(104,351.59)	19,388.52	(84,963.07)
Rollbacks	273,554.93	1,096.62	274,651.55
Penalty & Interest	338,668.59	41,435.17	380,103.76
	<b>\$ 133,219,129.13</b>	<b>\$ 219,727.66</b>	<b>\$ 133,438,856.79</b>

<b>Total Collections</b>	<b>Collections to Date</b>	<b>Current Month</b>	<b>Total Collections</b>
Current Year Collections	\$ 512,690,313.46	\$ 609,997.99	\$ 513,300,311.45
Delinquent Collections	(301,076.97)	62,045.84	(239,031.13)
Rollbacks	828,819.29	3,416.43	832,235.72
Penalty & Interest	1,277,400.76	153,787.95	1,431,188.71
	<b>\$ 514,495,456.54</b>	<b>\$ 829,248.21</b>	<b>\$ 515,324,704.75</b>

<b>2022 Original Tax Levy</b>	<b>\$ 521,205,619.18</b>
<b>Adjustments to Date</b>	<b>(5,352,885.66)</b>
<b>2022 Adjusted Tax Levy</b>	<b>\$ 515,852,733.52</b>

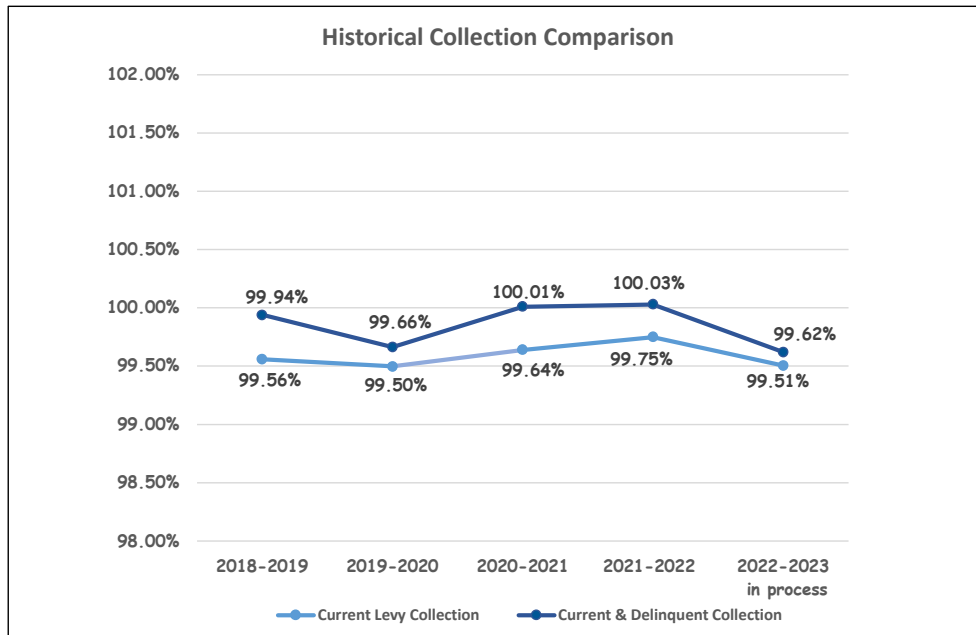
<b>Current Rate</b>	<b>99.51%</b>
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<b>Taxes Outstanding</b>	<b>Total</b>
Current Year Uncollected	\$ 2,748,080.47
Delinquent Taxes	2,812,795.71
Rollbacks	124,340.92
	<b>\$ 5,685,217.10</b>

**Leander Independent School District  
Tax Collections Report  
2022 Tax Year**

**12 Month Collection Comparison**

Monthly Collections	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>CURRENT:</b>						
October	5,410,595	4,889,207	4,996,661	7,645,966	6,828,098	2,023,418
November	15,842,082	15,949,954	15,365,390	16,131,367	23,233,518	14,907,988
December	182,506,362	191,714,942	208,405,529	204,795,089	223,308,803	280,700,737
January	102,242,329	123,950,495	118,038,446	124,213,650	132,069,128	143,676,816
February	23,441,054	25,739,331	26,750,027	36,968,124	36,891,384	64,040,389
March	2,084,108	2,613,424	3,031,131	4,050,915	4,810,773	3,968,053
April	1,096,281	1,094,725	928,488	1,264,134	978,072	1,279,570
May	1,084,623	1,188,957	1,575,273	874,578	1,137,872	999,547
June	794,902	487,888	708,691	920,000	474,660	523,795
July	635,086	755,556	645,083	788,999	409,717	570,001
August	309,136	351,891	285,364	442,470	387,067	609,998
September	78,315	136,834	116,523	149,360	52,068	-
TOTAL	335,524,873	368,873,204	380,846,606	398,244,652	430,581,160	513,300,311
<b>Current Levy YTD -August</b>	99.69%	99.56%	99.47%	99.60%	99.74%	99.51%
<b>Current &amp; Delinquent YTD-August</b>	100.07%	99.90%	99.54%	99.97%	99.97%	99.62%
<b>Current Levy - Full Tax Year</b>	99.69%	99.56%	99.50%	99.64%	99.75%	<i>in process</i>
<b>Current &amp; Delinquent - Full Tax Year</b>	100.12%	99.94%	99.66%	100.01%	100.03%	<i>in process</i>
<b>Final Adjusted Tax Roll</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>	<b>515,852,734</b>



TRAVIS COUNTY TAX OFFICE

OVERALL COLL/DIST REPORT

DATE 09/01/2023 PAGE 48

TXDIST1A

RECEIVABLE BALANCE 'R' REPORT

FROM 08/01/2023 TO 08/31/2023

YEAR FROM 0000 TO 2022

ALL OTHERS

ILE	-----											
	-- LEANDER ISD											
	BEGINNING	TAX	BASE TAX	NET BASE TAX	PERCENT	ENDING	P & I	P & I	LRP	OTHER	PENALTY	TOTAL
YEAR	TAX BALANCE	ADJ	COLLECTED	REVERSALS	COLLECTED	COLLECTED	TAX BALANCE	COLLECTED	REVERSALS	COLLECTED	COLLECTED	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	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2001	3.30	.00	.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	2747.07	.00	.00	.00	.00	.00 %	2747.07	.00	.00	.00	.00	.00
2005	3249.53	.00	.00	.00	.00	.00 %	3249.53	.00	.00	.00	.00	.00
2006	8578.18	.00	.00	.00	.00	.00 %	8578.18	.00	.00	.00	.00	.00
2007	8131.75	.00	.00	.00	.00	.00 %	8131.75	.00	.00	.00	.00	.00
2008	11694.85	.00	.00	.00	.00	.00 %	11694.85	.00	.00	.00	.00	.00
2009	13471.49	.00	.00	.00	.00	.00 %	13471.49	.00	.00	.00	.00	.00
2010	22687.61	.00	.00	.00	.00	.00 %	22687.61	.00	.00	.00	.00	.00
2011	33623.75	.00	.00	.00	.00	.00 %	33623.75	.00	.00	.00	.00	.00
2012	49945.21	.00	83.01	.00	83.01	.17 %	49862.20	115.38	.00	.00	.00	198.39
2013	47520.78	.00	.00	.00	.00	.00 %	47520.78	.00	.00	.00	.00	.00
2014	50477.32	.00	1216.19	.00	1216.19	2.41 %	49261.13	628.36	.00	.00	.00	1844.55
2015	59948.10	.00	2831.78	.00	2831.78	4.72 %	57116.32	1237.98	.00	.00	.00	4069.76
2016	75231.03	.00	2831.78	.00	2831.78	3.76 %	72399.25	1011.34	.00	.00	.00	3843.12
2017	94009.73	.00	574.58	.00	574.58	.61 %	93435.15	223.00	.00	.00	.00	797.58
2018	161683.45	.00	309.61	.00	309.61	.19 %	161373.84	207.44	.00	.00	.00	517.05
2019	218143.84	13714.55-	192.67-	13714.56	13907.23-	6.80-%	218336.52	436.48-	.00	.00	.00	14343.71-
2020	322559.46	354.60-	18106.50	354.60	17751.90	5.51 %	304452.96	6969.01	.00	.00	.00	24720.91
2021	534032.25	23393.41-	19215.94	23500.30	4284.36-	.84-%	514923.20	5779.58	.00	.00	.00	1495.22
TOTL	1723256.33	37462.56-	44976.72	37569.46	7407.26	.44 %	1678386.51	15735.61	.00	.00	.00	23142.87
2022	1942943.49	138693.87-	272928.42	135310.99	137617.43	7.63 %	1666632.19	45523.94	277.61-	159.60	.00	183023.36

ENTITY

TOTL	3666199.82	176156.43-	317905.14	172880.45	145024.69	4.16 %	3345018.70	61259.55	277.61-	159.60	.00	206166.23
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# Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 08/01/2023 to 08/31/2023 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)  
IS

2022 Fiscal Year: 10/01/2022 - 09/30/2023

	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	400,956.73	0.00	400,956.73	122,177.54	17,735.16	0.00	16,440.06	-1.17	278,778.02	85,480,887.22
2021	94,332,048.48	76,476.91	0.00	76,476.91	4,768.19	417.50	0.00	106.00	-0.05	71,708.67	-75,966.86
2020	80,626,149.65	57,422.83	0.00	57,422.83	2,554.03	361.69	0.00	22.65	0.00	54,868.80	-70,133.00
2019	75,775,669.00	49,653.63	0.00	49,653.63	1,773.92	399.48	0.00	8.78	0.00	47,879.71	4,512.29
2018	68,954,540.92	32,662.06	0.00	32,662.06	688.89	157.87	0.00	0.00	0.00	31,973.17	814.79
2017	62,290,320.36	31,320.25	0.00	31,320.25	690.78	192.84	0.00	0.00	0.00	30,629.47	1,613.39
2016	55,603,656.23	24,506.81	0.00	24,506.81	690.78	246.38	0.00	0.00	0.00	23,816.03	3,207.86
2015	49,093,370.76	21,393.08	0.00	21,393.08	690.78	301.64	0.00	0.00	0.00	20,702.30	2,525.53
2014	44,412,322.78	18,634.36	0.00	18,634.36	737.97	381.28	0.00	0.00	0.00	17,896.39	2,531.92
2013	38,869,330.27	20,147.32	0.00	20,147.32	737.97	440.32	0.00	0.00	0.00	19,409.35	2,619.29
2012	36,200,605.63	11,574.67	0.00	11,574.67	737.97	499.36	0.00	0.00	0.00	10,836.70	6,525.66
2011	34,042,595.83	7,952.04	0.00	7,952.04	724.83	548.45	0.00	0.00	0.00	7,227.21	6,115.71
2010	30,041,634.03	5,365.47	0.00	5,365.47	656.78	549.51	0.00	0.00	0.00	4,708.69	6,126.30
2009	27,944,427.52	4,431.64	0.00	4,431.64	629.23	576.79	0.00	0.00	0.00	3,802.41	1,001.84
2008	24,003,652.64	3,342.92	0.00	3,342.92	581.56	579.62	0.00	0.00	0.00	2,761.36	922.50
2007	0.00	2,593.42	0.00	2,593.42	97.54	118.99	0.00	17.41	0.00	2,495.88	438.10
2006	0.00	2,292.15	0.00	2,292.15	371.70	784.28	0.00	173.40	0.00	1,920.45	703.32
2005	0.00	1,238.77	0.00	1,238.77	0.00	0.00	0.00	0.00	0.00	1,238.77	0.00
2004	0.00	1,259.16	0.00	1,259.16	0.00	0.00	0.00	0.00	0.00	1,259.16	0.00
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
<b>Summary</b>											
<b>Total Current</b>	86,353,297.56	400,956.73	0.00	400,956.73	122,177.54	17,735.16	0.00	16,440.06	-1.17	278,778.02	85,480,887.22
<b>Total Delinquent</b>	722,190,324.10	373,425.58	0.00	373,425.58	17,132.92	6,556.00	0.00	328.24	-0.05	356,292.61	-106,440.26
<b>Rollbacks</b>		38,779.59	0.00	38,779.59	1,096.62	208.35	0.00	195.75	0.00	37,682.97	274,651.54
<b>Fee Type Total</b>	808,543,621.66	813,161.90	0.00	813,161.90	140,407.08	24,499.51	0.00	16,964.05	-1.22	672,753.60	85,649,098.50

Combined Collections (Collections + P&I Collected) -- 164,906.59

# Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 08/01/2023 to 08/31/2023 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)  
MO

2022 Fiscal Year: 10/01/2022 - 09/30/2023

	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	1,147,707.42	0.00	1,147,707.42	349,723.86	50,765.41	0.00	47,058.15	-3.27	797,980.29	244,682,542.33
2021	176,897,933.42	143,414.27	0.00	143,414.27	8,941.54	782.76	0.00	198.59	-0.10	134,472.63	-142,458.63
2020	165,309,606.89	117,734.98	0.00	117,734.98	5,236.52	741.56	0.00	46.51	0.01	112,498.47	-143,795.44
2019	157,224,379.73	103,024.71	0.00	103,024.71	3,680.66	828.84	0.00	18.24	0.00	99,344.05	9,362.51
2018	152,580,256.06	72,273.49	0.00	72,273.49	1,524.36	349.33	0.00	0.00	0.00	70,749.13	1,803.00
2017	137,287,673.22	69,029.51	0.00	69,029.51	1,522.47	425.02	0.00	0.00	0.00	67,507.04	3,555.88
2016	122,550,282.37	54,012.61	0.00	54,012.61	1,522.47	543.01	0.00	0.00	0.00	52,490.14	7,070.11
2015	108,201,646.02	47,150.11	0.00	47,150.11	1,522.47	664.81	0.00	0.00	0.00	45,627.64	5,566.25
2014	97,884,620.94	41,069.93	0.00	41,069.93	1,626.47	840.34	0.00	0.00	0.00	39,443.46	5,580.33
2013	85,667,878.57	44,404.52	0.00	44,404.52	1,626.47	970.46	0.00	0.00	0.00	42,778.05	5,772.91
2012	79,786,018.87	25,510.43	0.00	25,510.43	1,626.47	1,100.58	0.00	0.00	0.00	23,883.96	14,385.97
2011	77,006,044.05	17,987.87	0.00	17,987.87	1,639.61	1,240.64	0.00	0.00	0.00	16,348.26	13,833.99
2010	75,321,364.08	13,452.57	0.00	13,452.57	1,646.69	1,377.73	0.00	0.00	0.00	11,805.88	15,359.93
2009	76,011,409.77	12,054.44	0.00	12,054.44	1,711.56	1,568.93	0.00	0.00	0.00	10,342.88	2,725.10
2008	73,587,435.47	10,248.17	0.00	10,248.17	1,782.88	1,776.94	0.00	0.00	0.00	8,465.29	2,828.09
2007	0.00	7,962.46	0.00	7,962.46	299.47	365.36	0.00	53.46	0.00	7,662.99	1,345.06
2006	0.00	9,519.16	0.00	9,519.16	1,543.67	3,257.14	0.00	720.12	0.00	7,975.49	2,920.88
2005	0.00	5,963.50	0.00	5,963.50	0.00	0.00	0.00	0.00	0.00	5,963.50	0.00
2004	0.00	5,591.54	0.00	5,591.54	0.00	0.00	0.00	0.00	0.00	5,591.54	0.00
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>	247,179,750.43	1,147,707.42	0.00	1,147,707.42	349,723.86	50,765.41	0.00	47,058.15	-3.27	797,980.29	244,682,542.33
<b>Total Delinquent</b>	1,585,316,549.46	805,856.57	0.00	805,856.57	37,453.78	16,833.45	0.00	1,036.92	-0.09	768,402.70	-194,145.09
<b>Rollbacks</b>		88,977.76	0.00	88,977.76	2,319.81	440.77	0.00	414.09	0.00	86,657.95	557,584.16
<b>Fee Type Total</b>	1,832,496,299.89	2,042,541.75	0.00	2,042,541.75	389,497.45	68,039.63	0.00	48,509.16	-3.36	1,653,040.94	245,045,981.40

# Recap & Standings Report

WTAXSaaS

Cycles: **All**      Taxing Units: **Leander ISD...**      Deposit Date Range: **08/01/2023 to 08/31/2023**      Sorted By: **By Year, Descending**      Options: **Separate Rollbacks, Include**

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## Property Tax

Combined Collections (Collections + P&I Collected) -- 457,537.08
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568



# Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 08/01/2023 to 08/31/2023 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)  
SA

2022 Fiscal Year: 10/01/2022 - 09/30/2023

	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	5,168.71	0.00	5,168.71	479.16	90.47	0.00	85.45	0.00	4,689.55	103,636.71
2021	88,927.72	1,596.00	0.00	1,596.00	43.09	13.02	0.00	8.42	-0.02	1,552.89	-524.34
2020	64,284.07	883.40	0.00	883.40	8.79	3.78	0.00	1.89	0.00	874.61	164.34
2019	69,012.56	1,246.89	0.00	1,246.89	0.00	0.00	0.00	0.00	0.00	1,246.89	129.74
2018	83,414.82	1,051.46	0.00	1,051.46	0.00	0.00	0.00	0.00	0.00	1,051.46	18.10
2017	56,346.24	501.23	0.00	501.23	0.00	0.00	0.00	0.00	0.00	501.23	8.22
2016	55,049.70	914.93	0.00	914.93	0.00	0.00	0.00	0.00	0.00	914.93	18.05
2015	48,897.66	855.77	0.00	855.77	0.00	0.00	0.00	0.00	0.00	855.77	6.01
2014	50,500.66	552.19	0.00	552.19	0.00	0.00	0.00	0.00	0.00	552.19	7.09
2013	48,069.44	2,163.92	0.00	2,163.92	0.00	0.00	0.00	0.00	0.00	2,163.92	33.69
2012	44,655.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	87509
2011	31,924.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	912.76
2010	36,721.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,523.82
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>	114,067.61	5,168.71	0.00	5,168.71	479.16	90.47	0.00	85.45	0.00	4,689.55	103,636.71
<b>Total Delinquent</b>	745,672.51	9,765.79	0.00	9,765.79	51.88	16.80	0.00	10.31	-0.02	9,713.89	3,172.59
<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	14,934.50	0.00	14,934.50	531.04	107.27	0.00	95.76	-0.02	14,403.44	106,809.30

Combined Collections (Collections + P&I Collected) -- 638.31

# Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 08/01/2023 to 08/31/2023 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

**Property Tax**

SLE (Leander ISD)

2022 Fiscal Year: 10/01/2022 - 09/30/2023

**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	1,553,832.86	0.00	1,553,832.86	472,380.56	68,591.04	0.00	63,583.66	-4.44	1,081,447.86	330,267,066.26
2021	271,318,909.62	221,487.18	0.00	221,487.18	13,752.82	1,213.28	0.00	313.01	-0.17	207,734.19	-218,949.83
2020	246,000,040.61	176,041.21	0.00	176,041.21	7,799.34	1,107.03	0.00	71.05	0.01	168,241.88	-213,764.10
2019	233,069,061.29	153,925.23	0.00	153,925.23	5,454.58	1,228.32	0.00	27.02	0.00	148,470.65	14,004.54
2018	221,618,211.80	105,987.01	0.00	105,987.01	2,213.25	507.20	0.00	0.00	0.00	103,773.76	2,635.89
2017	199,634,339.82	100,850.99	0.00	100,850.99	2,213.25	617.86	0.00	0.00	0.00	98,637.74	5,177.49
2016	178,208,988.30	79,434.35	0.00	79,434.35	2,213.25	789.39	0.00	0.00	0.00	77,221.10	10,296.02
2015	157,343,914.44	69,398.96	0.00	69,398.96	2,213.25	966.45	0.00	0.00	0.00	67,185.71	8,097.79
2014	142,347,444.38	60,256.48	0.00	60,256.48	2,364.44	1,221.62	0.00	0.00	0.00	57,892.04	8,119.34
2013	124,585,278.28	66,715.76	0.00	66,715.76	2,364.44	1,410.78	0.00	0.00	0.00	64,351.32	8,425.89
2012	116,031,280.01	37,085.10	0.00	37,085.10	2,364.44	1,599.94	0.00	0.00	0.00	34,720.66	21,785.70
2011	111,080,564.02	25,939.91	0.00	25,939.91	2,364.44	1,789.09	0.00	0.00	0.00	23,575.47	20,862.46
2010	105,399,719.82	18,818.04	0.00	18,818.04	2,303.47	1,927.24	0.00	0.00	0.00	16,514.57	23,010.05
2009	103,991,895.66	16,486.08	0.00	16,486.08	2,340.79	2,145.72	0.00	0.00	0.00	14,145.29	3,726.94
2008	97,622,898.02	13,591.09	0.00	13,591.09	2,364.44	2,356.56	0.00	0.00	0.00	11,226.65	3,750.59
2007	0.00	10,555.88	0.00	10,555.88	397.01	484.35	0.00	70.87	0.00	10,158.87	1,783.16
2006	0.00	11,811.31	0.00	11,811.31	1,915.37	4,041.42	0.00	893.52	0.00	9,895.94	3,624.20
2005	0.00	7,202.27	0.00	7,202.27	0.00	0.00	0.00	0.00	0.00	7,202.27	0.00
2004	0.00	6,850.70	0.00	6,850.70	0.00	0.00	0.00	0.00	0.00	6,850.70	0.00
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>	333,647,115.60	1,553,832.86	0.00	1,553,832.86	472,380.56	68,591.04	0.00	63,583.66	-4.44	1,081,447.86	330,267,066.26
<b>Total Delinquent</b>	2,308,252,546.07	1,189,047.94	0.00	1,189,047.94	54,638.58	23,406.25	0.00	1,375.47	-0.16	1,134,409.20	-297,412.76
<b>Rollbacks</b>		127,757.35	0.00	127,757.35	3,416.43	649.12	0.00	609.84	0.00	124,340.92	832,235.70
<b>Taxing Unit Total</b>	2,641,899,661.67	2,870,638.15	0.00	2,870,638.15	530,435.57	92,646.41	0.00	65,568.97	-4.60	2,340,197.98	330,801,889.20

**Percentages**

% of Roll Collected - 2022 - 99.67%	Adjusted Original Roll -- \$331,348,514.12	Current YTD Collected -- \$330,267,066.26
Tax Collections Compared to Current Taxes Billed 30.40% Collected		
All Collections Compared to Current Taxes Billed 34.82% Collected		
Combined Collections (Collections + P&I Collected) -- 623,081.98		

# Recap & Standings Report

WTAXSaaS

Cycles: **All**      Taxing Units: **Leander ISD...**      Deposit Date Range: **08/01/2023 to 08/31/2023**      Sorted By: **By Year, Descending**      Options: **Separate Rollbacks, Include**

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**Property Tax**

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**RESOLUTION OF THE BOARD OF TRUSTEES OF  
THE LEANDER ISD SCHOOL DISTRICT  
REGARDING THE A-F ACCOUNTABILITY SYSTEM**

**WHEREAS**, the A–F Accountability System is a statewide rating system established by the Texas Legislature to provide information about the academic performance of Texas public schools; and

**WHEREAS**, the Texas Legislature, in Texas Education Code §39.054, has granted broad authority to the Commissioner (“the Commissioner”) of the Texas Education Agency to “adopt rules to evaluate school district and campus performance and assign each district and campus an overall performance rating of A, B, C, D, or F”; and

**WHEREAS**, the current A-F accountability system was designed by the current Commissioner; and

**WHEREAS**, despite the lack of a requirement in the statute that the Commissioner change the accountability system on any particular schedule, the Commissioner has stated that the A-F accountability system should be revised every five years; and

**WHEREAS**, the Commissioner intends to impose, on a retroactive basis, a new accountability system for the 2022-23 school year which has still yet to be finalized; and

**WHEREAS**, the changes made by the Commissioner are intended to be applied to graduating classes who have already graduated from the LEANDER ISD (“the District”); and

**WHEREAS**, the Commissioner intended to release ratings for the 2022-23 school year on September 28 using retroactive updates to the accountability system that would lower the rating of thousands of schools but has delayed this release until late October; and

**WHEREAS**, the Commissioner still has not finalized the rules and methodologies that will be used to evaluate schools for the 2022-2023 school year or the 2023-2024 school year; and

**WHEREAS**, in violation of state law, in the 2022-2023 school year, the Commissioner failed to provide school districts “a document in a simple, accessible format that explains the accountability performance measures, methods, and procedures that *will* be applied” for the 2022-2023 school year; and

**WHEREAS**, in violation of state law, in the 2023-2024 school year, the Commissioner has failed to provide school districts “a document in a simple, accessible format that explains the accountability performance measures, methods, and procedures that *will* be applied” for the 2023-2024 school year; and

**WHEREAS**, the issue is complicated by the fact that the STAAR assessment was redesigned and implemented in the 2022-2023 school year and cut scores were changed not allowing for an “apples to apples comparison” to the previous school year as pointed out by the commissioner; and

**WHEREAS**, based on multiple measures student academic achievement has risen in Leander ISD in 2022-2023; and

**WHEREAS**, based on the retroactively-applied changes in the accountability system, the District expects some campuses to drop a whole letter grade; and

**WHEREAS**, the District believes the A-F Accountability System should be adjusted to raise standards, but only with appropriate advanced notice; and

**WHEREAS**, the purpose of the A-F Accountability System is to provide transparency and clarity for schools, parents, and the community at large about the performance of Texas public schools in relation to state expectations; and

**WHEREAS**, contrary to the purpose of transparency regarding school performance, the ratings intended to be issued by the Commissioner under the 2022-2023 school year will give the appearance that schools with higher levels of student achievement are actually declining in performance; and

**WHEREAS**, the failure of the Commissioner to comply with state law and provide an explanation of the measures, methods, and procedures to be used during the 2022-2023 school year prevented the District from appropriately adjusting its practices and allocation of resources in accordance with state expectations; and

**WHEREAS**, the retroactive application of new measures, methods, and procedures without the required advanced notice represents harm to the District and its community because it gives the appearance of declining school performance which impacts enrollment, property values, the application of potential sanctions by the Commissioner, and the effective use of resources; and

**WHEREAS**, the aforementioned retroactive application of new measures, methods, and procedures without the required advance notice causes harm to the morale of District students, parents, and staff; and

**WHEREAS**, several Texas school districts have filed a lawsuit seeking an injunction to prevent the Commissioner from issuing new ratings using the retroactively applied, yet-to-be-finalized, measures, methods, and procedures; and

**WHEREAS**, the District agrees with the arguments laid out in the lawsuit and believes the intention of the Commissioner to issue ratings using retroactively applied, yet-to-be-finalized measures, methods, and procedures to be in contravention of state policy regarding the A-F accountability system and in violation of the law;

**NOW, THEREFORE, BE IT RESOLVED**, that:

1. All the above-referenced paragraphs, findings, and recitals are incorporated into and made part of this resolution.
2. The LEANDER ISD Board directs the Superintendent to take the necessary steps to join the litigation challenging of the Commissioner's failure to provide Texas school districts advanced notice of the measures, methods, and procedures to be used in the 2022-2023 and 2023-2024 school years prior to the start of each of those school years in violation of state law.
3. The LEANDER ISD Board urges the Commissioner to comply with state law and issue ratings for the 2022-2023 and 2023-2024 school years utilizing the existing measures, methods, and procedures of which school districts had notice in accordance with state law.

RESOLVED THIS THE 21ST day of September 2023.

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Ms. Anna Smith, Vice-President  
Board of Trustees  
Leander Independent School District

ATTEST TO:

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Ms. Christine Mauer, Secretary  
Board of Trustees  
Leander Independent School District