



**Regular Meeting Agenda
Thursday, November 19, 2020
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:15 PM**

Due to health and safety concerns related to the COVID-19 coronavirus and Boardroom capacity limits, seating for guests will be limited to 10. Doors will open at 5:30 PM and guests will be admitted on a first-come, first-served basis. Everyone will be required to complete and pass a health screening before entering the building, and a face covering over the nose and mouth is required.

Members of the public may access this meeting via live stream at <https://youtu.be/AVo6nrYJ1Zg>. 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 between 4:30 and 6:00 PM on the day of the meeting. Individuals are encouraged to sign up online at <https://bit.ly/3lvwXmy>; however, hardcopy sign up forms will be available between 5:30 and 6:00 PM at the meeting location. Due to capacity limits, individuals signed up to speak, who do not have seating in the Boardroom, will be allowed to line up in the hallway and will be admitted to the Boardroom when it is their turn to speak.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on November 13, 2020 at 5:30 PM.

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

A. Oath of Office

2. OPENING CEREMONY

A. Pledge of Allegiance

B. Moment of Silence

3. RECOGNITION

A. NSPRA's 35 Under 35 Program

B. 2021 National Merit Scholarship Program Semifinalist

C. College Board National Recognition Program

4. COMMUNICATIONS / ANNOUNCEMENTS

A. Superintendent Remarks

B. Board Member Remarks

5. CITIZEN COMMENTS

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

6. CORONAVIRUS (COVID-19) - EPIDEMIC (Tex. Gov't Code 551.045)

4

7. FOCUS ON FINANCE REPORT

9

8. CORE BELIEFS AND COMMITMENTS

74

9. OVERVIEW OF PLANNED IT ASSESSMENT

75

10. CONSENT AGENDA

A. Consider Approval of Minutes of Regular and Called Meetings

88

B. Consider Approval of Class Size Waiver¹

96

C. Consider Approval of Budget Amendments	109
11. PUBLIC HEARING	
A. Public Hearing for the 2020-2021 Targeted Improvement Plan for Camacho Elementary and the Targeted Improvement Embedded in the Campus Improvement Plan for Pleasant Hill, Giddens and Jim Plain Elementary Schools	117
12. DISCUSSION / ACTON ITEMS	
A. STUDENT EXPERIENCE	
1. Consider Approval of District and Campus Improvement Plans	248
2. Consider Approval of Innovative Courses Proposal	475
3. Early Reading Instrument and Academic Progress Data Report	479
4. Grade Point Average Committee Update	488
B. GOVERNANCE	
1. Consider Casting a Ballot for the Travis Central Appraisal District (TCAD) Board of Directors Election	509
2. Consider Approval of a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors	537
C. OPERATIONS	
1. Consider Approval of Amended 20-21 Compensation Plan and Payment of a Personal Protective Equipment Stipend	547
2. Consider Approval of New Position Recommendations	551
3. Consider Approval of Fleet Management Lease Purchase Option	552
4. 2020 Property Tax Roll Review	563
5. Purchasing Cooperative Annual Report	564
6. Business and Finance Monthly Reports	
a. Monthly Bond Status Report	565
b. Monthly Financial Report	567
c. Monthly Investment Report	568
d. Monthly Tax Collection Report	573
7. Annual Energy Management Report	587
13. CLOSED SESSION	
A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: 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: personnel - reorganization of the Board of Trustees	
E. Texas Government Code 551.074: deliberation and consideration of employment of Plain Elementary School and Tarvin Elementary School Principals	
F. Texas Government Code 551.074: personnel - IT auditor position	
14. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Reorganization of the Board of Trustees	605
B. Consider Employment of Plain Elementary School and Tarvin Elementary School Principals	
C. Consider Approval of Administrator Contracts	
D. Consider Approval of Teacher Contracts	
15. ADJOURNMENT	

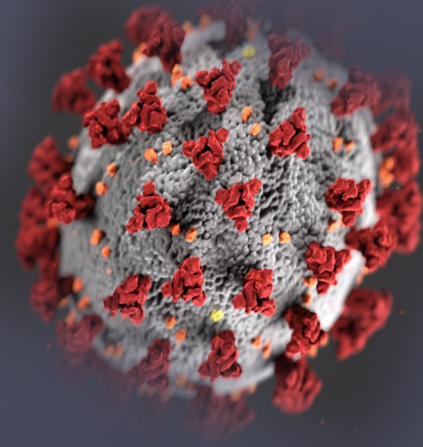
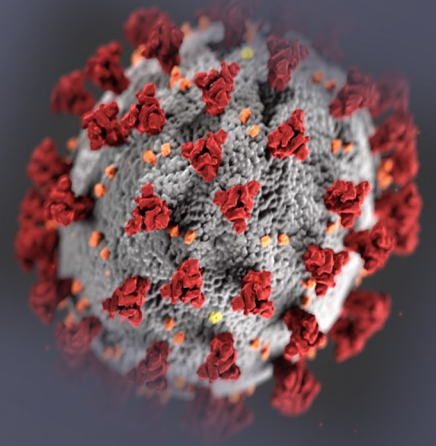
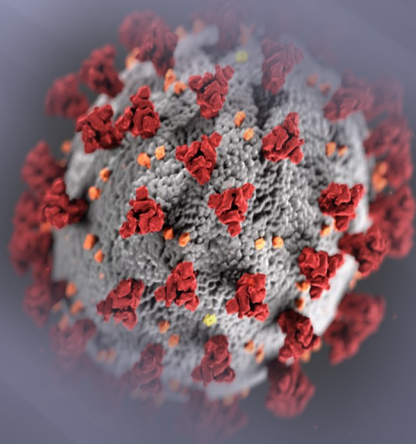
If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before 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)]

COVID-19 UPDATE

Board Meeting

November 19, 2020



LISD Cases and Exposures

- As of 11/06/20 Leander ISD had 85 (54 student, 31 employee) positive cases, resulting in a total of 1,411 (1,325 student, 86 employee) quarantines.
- Last week we added 47 new (34 student, 13 employee) positive cases resulting in 862 new (800 student, 62 employee) quarantines.
- This week so far we have added 14 new (8 student, 6 employee) positive cases resulting in 192 new (149 student, 43 employee) quarantines.
- Current Total Cumulative Counts are 146 (96 student, 50 employee) positive cases resulting in 2,465 (2,274 student, 191 employee) quarantines.

LEANDER ISD

Total New Positive Cases: 14

New Student: 8

New Employee: 6

Total New Exposures: 192

New Student: 149

New Employee: 43

**Total Cumulative Positive Cases:
146**

Cumulative Student: 96

Cumulative Employee: 50

Total Cumulative Exposures: 2465

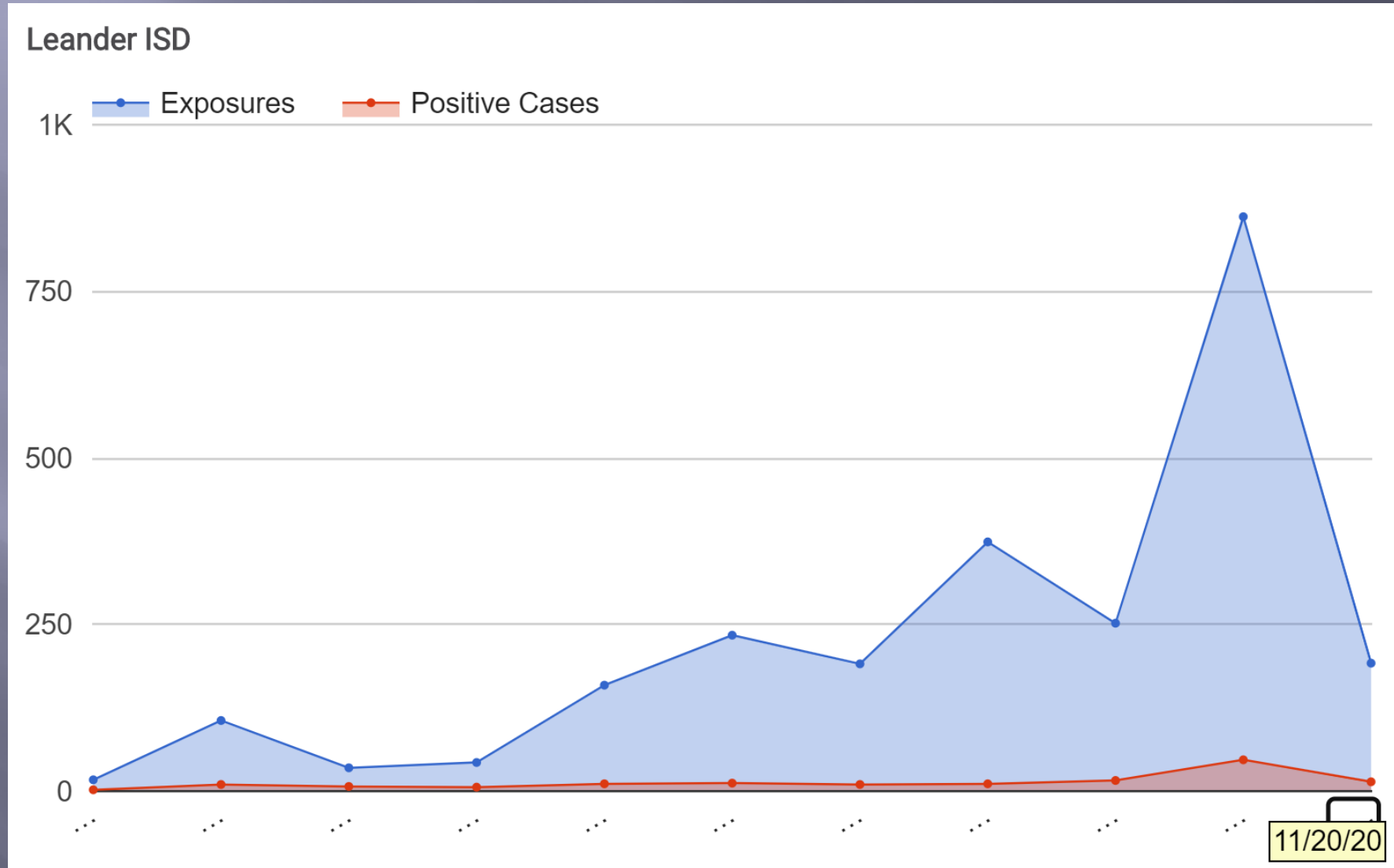
Cumulative Student: 2274

Cumulative Employee: 191

Weekly data finalized on 11/20/20

In-Person Student Count: 19,495

History of Cases and Exposures Since 09/11/20



Testing/Vaccine/County Response

- ▣ AP NEWS - Pfizer: COVID-19 shot 95% effective, seeking clearance soon
- ▣ We now have a contract with CareNow so that LISD will pay for testing for any employee who HR quarantines due to COVID-19 exposure at work. Third bullet point here
- ▣ Austin/Travis County is in Stage 4
- ▣ Williamson County is in Red Phase

Austin Travis County Press Conference

- Goal is to avoid closing schools and businesses.
- Decrease occupancy at extracurricular events
- Travel guidelines

WCCHD ISD Monthly Zoom Meeting

- Many central Texas schools have closed due to COVID clusters/outbreaks
- Recommendations are case by case basis.
- WCCHD understands there are limits on what can be done given the TEA guidance.

LISD Response

- ▣ The contact tracing team has been working 24/7 and are to be commended for keeping us safe and open
- ▣ They will be working until Tuesday and then taking off until Saturday evening
- ▣ We are urging people to continue to wear their masks and take precautions as they travel and visit family next week
- ▣ We are also urging people to pay attention to the CDC guidelines on travel and holiday activities
- ▣ Screeners are going to be critical once we return to school after Thanksgiving – if you don't pass your screener, DON'T COME TO SCHOOL!
- ▣ Our task is to remain open until Winter Break

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Focus on Finance Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	Focus on Finance - Issue 2	

Background Information:

This document is the second in a series of reports being created to provide more in-depth information on various aspects of the district's finances. This first report provided a very high-level comparisons of Leander ISD's information to a local peer group of school districts and a statewide group of school districts that most closely mirror LISD's student enrollment and demographics. This second report looks closer at expenditures and revenues and identifies variances between Leander ISD's numbers as compared to the peer groups.

The information in this report has been obtained from ForeCast 5 Analytics and the district's financial systems. The information sourced from ForeCast is based on data from the Texas Education Agency which is submitted by every Texas school district through annual PEIMS submissions. Again, the data in both Issues 1 and 2 are pulled from the 2018-2019 school year as that is the most recent data available through the state.

The goal of these reports is to provide the Board with a broader base of information about the district to support future discussions on fund balance, budgets, and staffing. Board members are encouraged to reach out to Elaine Cogburn for questions regarding the information in this report or requests for more information in certain areas.

Administrative Recommendation:

N/A

Sample Motion:

N/A



FOCUS ON FINANCE

Issue 2, October 2020

Making Sense of the Dollars and Cents

A series of publications focusing on various areas of the school district's financial history and trends.



Focus on Finance: *Making Sense of the Dollars and Cents*

This is the second report in a series of publications regarding Leander Independent School District's financial story. In this issue, the focus will be a more detailed look at revenues and expenditures per student. Year-to-year comparisons for Leander ISD will be provided, as well as comparisons to peer districts (Demographic Peers) and surrounding districts (Local Peers). Again, the goal is to provide more in-depth information over the next several months regarding the district's General Fund finances.

As in the first report, two peer groups will be used: Local Peers and Demographic Peers. While no two school districts in the state of Texas are exactly alike, most school districts face similar challenges, and all operate under the same statewide funding system. The Local Peer group consists of Leander ISD, Eanes ISD, Lake Travis ISD, Georgetown ISD, Pflugerville ISD, Round Rock ISD and Austin ISD. The Demographic Peer group consists of Leander ISD, Clear Creek ISD, Humble ISD, Round Rock ISD, Lewisville ISD, Plano ISD, and Frisco ISD.

If any Board member would like additional information on any item covered in this document, please let us know and we will include that additional information in the appropriate series.

Data Sources

The majority of data continues to be derived from ForeCast 5 Analytics, however, data regarding 2019-20 and 2020-21 are derived from Leander's financial ERP system (2019-20 will come solely from ITCCs, and 2020-21 will come from ITCCs and Munis, the district's new accounting system). ForeCast 5 obtains their data from information submitted to the Texas Education Agency by every school district in Texas via PEIMS (Public Education Information Management System). Due to the timing of available data, **most of the financial data in this report is from the 2018-2019 school year** which was reported to the State in January 2020. Data for the 2019-2020 school year will not be submitted until January 2021. An analysis based on 2019-2020 data may be off trend due to the district operating on a 10-month year, as well as various budget impacts of COVID-19 experienced by all school districts at differing levels.

Recap

The first publication issued in this series provided a high-level overview of expenditures per student by object code; i.e. payroll vs. contracted services vs. capital outlay, etc. From the first publication the following observations were made:

- LISD generated less per student in revenue than every other Demographic Peer district other than Clear Creek ISD.
- LISD spent more overall per student than Clear Creek, Round Rock and Frisco ISDs.
- LISD also spent more than any other Demographic Peer in the category of Supplies and Materials.

- Compared to its Local Peers, LISD spent less per student than any other district except Round Rock ISD.
- In comparison to both the Local Peers and Demographic Peers, LISD's spend of \$264/student in Capital Outlay outpaced area districts.

REVENUES

General Fund revenues for a school district are broken down by local, state and federal sources. The largest source of local revenues are tax collections. The chart below shows the tax collections for each district in the Demographic and Local Peer groups. The chart includes current tax collections, delinquent tax collections and penalties and interest. Current tax collections exceed the other two categories to such a large extent that delinquent collections and penalties and interest are not measurable. It is important to note that if a district is considered property wealthy, the tax collections shown below are offset by recapture which is not reflected.

LOCAL REVENUES

In comparison to the district's Demographic Peers, LISD exceeds Clear Creek and Humble ISDs in local tax collections but lags behind the more property wealthy districts in the grouping (Figure 1.1).

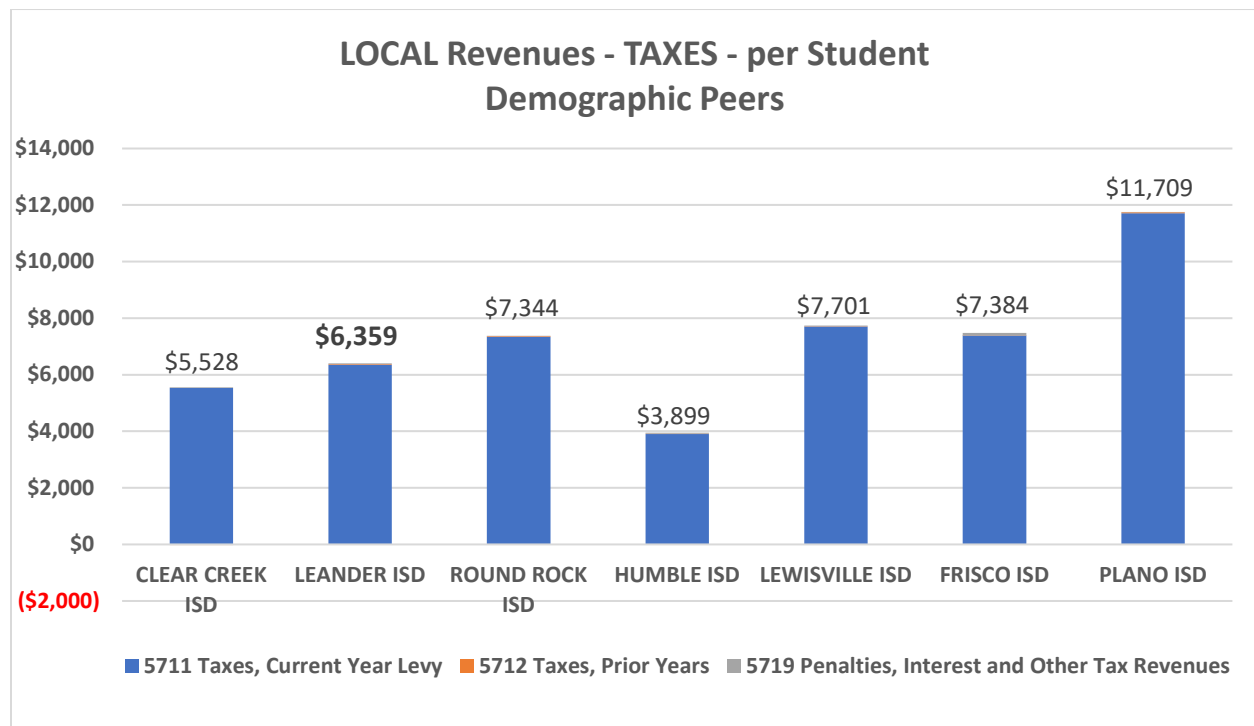


Figure 1.1: 2018-2019 Local Revenues – Taxes Per Student – Demographic Peers

In comparison to the district's Local Peers (Figure 1.2), LISD exceeds Pflugerville ISD in local tax collections but lags behind all other districts in the grouping who hold more property wealth.

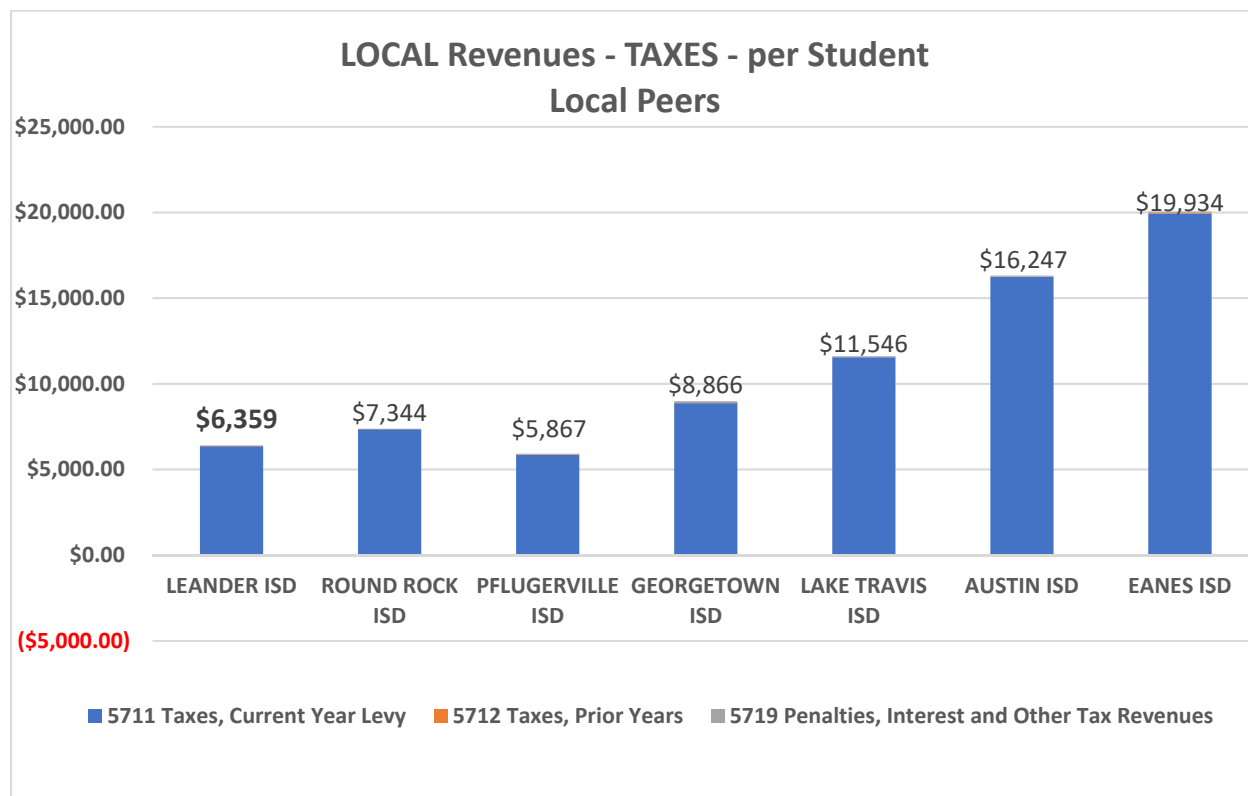


Figure 1.2: 2018-2019 Local Revenues – Taxes Per Student – Local Peers

In looking at local revenues outside of tax collections (Figure 1.3), more interesting data is revealed.

- Leander (\$82) is second behind Lewisville (\$136) in funds generated from tuition versus the other Demographic Peers. This would indicate more programs are offered to students and families for a fee.
- LISD is comparable to Round Rock and Lewisville in terms of interest income on investments.
- Revenues from Athletic Activities ranges from a low of \$13/student (Humble ISD) to a high of \$39/student (Frisco ISD). LISD reported revenues in this area of \$25/student. These variances can be due to the number of high schools and events for which tickets are charged.
- Rental income from facilities also varies greatly and would indicate varied levels of facility use by outside groups, however LISD is again close to Round Rock and Lewisville.

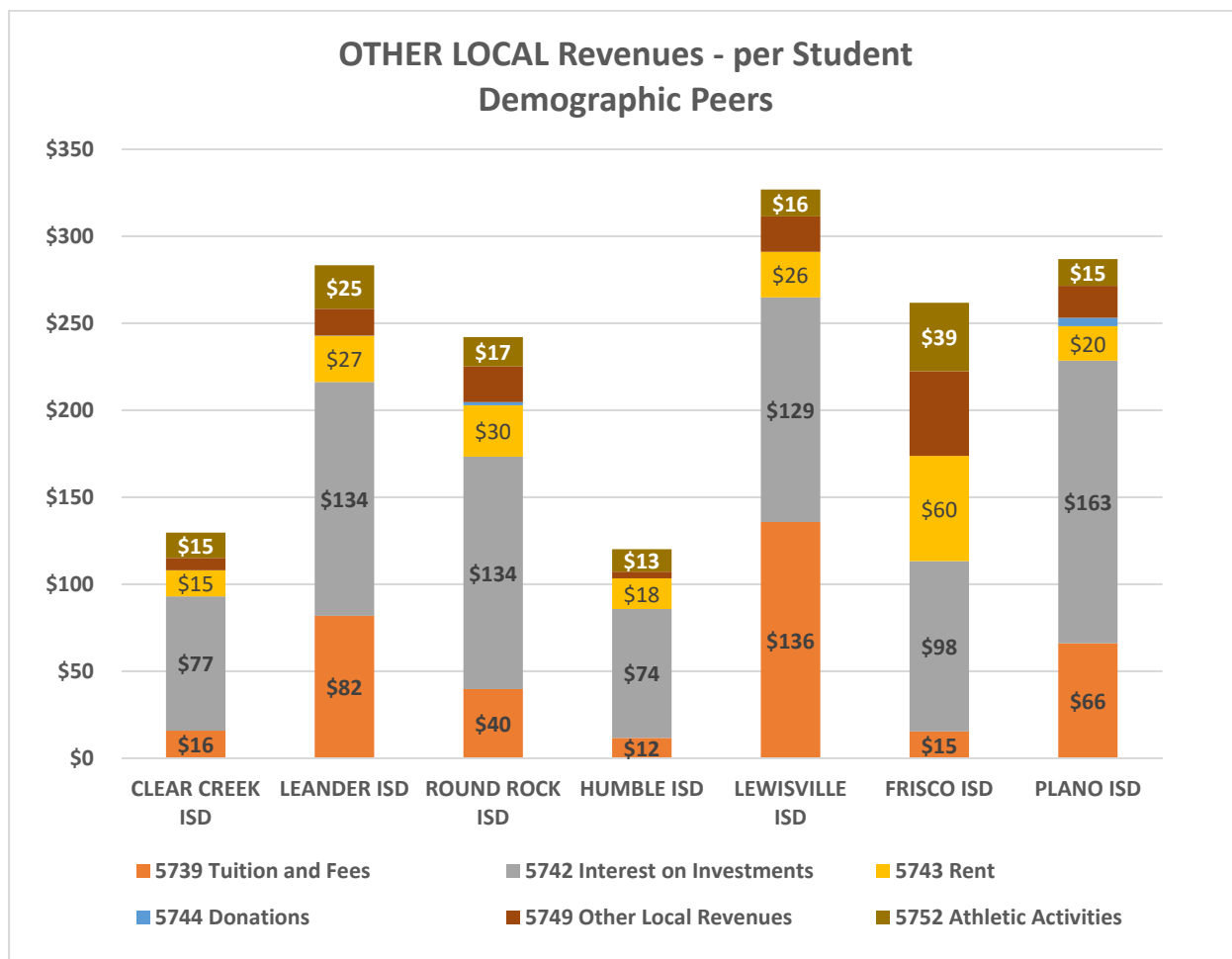


Figure 1.3: 2018-2019 Other Local Revenue Per Student – Demographic Peers

These same comparisons within the Local Peer group (Figure 1.4) shows:

- Leander ISD generates more revenue from tuition versus any other Local Peer; \$82/student. Among the Local Peers, Georgetown and Round Rock ISDs are the next closest at \$40/student.
- Revenues per student for interest income on investments trends comparable to the Demographic Peers. Leander and Round Rock each earned \$134/student. Lake Travis, Eanes and Austin ISD all earned more ranging from \$157 - \$223/student. Each of these districts collects more in tax revenues, which would provide more cash to invest during the year.
- Revenues from Athletic Activities averaged \$30/student while LISD raised \$25/student. Lake Travis and Eanes ISDs raised the most at \$43 and \$63 respectively. This would reflect the strong athletic programs and parental support for those programs.
- Rental income from facilities varied but not to the extent of the variances among the Demographic Peers.

- Eanes outpaced all districts in both the Local and Demographic Peer groups in terms of donated revenues. As a high property wealth district this would indicate support from outside entities.

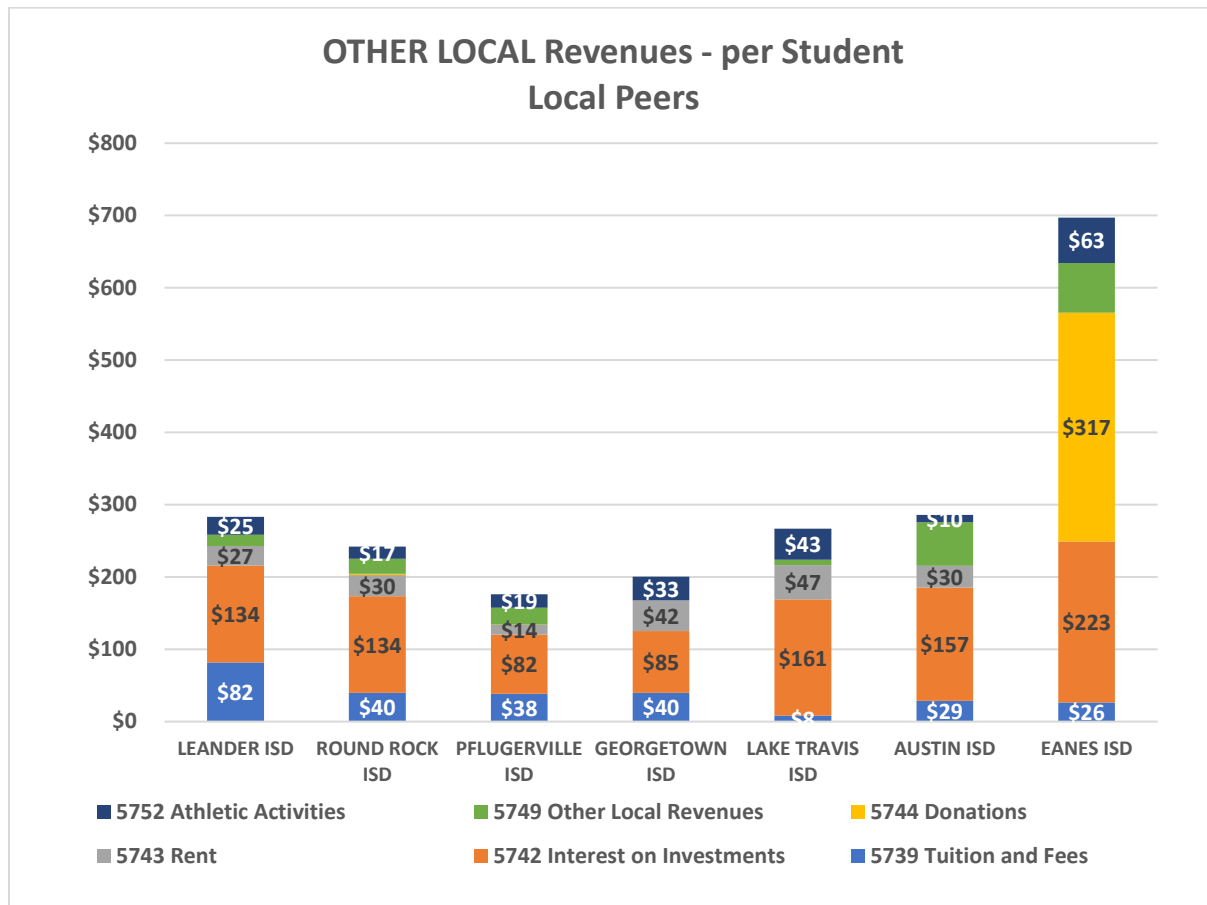


Figure 1.4: 2018-2019 Other Local Revenue Per Student – Local Peers

STATE REVENUES

Differences in state revenues are easily tied back to state funding formulas for school districts. In both peer groups, Per Capita funding is very similar averaging \$454/student in the Demographic Peer group and \$450 in the Local Peer group. Leander generated \$453/student in Per Capita funding. Greater variances exist in the area of the Foundation School Program (FSP) revenues, which varied from \$3,711/student (Humble ISD) to \$317/student (Plano ISD) in the Demographic Peer group (Figure 1.5). The Local Peer group (Figure 1.6) shows variances of \$2,131/student (Pflugerville ISD) to \$64/student (Austin ISD). The variances in this area reflect the district's property value wealth. The wealthier the district, the less the district generates in FSP revenues.

The next largest state revenue source is Teacher Retirement System (TRS) contributions. TRS is funded by the state on behalf of all school districts but is recorded as a revenue source to offset the payroll costs of TRS. Interestingly, there are not large variances in the amounts of TRS paid on behalf of the districts in either peer group. TRS on behalf costs in the Demographic Peer group ranged from \$379 - \$427/student and in the Local Peer group \$253 - \$483/student.

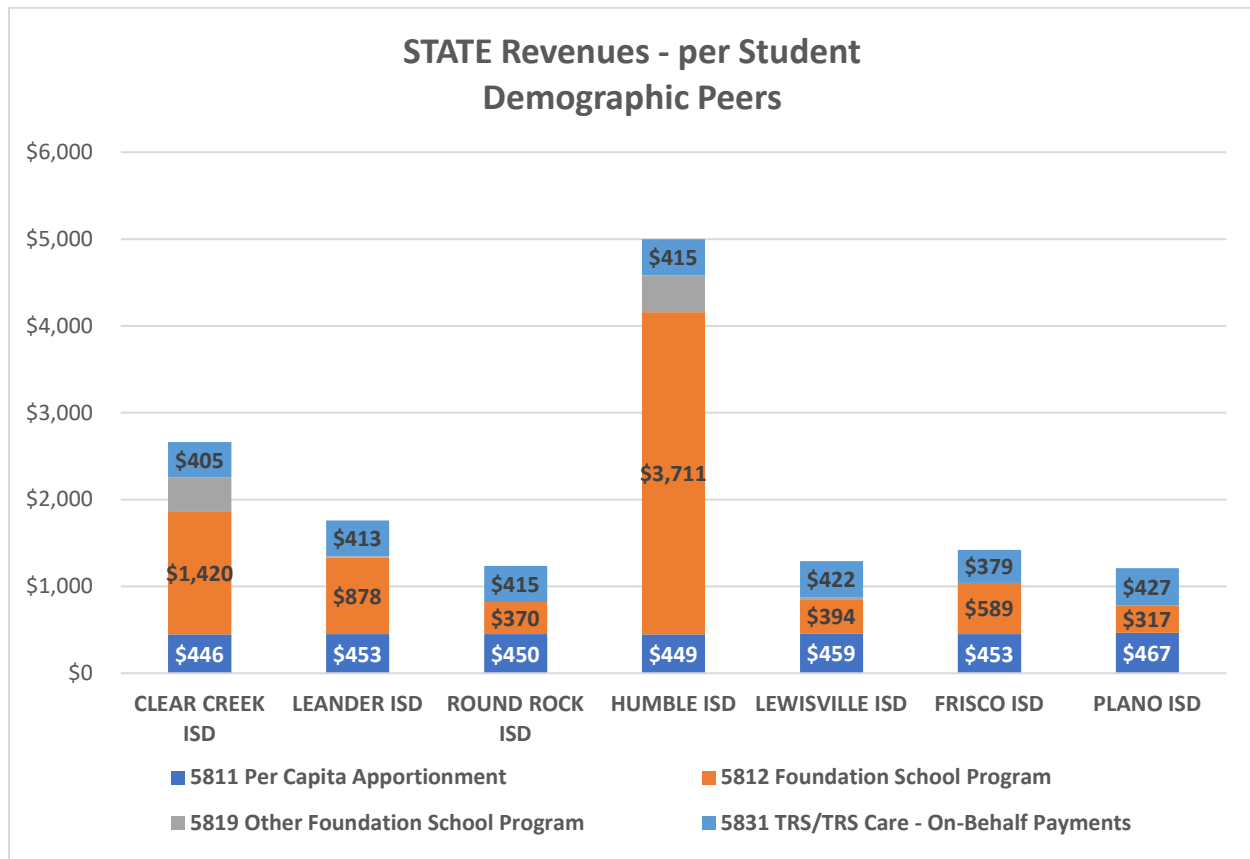


Figure 1.5: 2018-2019 State Revenue Per Student – Demographic Peers

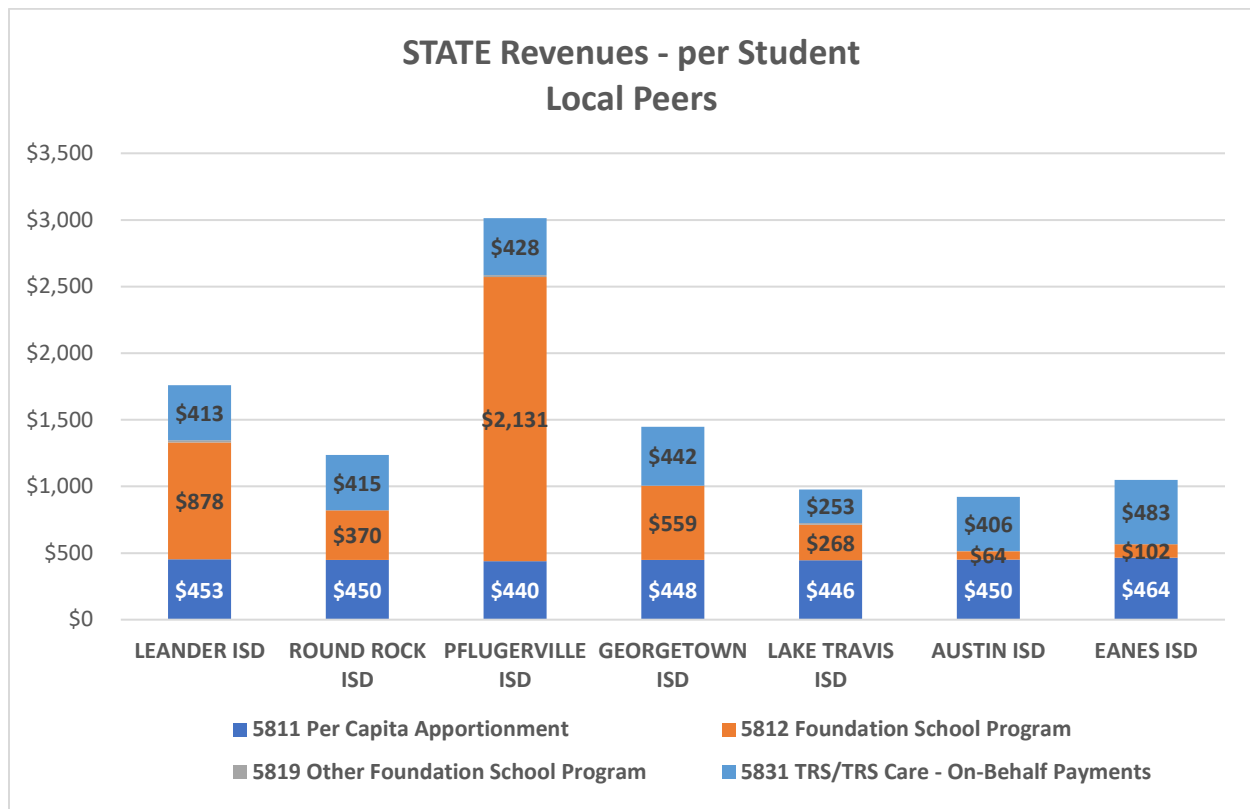


Figure 1.6: 2018-2019 State Revenue Per Student – Local Peers

FEDERAL REVENUES

The largest source of federal revenues in the General Fund for most school districts is revenues from School Health and Related Services (SHARS) associated with health-related services provided to students by the district. Among the Demographic Peers, an average of \$146/student was generated from SHARS (Figure 1.7). LISD generated \$192/student. Among the Local Peers, Austin ISD generated a high among all districts of \$440/student. With the exception of Lake Travis ISD, the Local Peers mirror the Demographic Peers in SHARS collections.

In other federal revenue sources, a couple of districts receive Impact Aid from the federal government. All other federal revenues are minimal.

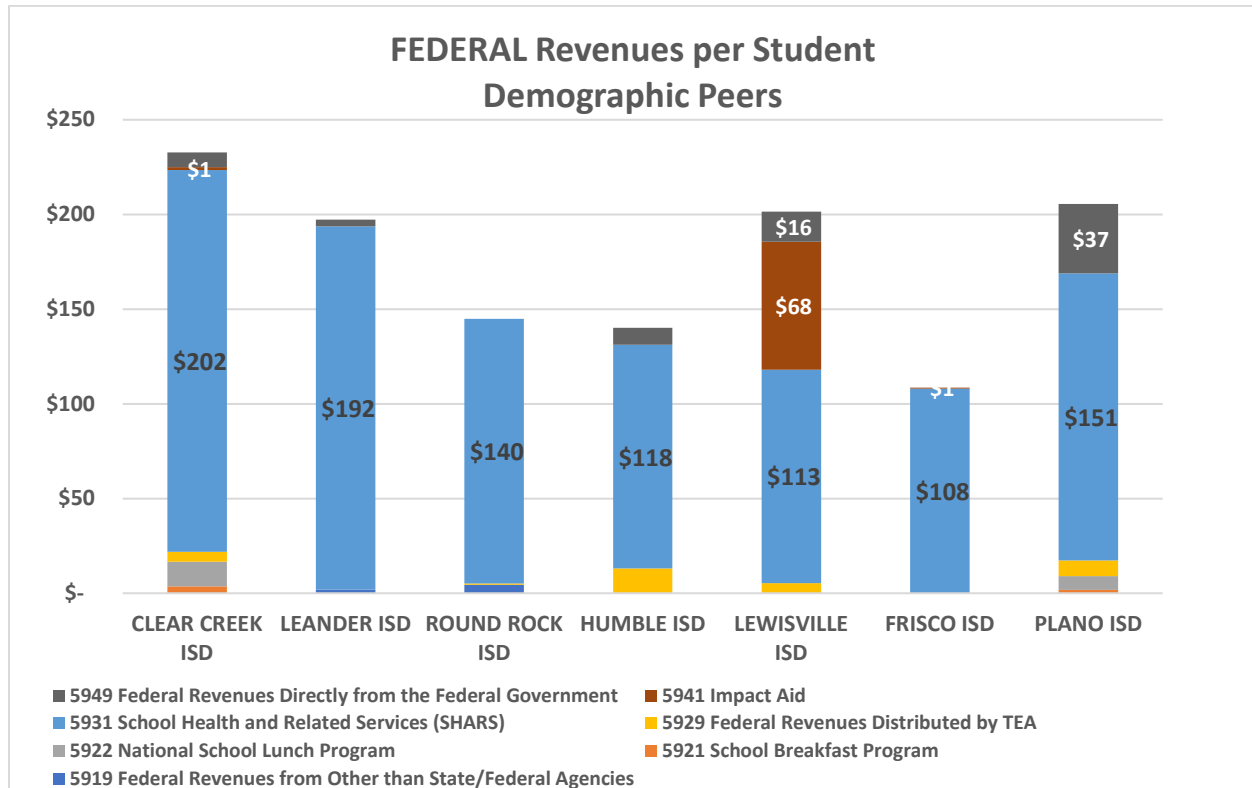


Figure 1.7: 2018-2019 Federal Revenue Per Student – Demographic Peers

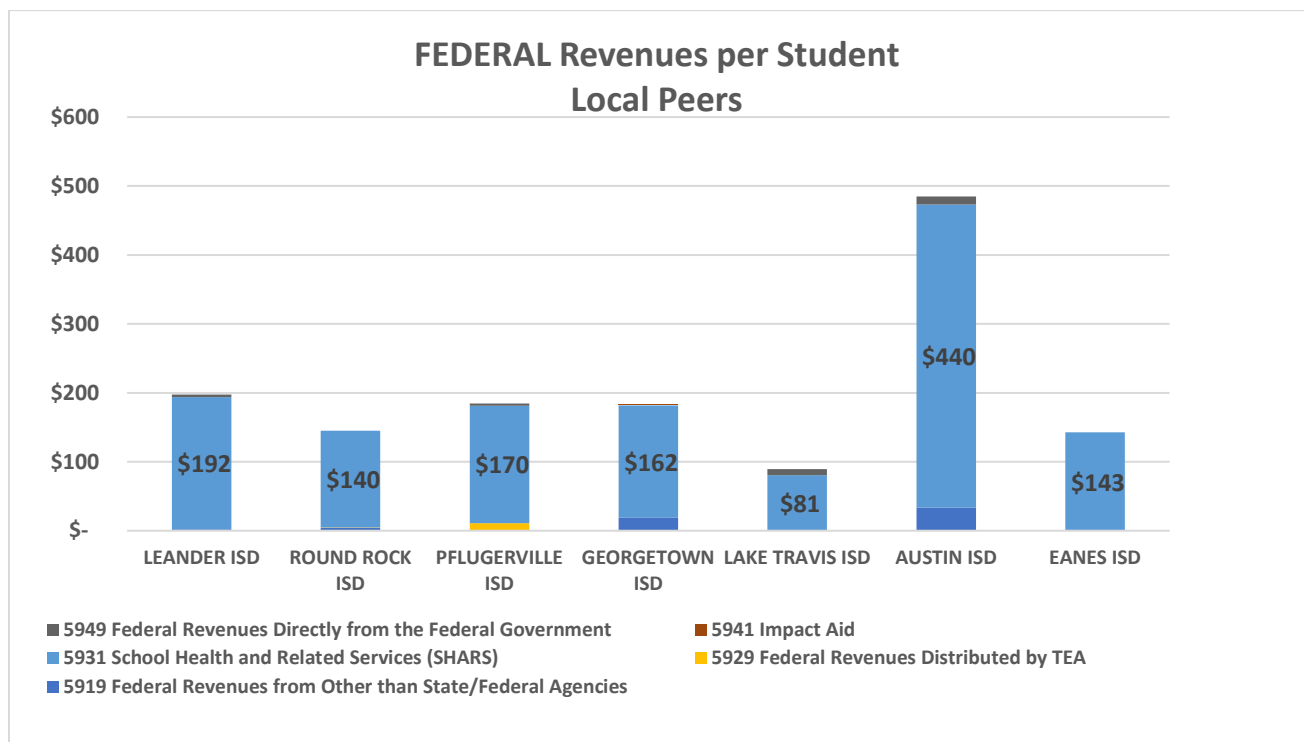


Figure 1.8: 2018-2019 Federal Revenue Per Student – Local Peers

EXPENDITURES

Expenditures are categorized by object; i.e. payroll, supplies, contracted services, travel, capital outlay, etc. and by function. The function describes the area in which the expenditure is incurred; i.e. classroom, administration, extra-curricular, library, etc. The Board is required by state law to adopt the General Fund budget at the function level. In this issue the focus will be examining expenditures at the functional level and comparing Leander ISD's spending to the other Peer groups in these areas. Special attention will be given to areas where Leander ISD spends significantly more or less in a specific function. In these areas, the costs within the function may be broken down at the object level in order to identify where the variance is occurring.

As the reader reviews the data presented, one should keep in mind variances can exist for many reasons. Variances in the data could be the byproduct of how districts account for various transactions, different levels of funding, or due to demographic differences, as compared to another district. A good example of a variance due to accounting or reporting differences is found in the analysis of Functions 90-99 which appears at the bottom of the expenditure section. These variances were easily identified and explainable. Other variances may require additional research to determine if the District has needs that are not being met or if an area needs to be evaluated for potential efficiencies.

As we navigate through the functional comparisons, a glossary is provided with a brief description of what is to be coded to that function, along with examples of expenditures. This will assist the reader in correlating functions with types of expenditures. The glossary is located at the end of this document.

Expenditures throughout this report are expressed in terms of dollars spent per student. This analysis provides a more "apples to apples" comparison than just pure dollars spent.

INSTRUCTION AND INSTRUCTION RELATED EXPENDITURES

Functions 11 (classroom), 12 (library) and 13 (curriculum development) are directly related to instruction. LISD has the lowest expenditures per student for this total grouping as compared to both the Demographic and Local Peers, with the exception of Lake Travis ISD. (Figures 2.1 and 2.2)

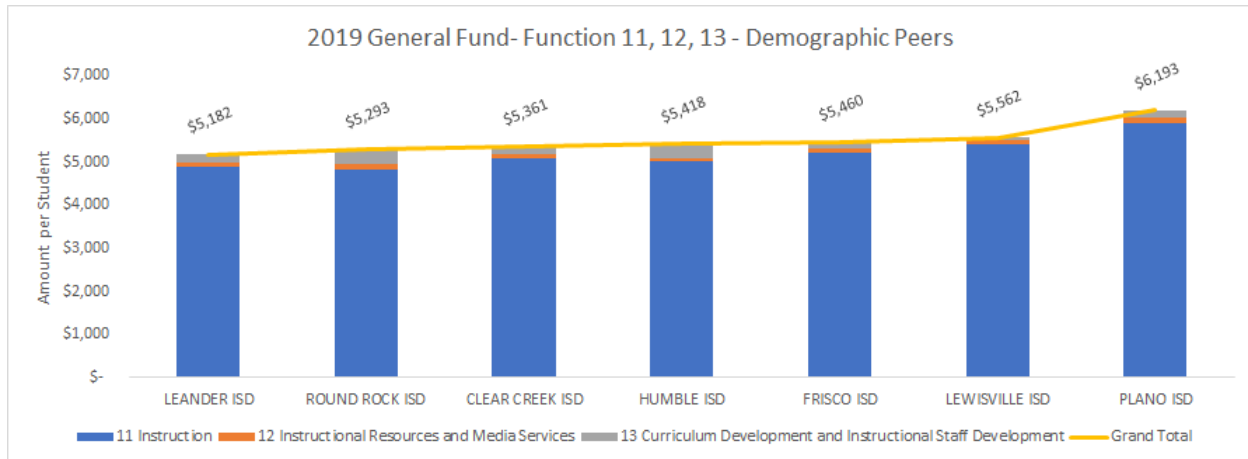


Figure 2.1: 2018-2019 General Fund Function 11,12,13 Expenditures Per Student – Demographic Peers

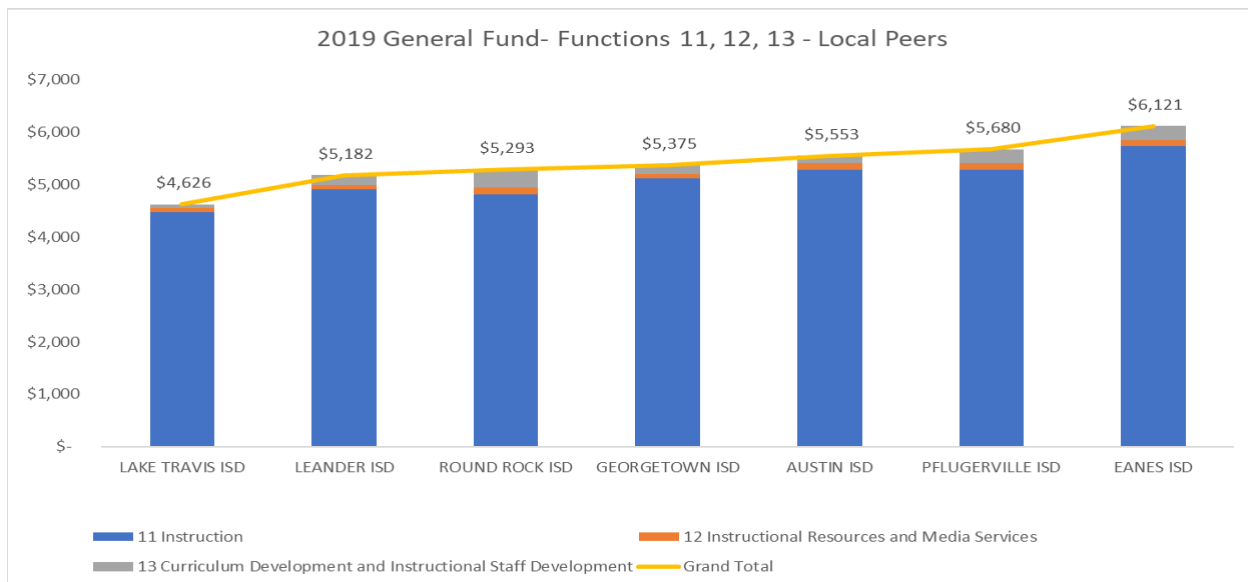


Figure 2.2: 2018-2019 General Fund Function 11,12,13 Expenditures Per Student – Local Peers

To better understand why LISD expends less in the instruction/instructional related grouping, Functions 11, 12, and 13 are compared separately in order to target specific variances. LISD falls on the lower end of expenditures per student in Function 11, except for Round Rock and Lake Travis ISDs.

FUNCTION 11

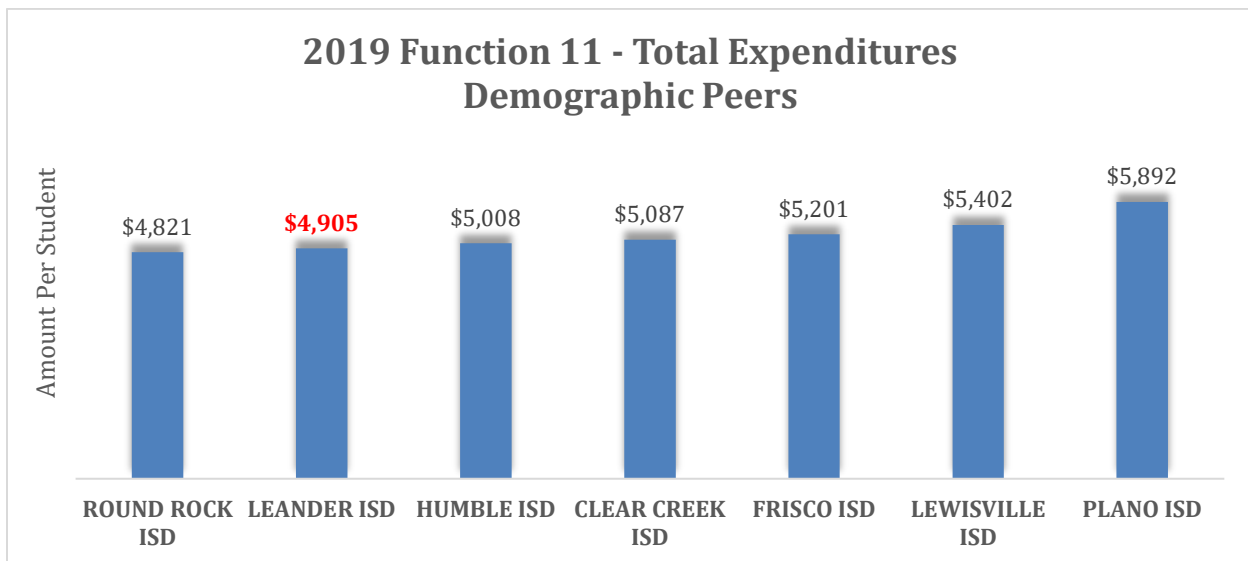


Figure 2.3: 2018-2019 General Fund Function 11 Total Expenditures per Student – Demographic Peers

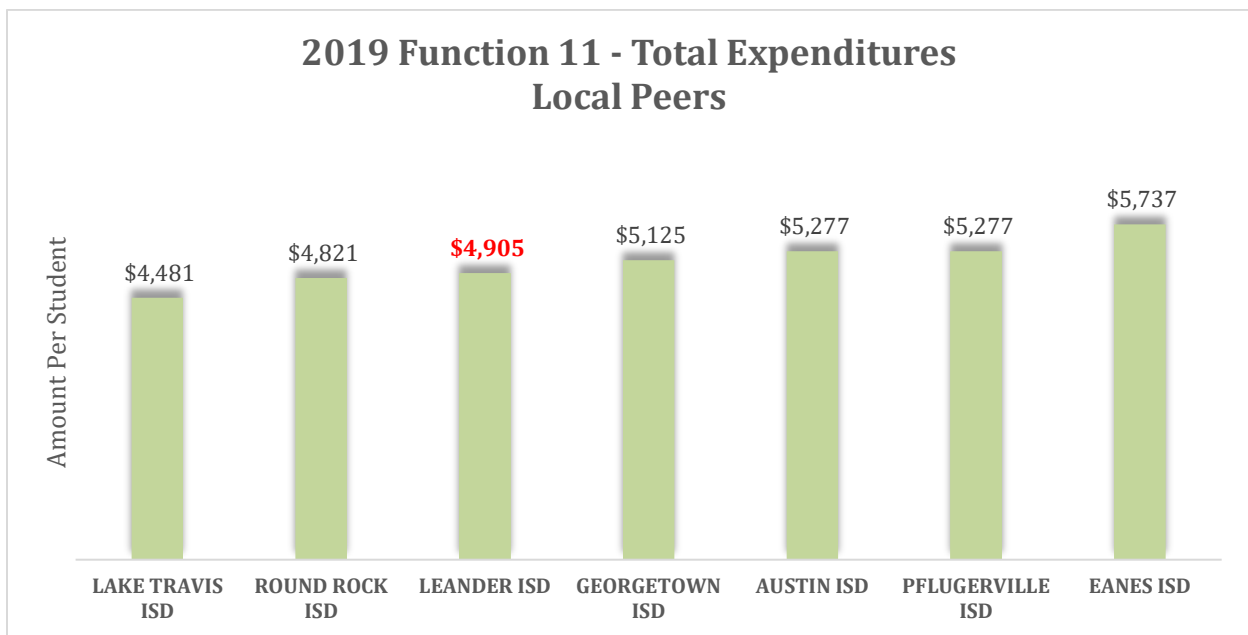


Figure 2.4: 2018-2019 General Fund Function 11 Total Expenditures per Student – Local Peers

Additional research was done at the object level, to see if LISD falls high or low within payroll or another area. In terms of total payroll expenditures in the classroom, LISD spends less per student than all districts in the Demographic Peer group except for Round Rock ISD.

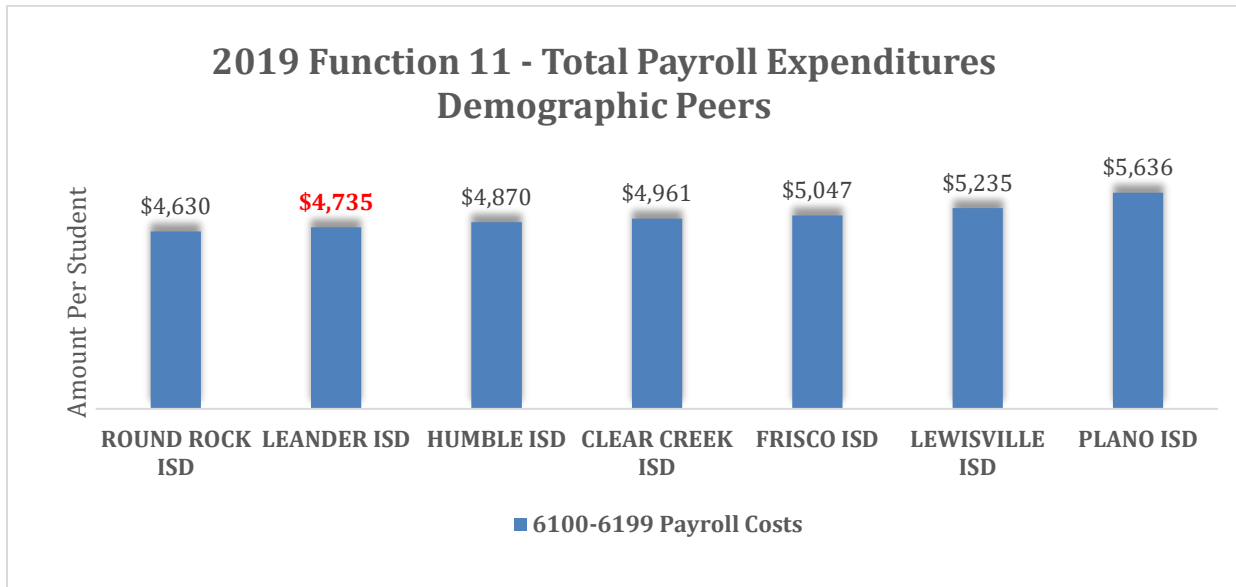


Figure 2.5: 2018-2019 General Fund Function 11 Total Payroll Expenditures per Student – Demographic Peers

In comparison to Local Peers, LISD spends more than Lake Travis and Round Rock ISD, but less than the other districts.

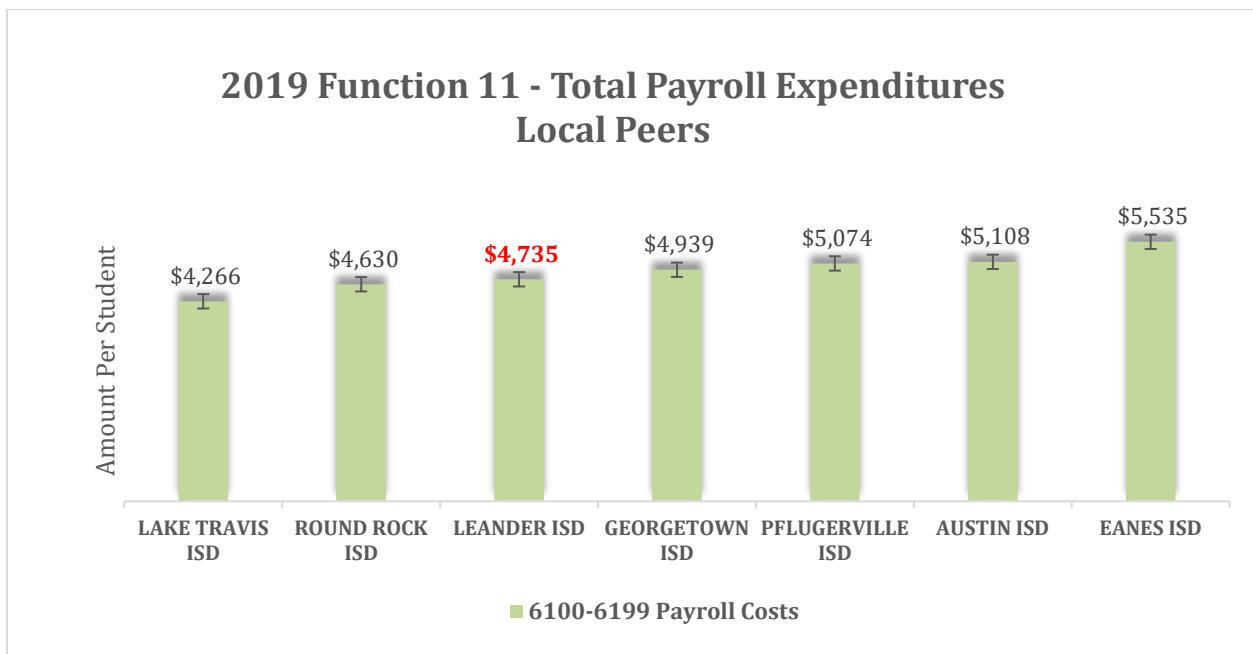


Figure 2.6: 2018-2019 General Fund Function 11 Total Payroll Expenditures per Student – Local Peers

Variances in the area of instructional payroll can result from differences in salary scales and staffing levels. Due to budget cuts in 2011-12, LISD increased its staffing ratios at the elementary level. For the 2020-21 school year, the Board approved additional teaching positions at the elementary level in order to comply with the TEA mandated 22:1 class size ratio.

This data is also prior to HB3, which triggered LISD to approve raises of approximately 7% to teaching staff. Those raises took effect in the 2019-20 school year. LISD will likely see an increase in expenditures per student in Function 11 in upcoming years due to these changes. These charts also include benefits which could vary between districts and is broken down later in this section.

Figures 2.7 and 2.8 break down instructional payroll between professional staff (certified teachers) and support personnel (instructional aides), and the comparisons remain the same between the Demographic Peer group. Leander ISD remains behind all districts except for Round Rock ISD.

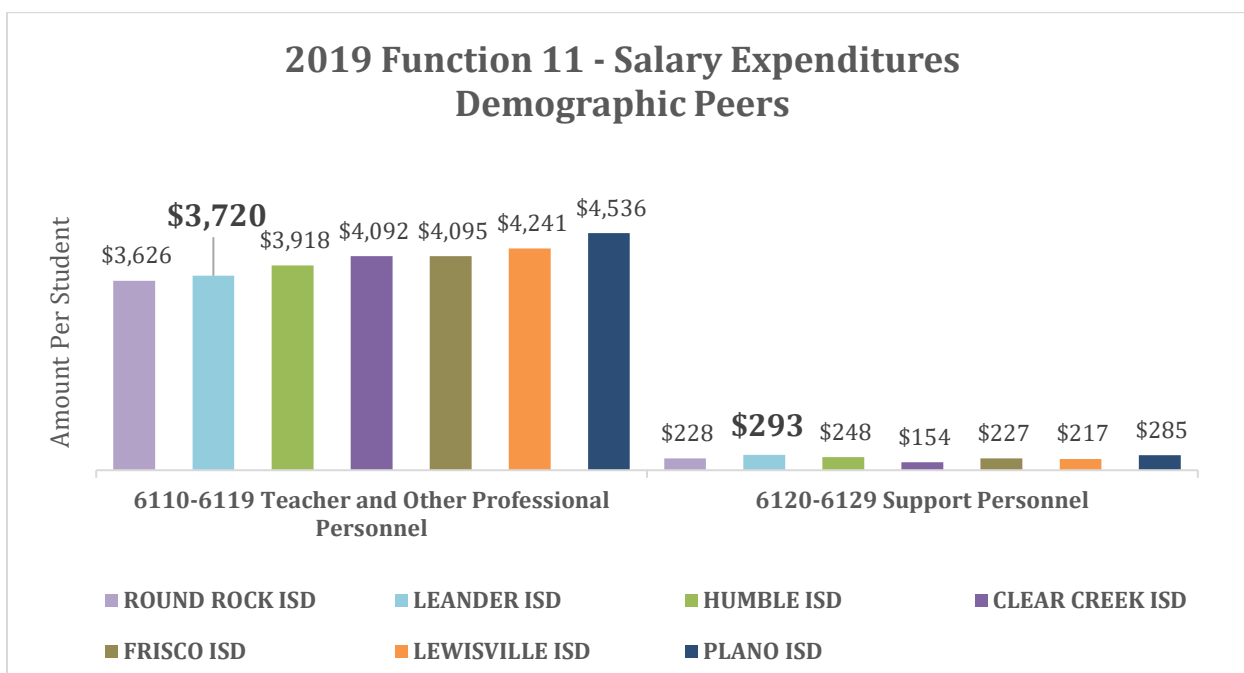


Figure 2.7: 2018-2019 General Fund Function 11 Salary Expenditures per Student – Demographic Peers

However, when compared to the Local Peer group, LISD is right in the middle of all the districts in terms of dollars spent per student for certified teachers and instructional aides. This data supports the fact that wages in Central Texas are lower than wages in the Dallas and Houston regions.

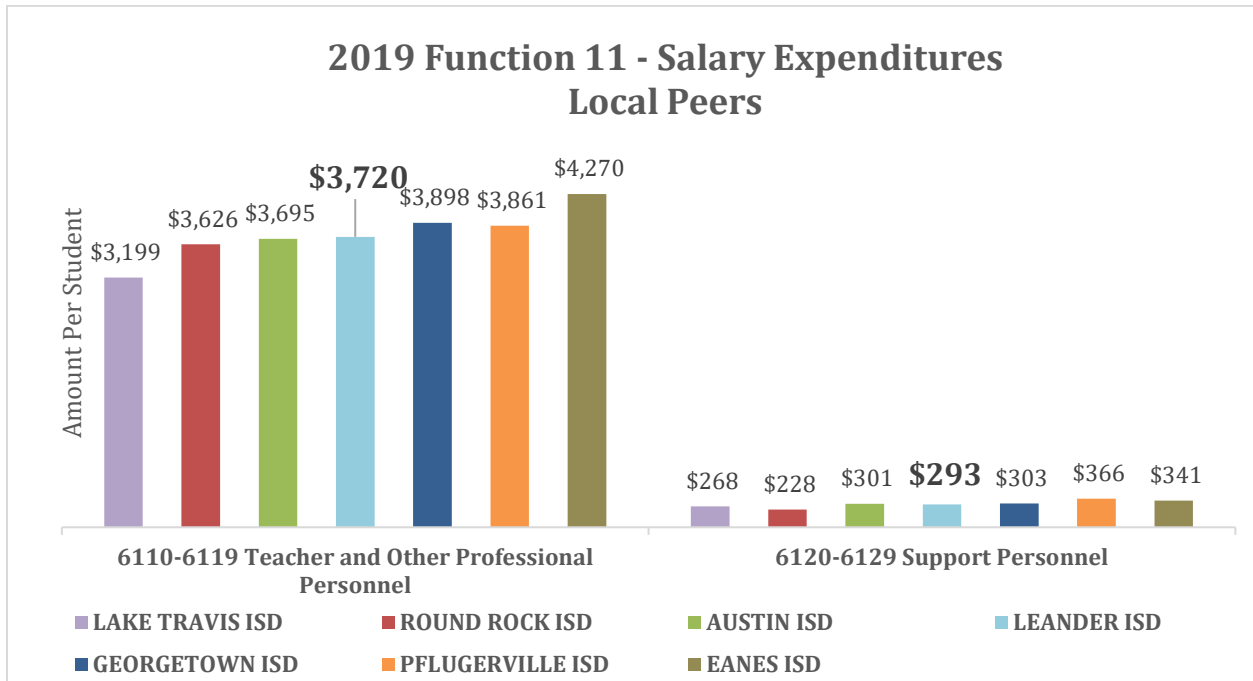


Figure 2.8: 2018-2019 General Fund Function 11 Salary Expenditures per Student – Local Peers

A comparison of employee allowances and benefits shows LISD slightly behind most of the Demographic Peer group and lower than all districts in the Local Peer group. A possible explanation for the difference in expenditures for benefits could be tied to LISD's transfers from the General Fund to its Health Insurance Fund. Rather than recording these transfers as insurance expenditures in the appropriate functions, a transfer out is recorded. In Function 11, this transfer equates to about \$4 million. Recording this transfer as an expenditure would increase the amount spent per student in employee benefits whereas transfers are not included.

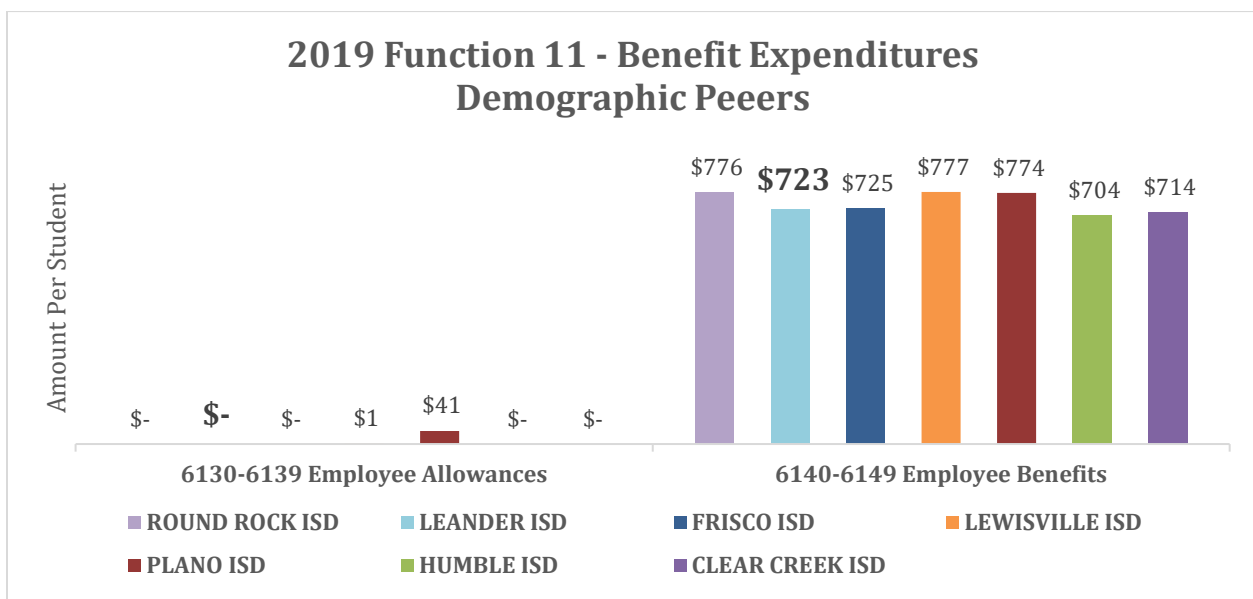


Figure 2.9: 2018-2019 General Fund Function 11 Benefit Expenditures per Student – Demographic Peers

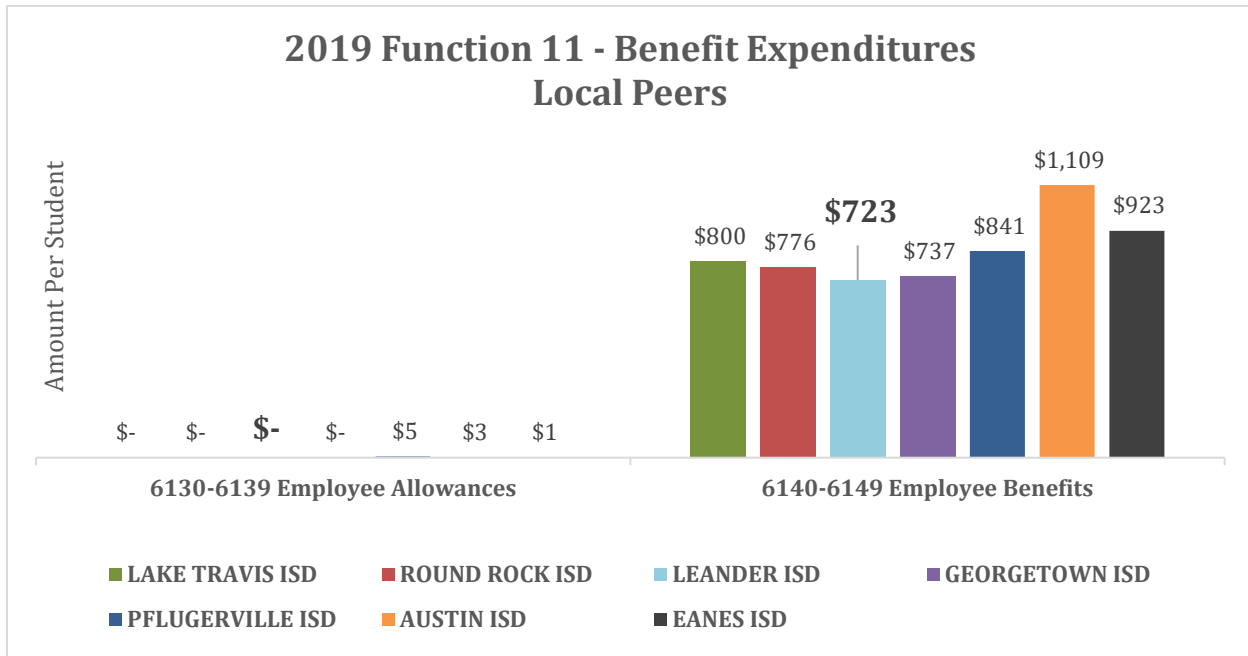


Figure 2.10: 2018-2019 General Fund Function 11 Benefit Expenditures per Student – Local Peers

Outside of payroll costs, operating costs per student for the District in Function 11 compare favorably to the Demographic Peer group for professional and contracted services and District spending is on the higher end for supplies at \$125/student. (Figure 2.11)

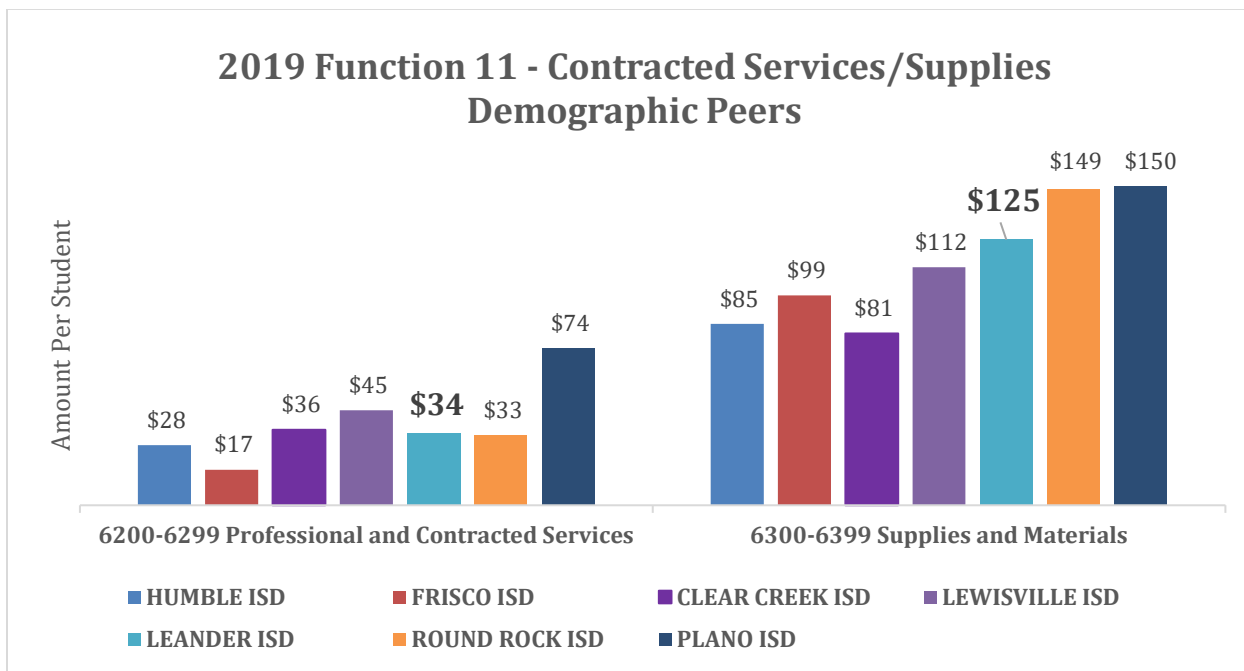


Figure 2.11: 2018-2019 General Fund Function 11 Contracted Services and Supplies Expenditures per Student – Demographic Peers

As shown in Figure 2.12, LISD is on the lower end of spending for professional and contracted services with Local Peers and again on the higher end of spending for supplies although expenditures for supplies in the Local Peer group is slightly higher than for the Demographic group. Very few expenditures would qualify as contracted services in Function 11 so the variances here are not easily identifiable.

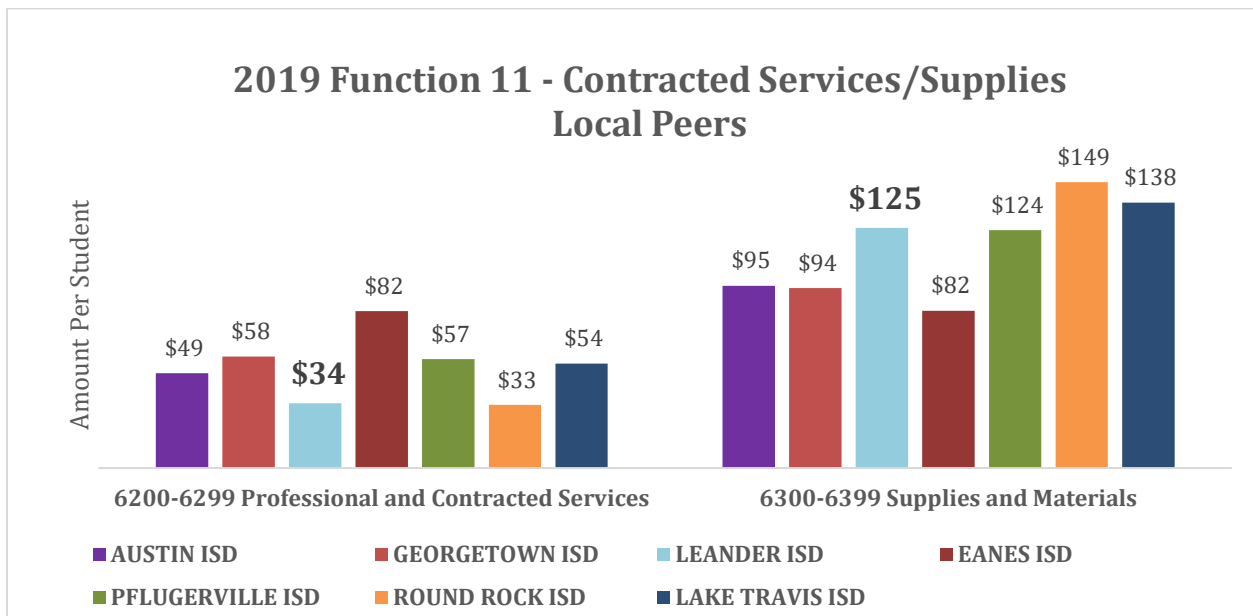


Figure 2.12: 2018-2019 General Fund Function 11 Contracted Services and Supplies Expenditures per Student – Local Peers

Other operating costs (6400-6499) in Function 11 would typically be costs for miscellaneous items, as travel for teachers and librarians would fall under Function 13. In the Demographic Peer group most districts are below the \$10/student threshold except for Plano ISD. The unusual spend there is unidentifiable. The large spend on capital outlay by Frisco ISD is most likely related to technology.

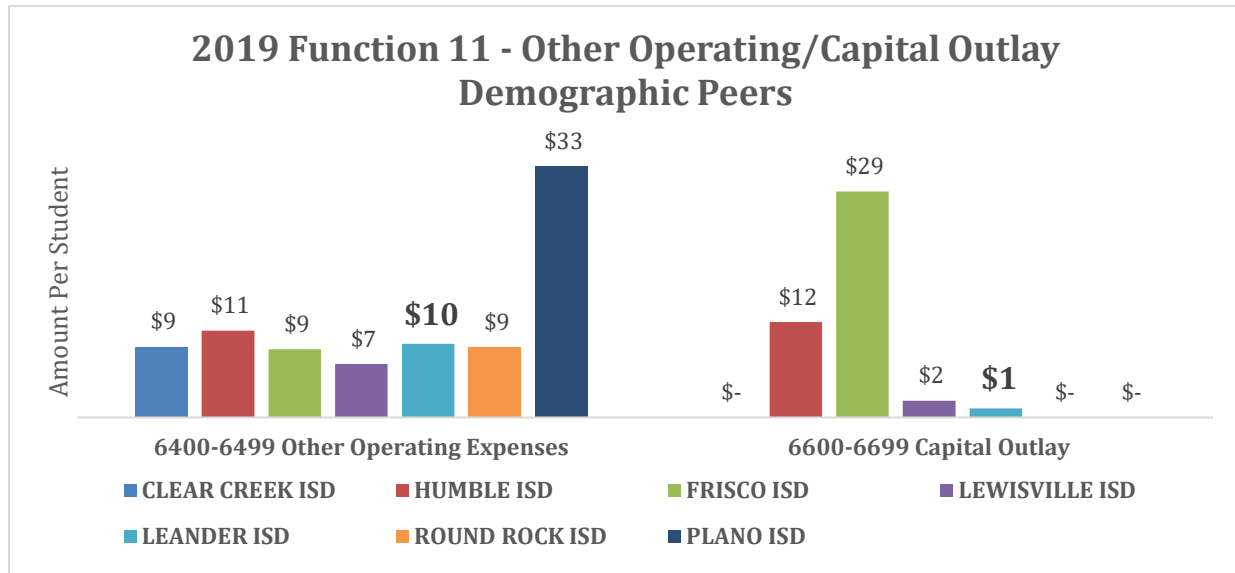


Figure 2.13: 2018-2019 General Fund Function 11 Other Operating and Capital Outlay Expenditures per Student – Demographic Peers

Among the Local Peers, dollars spent/student in other operating costs are more varied with Eanes ISD spending at a level comparable to Plano ISD. Again, the unusual spend there is unidentifiable. The large spend on capital outlay by Georgetown ISD is most likely related to technology.

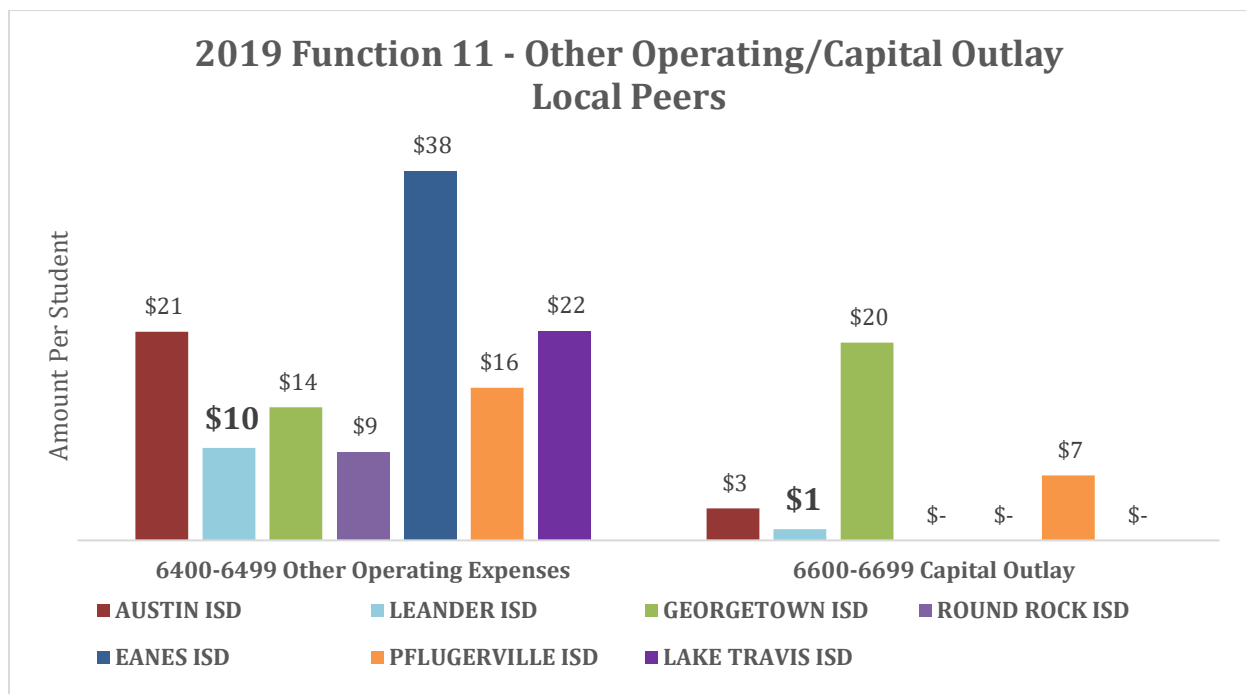


Figure 2.14: 2018-2019 General Fund Function 11 Other Operating and Capital Outlay Expenditures per Student – Local Peers

FUNCTION 12

Function 12 covers costs related to the library. Similar comparisons for payroll and operating expenditures in Function 12 are provided below. Data for other operating expenses (6400-6499) and capital outlay (6600-6699) are not provided as there is little to no expenditures in these areas for any district.

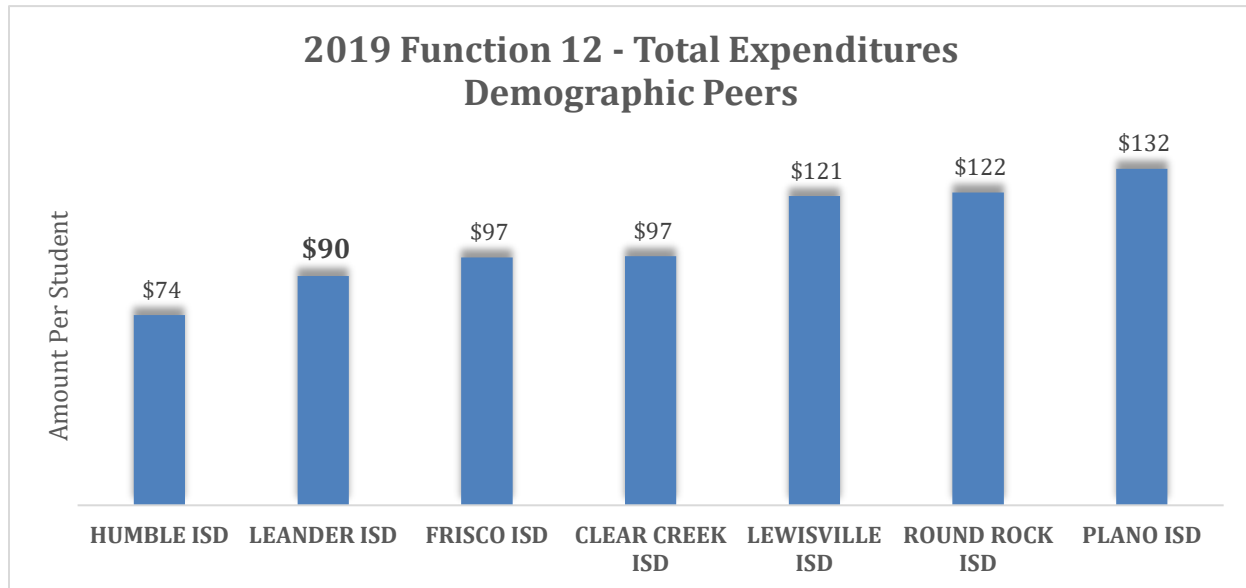


Figure 2.15: 2018-2019 General Fund Function 12 Total Expenditures per Student – Demographic Peers

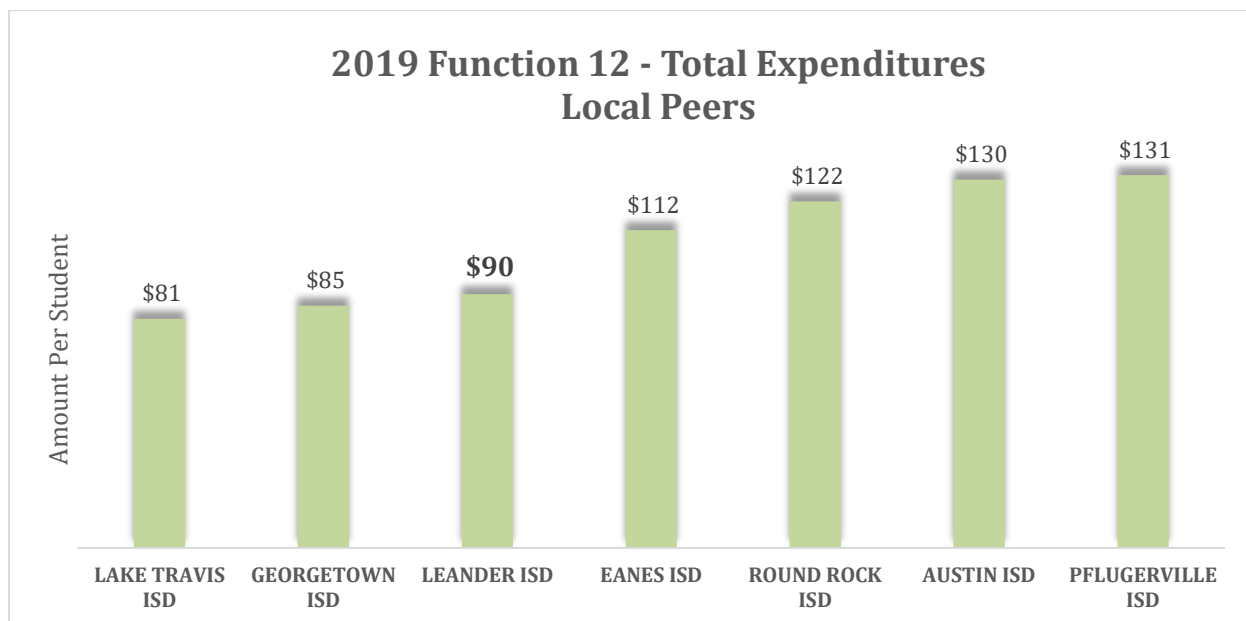


Figure 2.16: 2018-2019 General Fund Function 12 Total Expenditures per Student – Local Peers

There are three districts among all peer groups that spend less per student in Function 12. An additional breakdown by object code shows the most significant variance in LISD's expenditure per student is in the area of support personnel, with LISD's spend at \$4 per student.

As most districts employ one librarian per campus, the variances in personnel payroll most likely stem from variances in salary schedules. The higher spend in this area for the metroplex schools supports the fact that Central Texas wages lag behind the Dallas and Houston regions. As discussed under Function 11, raises approved in 2019-20 as a result of HB3 could bring LISD more in line with the peer groups.

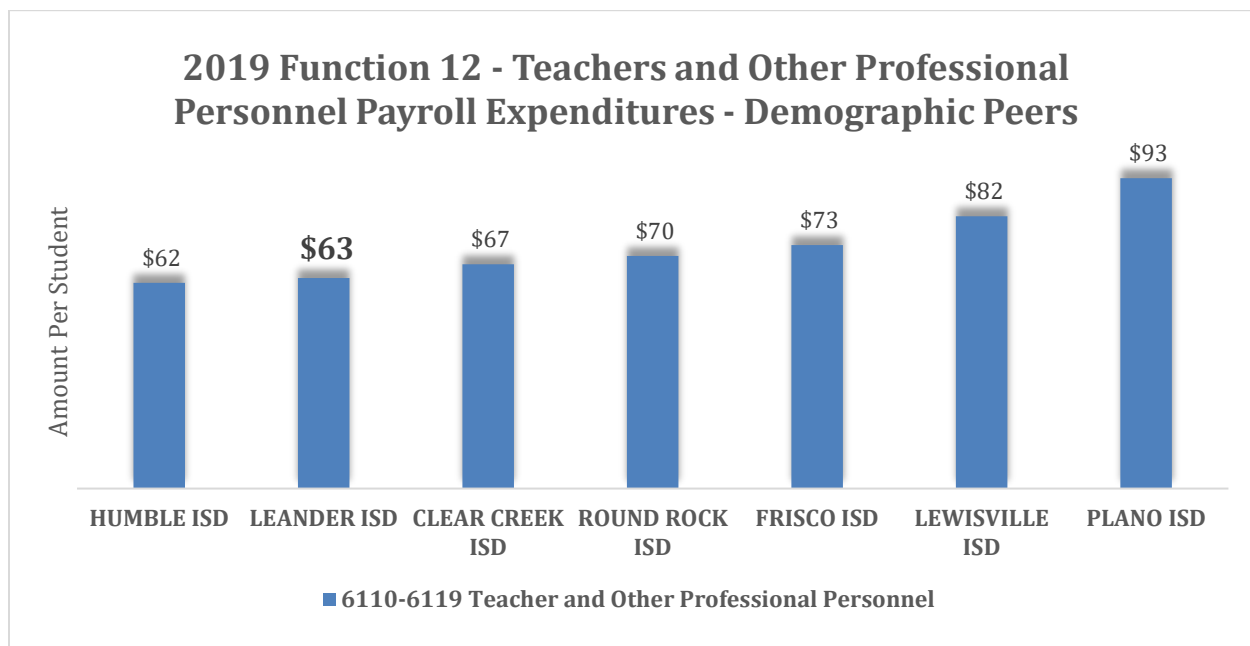


Figure 2.17: 2018-2019 General Fund Function 12 Teachers and Other Professional Personnel Payroll Expenditures per Student – Demographic Peers

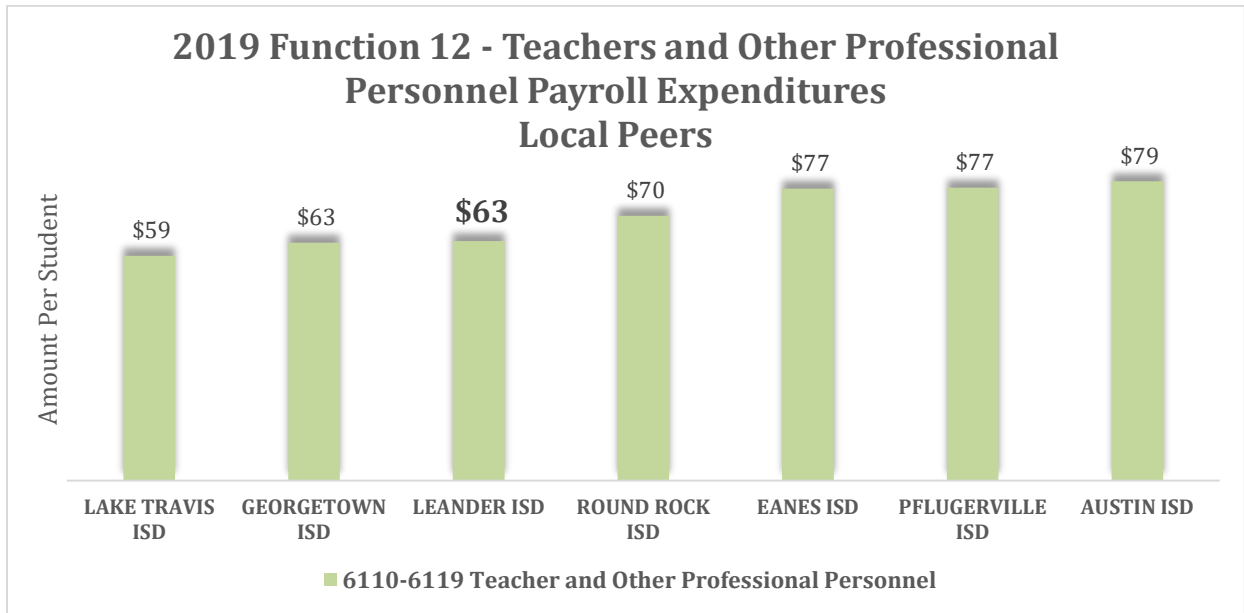


Figure 2.18: 2018-2019 General Fund Function 12 Teachers and Other Professional Personnel Payroll Expenditures per Student – Local Peers

Support personnel in the library would consist of a library aide. As shown by the variances below for objects 6120-6129, the allocation of an aide to the library varies drastically between districts. Humble and Georgetown ISDs report \$0 spend/student while Round Rock and Pflugerville ISDs report \$17-\$25/student in library support personnel. Employee benefits spend in Function 12 is relatively comparable, with the exception of Austin ISD at \$24/student.

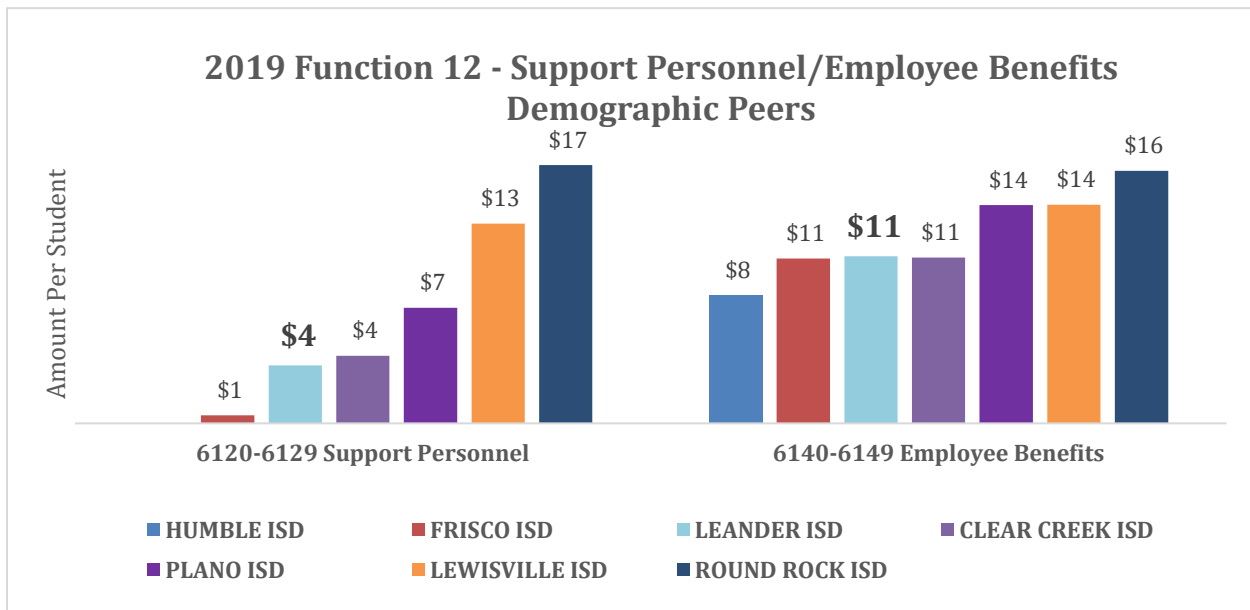


Figure 2.19: 2018-2019 General Fund Function 12 Support Personnel/Employee Benefits Expenditures per Student – Demographic Peers

Within the Demographic Peer group, it appears Round Rock and Lewisville ISDs provide library aides to their campus based on the amount spent per student. Within the Local Peer group, that same assumption can be made about Round Rock, Austin, and Pflugerville ISDs.

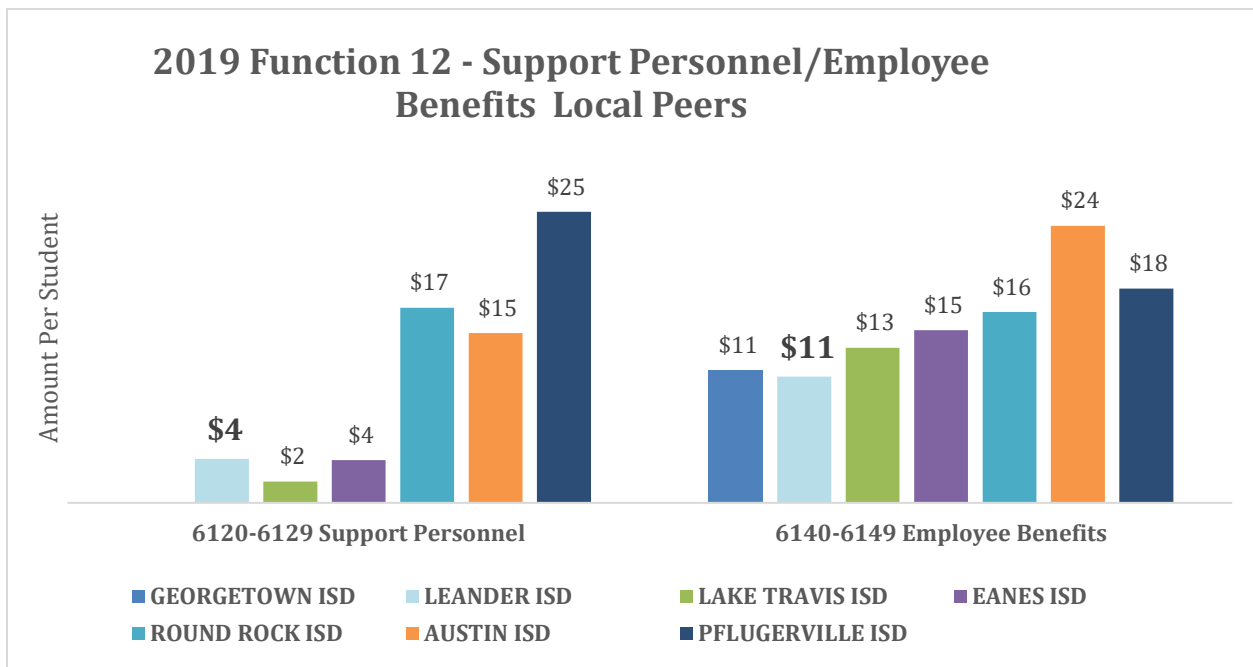


Figure 2.20: 2018-2019 General Fund Function 12 Support Personnel/Employee Benefits Expenditures per Student – Local Peers

As with Function 11, contracted services under Function 12 should be minimal and most likely are related to equipment repairs and/or license renewals.

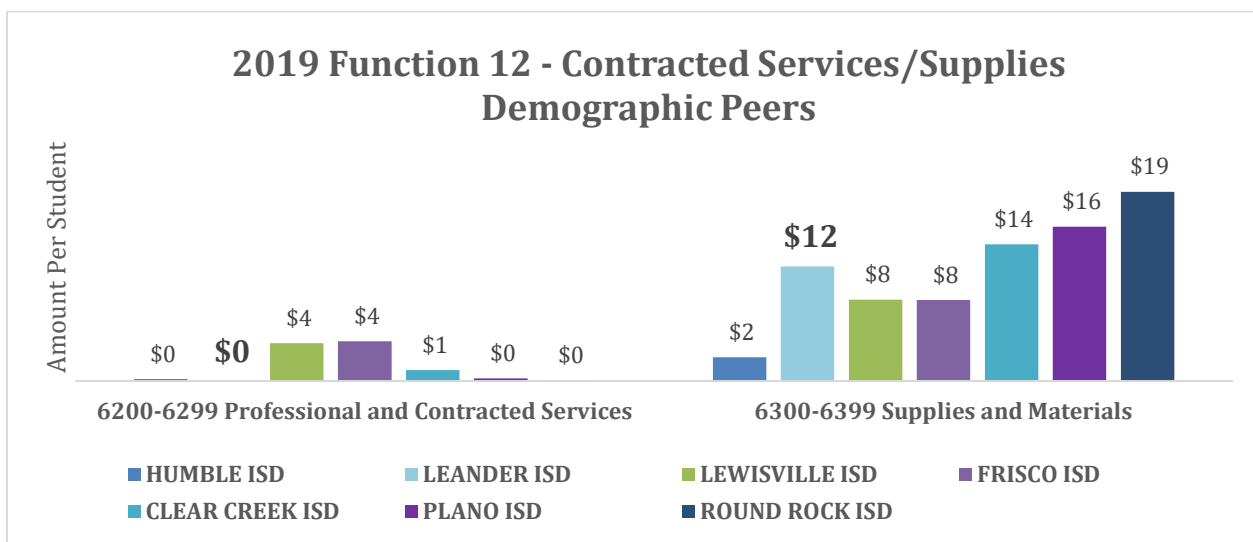


Figure 2.21: 2018-2019 General Fund Function 12 Contracted Services and Supplies Expenditures per Student – Demographic Peers

Expenditures for supplies in this area are mostly related to the purchase of books. The spend per student varies greatly among districts in both peer groups and can be interpreted to mean books are replaced at varying intervals.

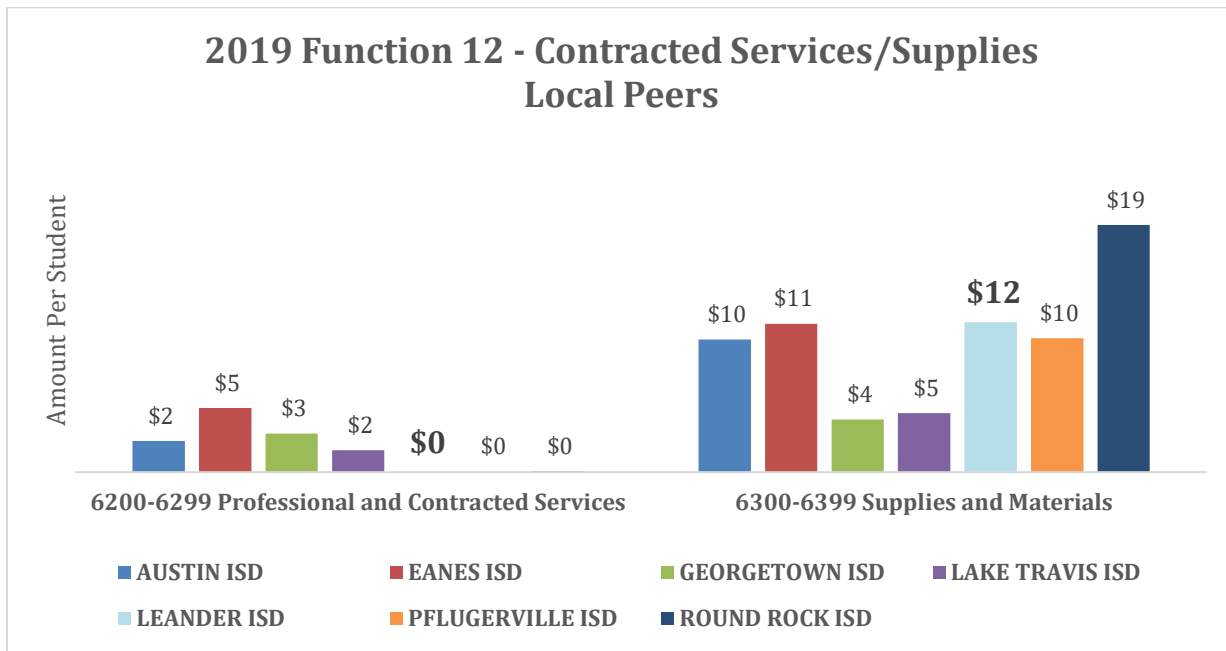


Figure 2.22: 2018-2019 General Fund Function 12 Contracted Services and Supplies Expenditures per Student – Local Peers

FUNCTION 13

Function 13 is used to account for activities related to curriculum and professional development. LISD falls in the middle of the spending levels at \$187/student while the level of spend varies greatly. Round Rock ISD spent a high of \$350 per student, where Lewisville ISD spent only \$40 per student in total Function 13 costs.

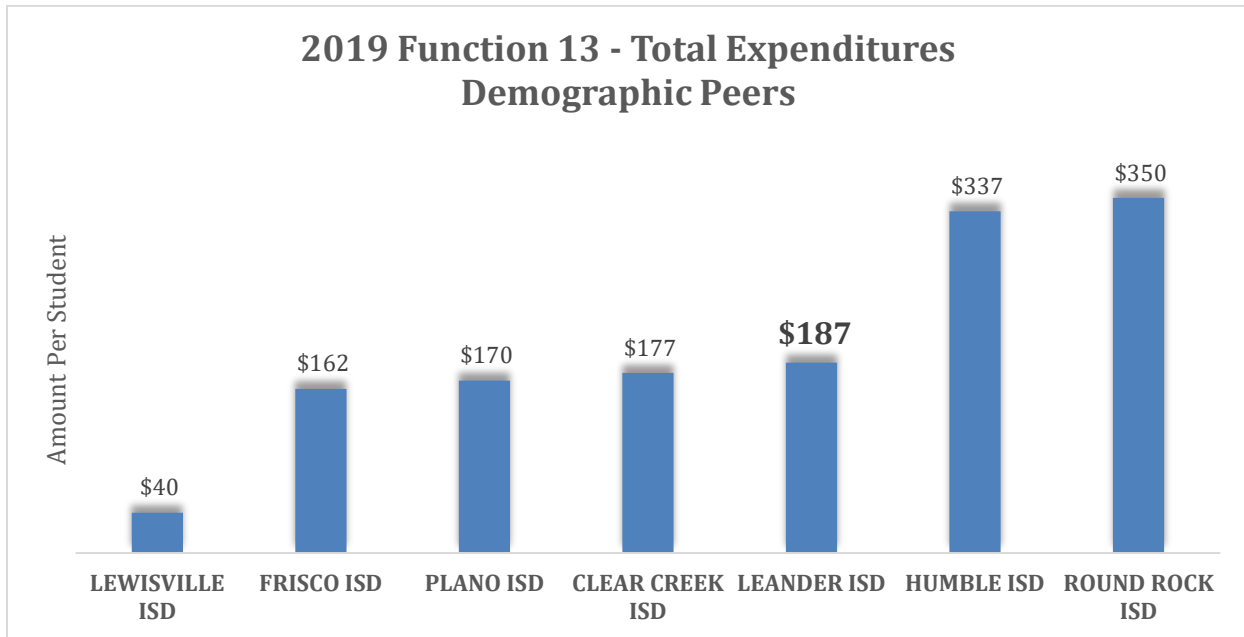


Figure 2.23: 2018-2019 General Fund Function 13 Total Expenditures per Student – Demographic Peers

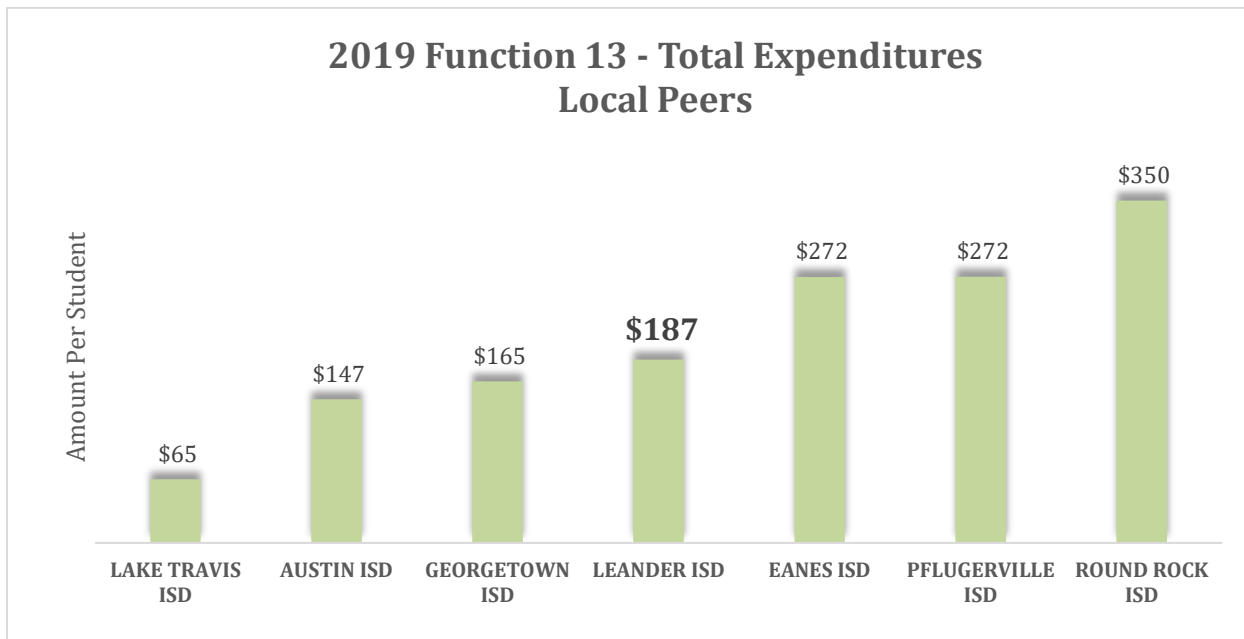


Figure 2.24: 2018-2019 General Fund Function 13 Total Expenditures per Student – Local Peers

Diving into the expenditures by object level, other districts spend more in professional payroll whereas LISD spends more in support personnel. This variance could be a coding error as personnel paid out of Function 13 would be instructional coaches and/or curriculum development. Extra-duty pay for teachers to develop curriculum would also fall under professional personnel

rather than auxiliary staff. Leander ISDs spend for personnel in this function greatly exceeds both the Demographic and Local Peer groups further indicating a coding error.

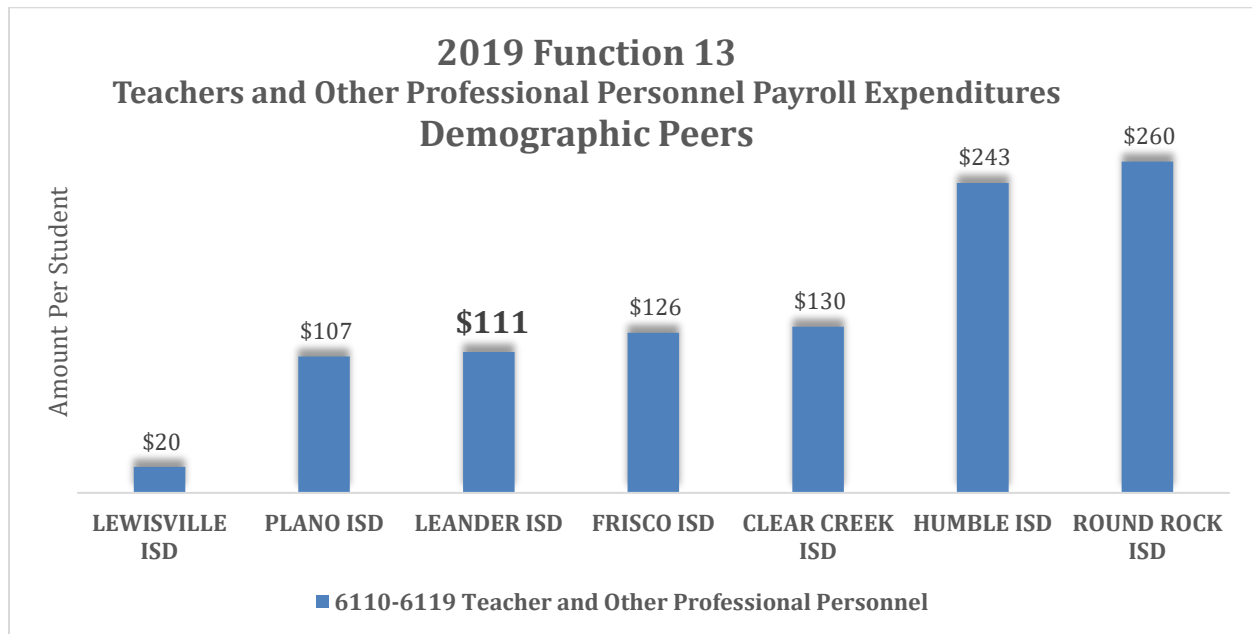


Figure 2.25: 2018-2019 General Fund Function 13 Teachers and Other Professional Personnel Payroll Expenditures per Student – Demographic Peers

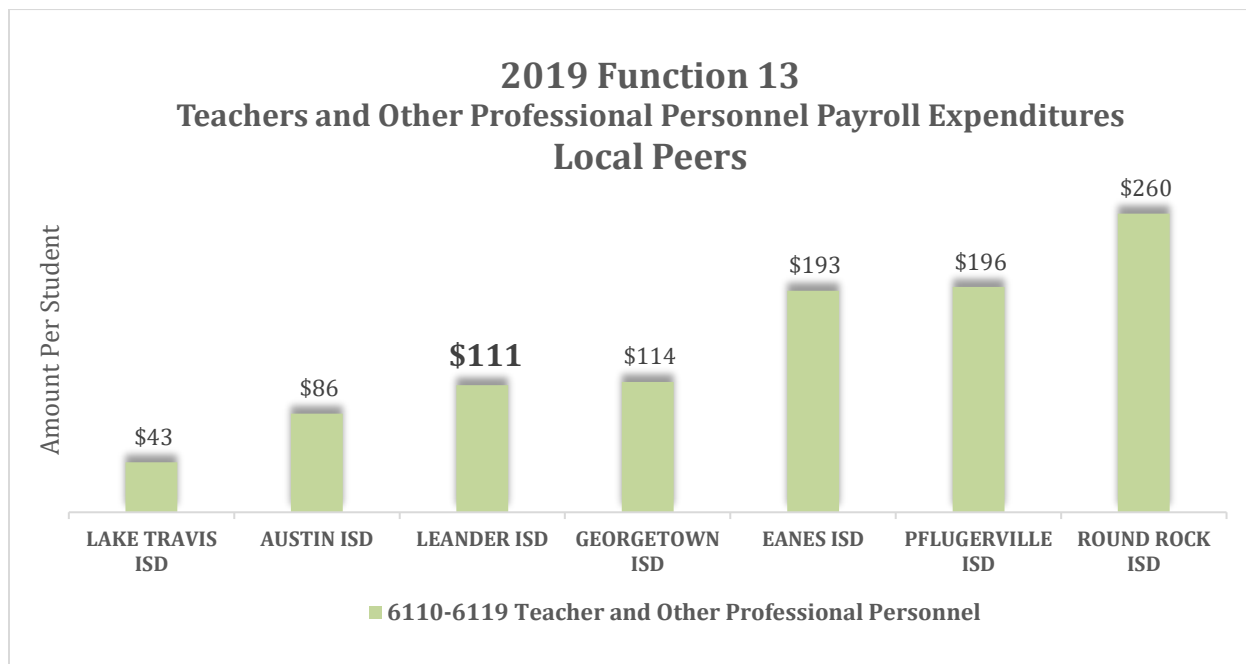


Figure 2.26: 2018-2019 General Fund Function 13 Teachers and Other Professional Personnel Payroll Expenditures per Student – Local Peers

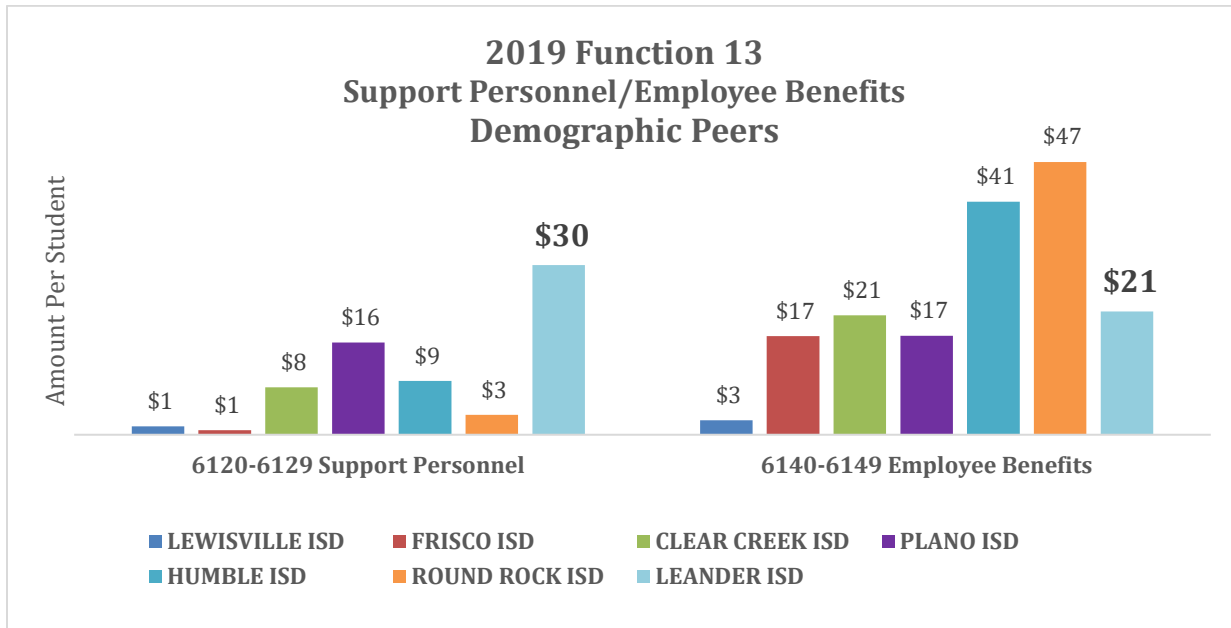


Figure 2.27: 2018-2019 General Fund Function 13 Support Personnel/Employee Benefits Expenditures per Student – Demographic Peers

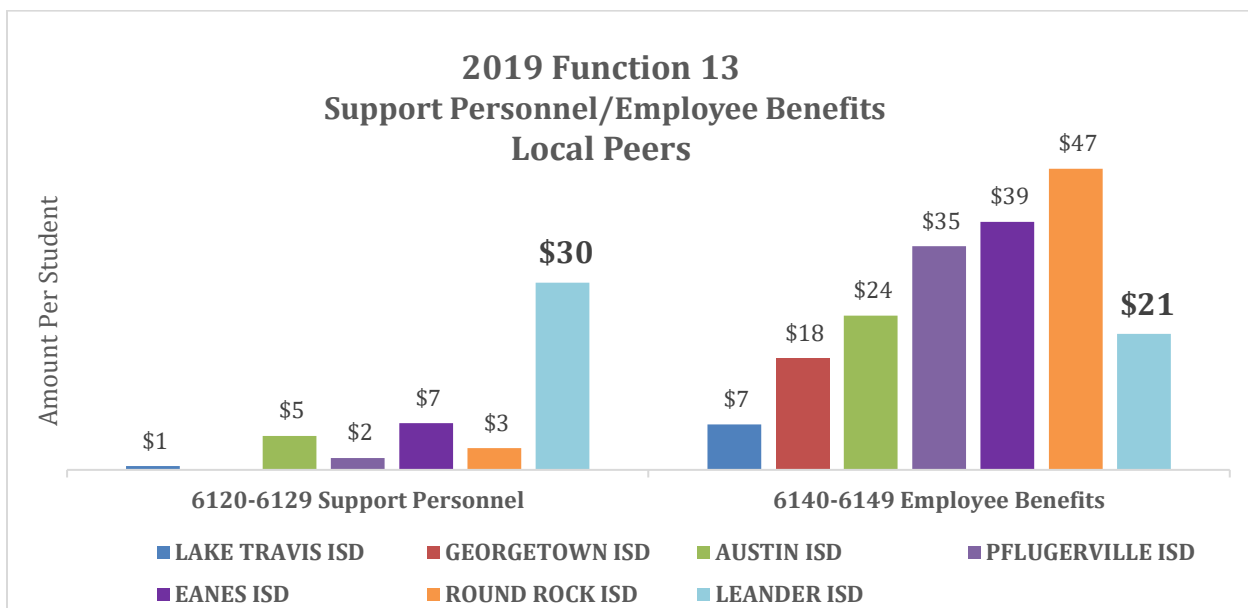


Figure 2.28: 2018-2019 General Fund Function 13 Support Personnel/Employee Benefits Expenditures per Student – Local Peers

In reviewing other costs within Function 13, the following observations are noted. LISD spends less than most districts in contracted services. This is where consultants for professional development would be coded so either the district does not hire many consultants in this area or those costs are miscoded. Spending on supplies within the Demographic Peer group varies somewhat with Humble ISD expending quite a bit more. Spending for travel related to

professional development is fairly consistent. It appears Central Texas schools spend more than metroplex peers which could indicate a difference in regional offerings.

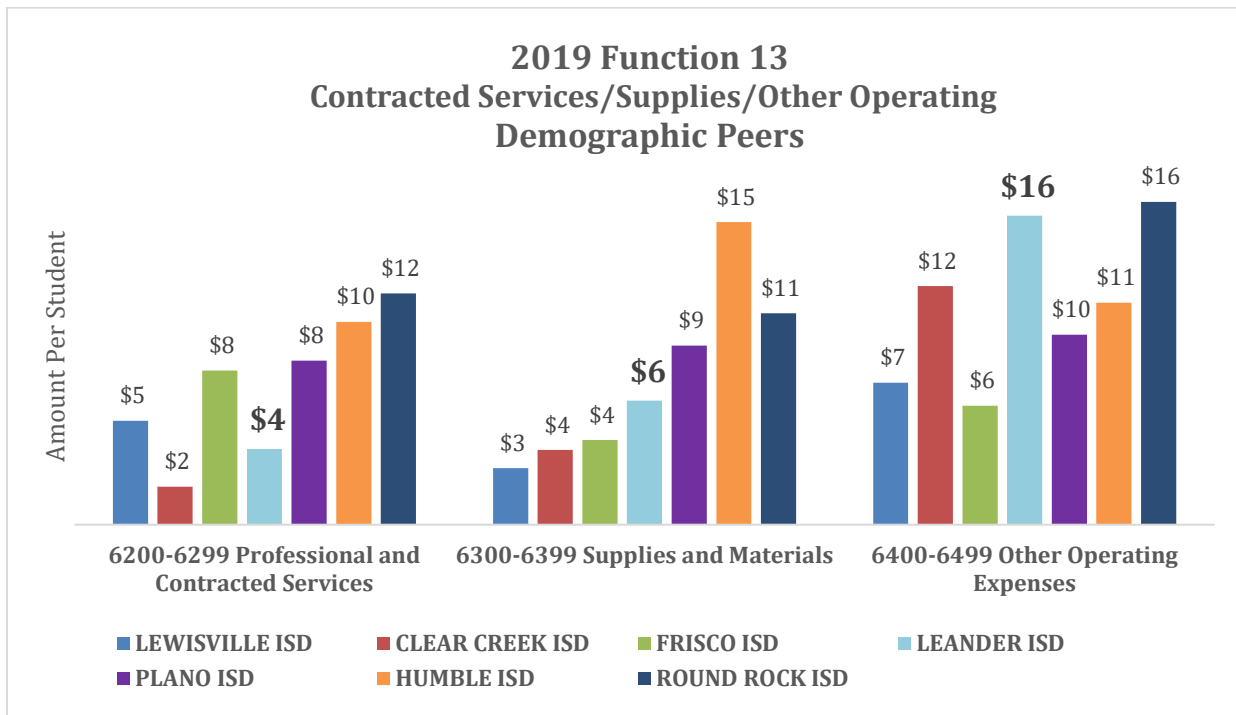


Figure 2.29: 2018-2019 General Fund Function 13 Contracted Services and Supplies and Other Expenditures per Student – Demographic Peers

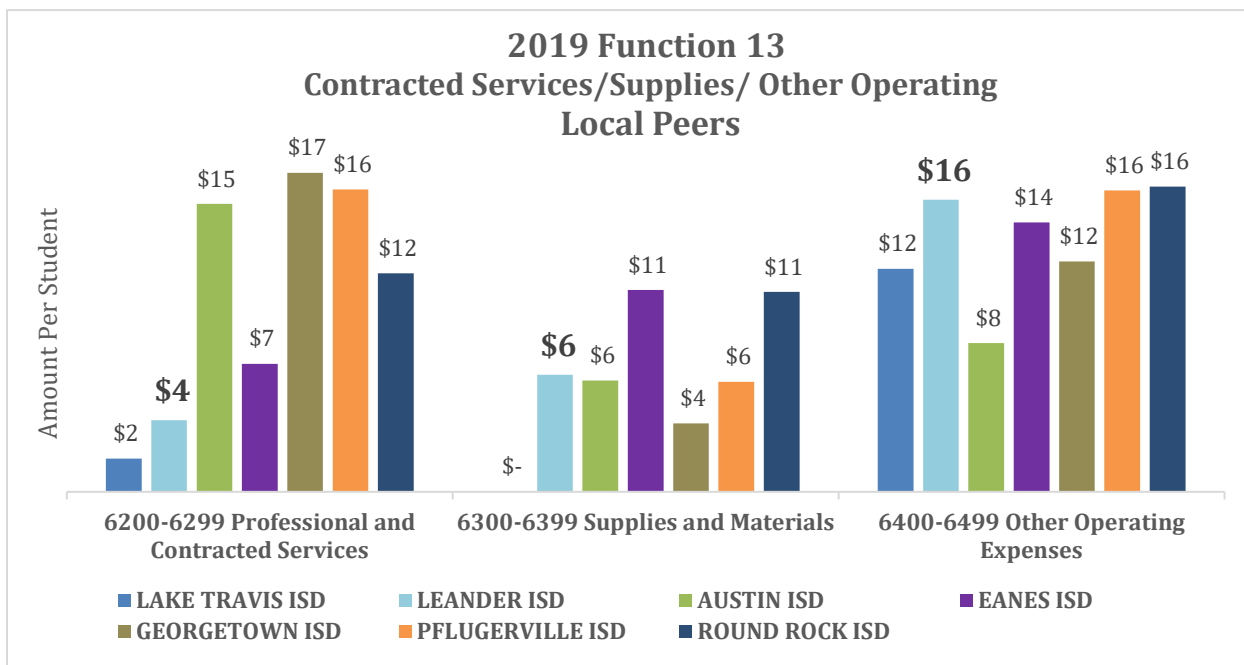


Figure 2.30: 2018-2019 General Fund Function 13 Contracted Services and Supplies and Other Expenditures per Student – Local Peers

To further analyze expenditures in the instruction and instruction related areas, we have compared the 2018-19 numbers to current budgets. Figure 2.31 below outlines expenditures per student for LISD from 2018-19 to 2020-21. The data from 2019-20 will be finalized with the completion of the audit and 2020-21 data is based on currently budgeted funds per student.

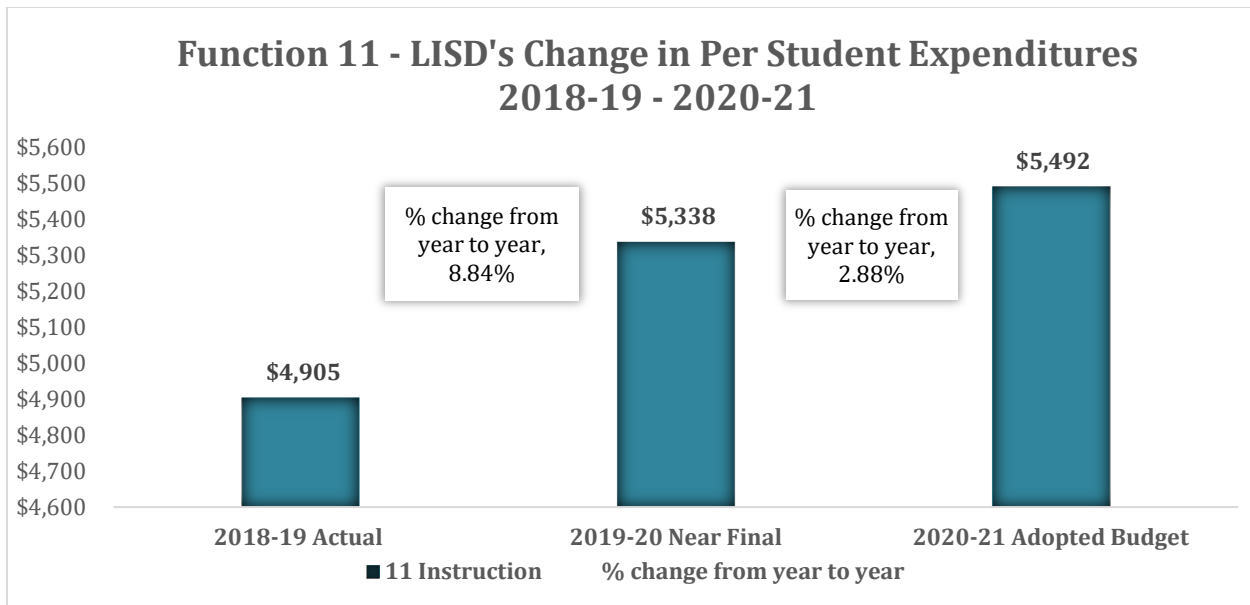


Figure 2.31: 2018-2019 General Fund Function 11 – LISD's Change in Per Student Expenditures from 2018-2019 to 2020-2021

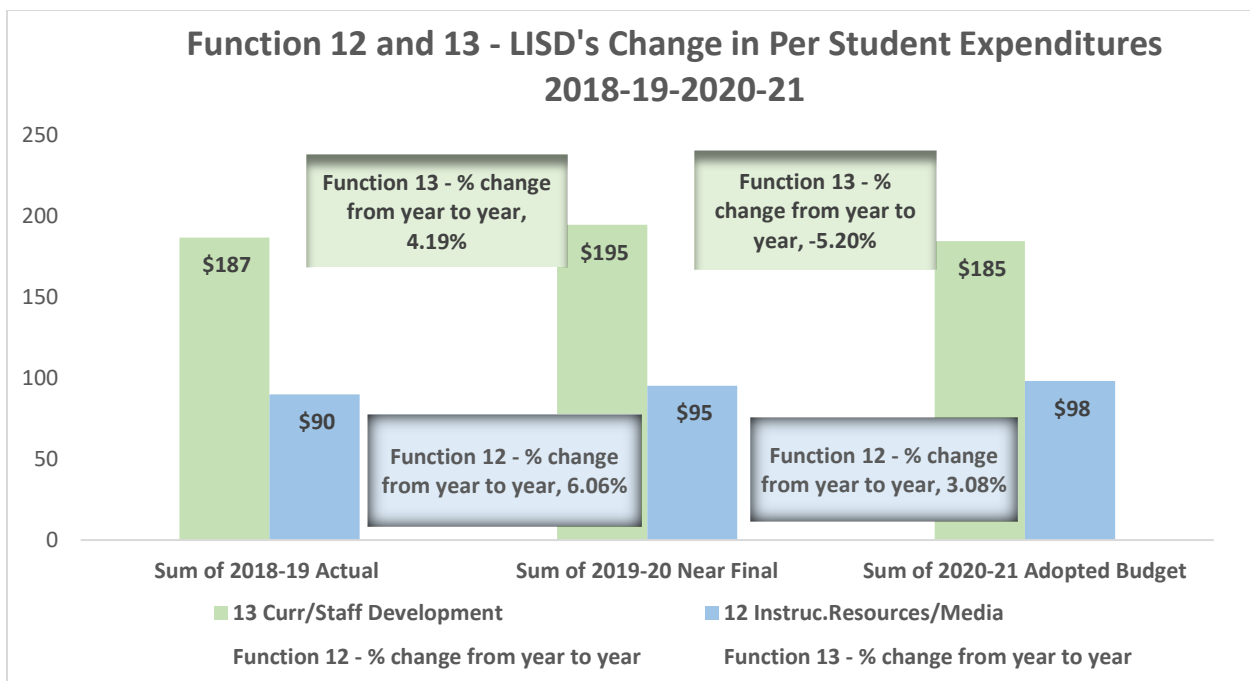


Figure 2.32: 2018-2019 General Fund Function 12 & 13 – LISD's Change in Per Student Expenditures from 2018-2019 to 2020-2021

The significant increase in the percentage spent in Functions 11, 12 and 13 between 2018-19 and 2019-20 is attributable to the pay increases the Board approved. The increase between 2019-20 and 2020-21 reflect the projected enrollment growth. Future comparisons will include a deeper breakdown of staffing, and areas of high variance will be thoroughly investigated.

INSTRUCTIONAL AND SCHOOL LEADERSHIP

Instructional Leadership covers costs to oversee and support schools at the administrative/central office level. School Leadership captures those costs related to the principal's office within a campus. When reviewing Instructional and School Leadership together, LISD's expenditures per student are on the lower end, with Lake Travis ISD and Clear Creek ISD being the only two districts falling below the district. LISD's spend on Instructional Leadership is more in line with its Demographic Peers than its Local Peers, while School Leadership is on the lower end as compared to both peer groups. Only Lake Travis and Eanes ISDs spend less per student on School Leadership.

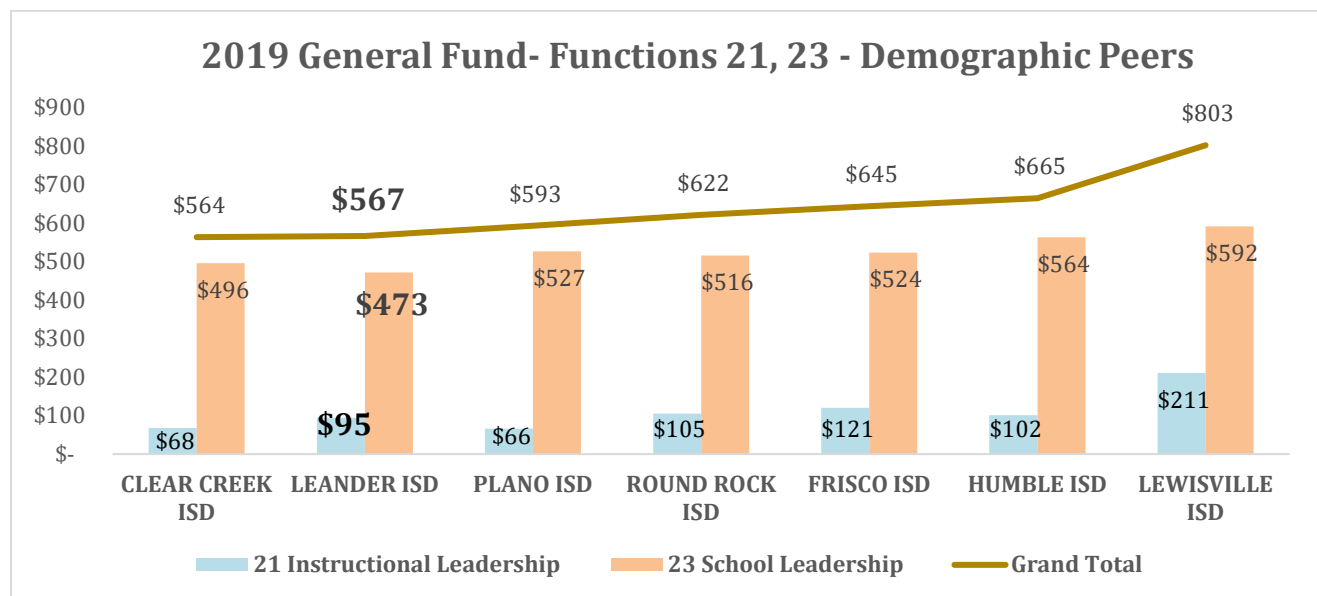


Figure 3.1: 2018-2019 General Fund Function 21 & 23 Expenditures Per Student – Demographic Peers

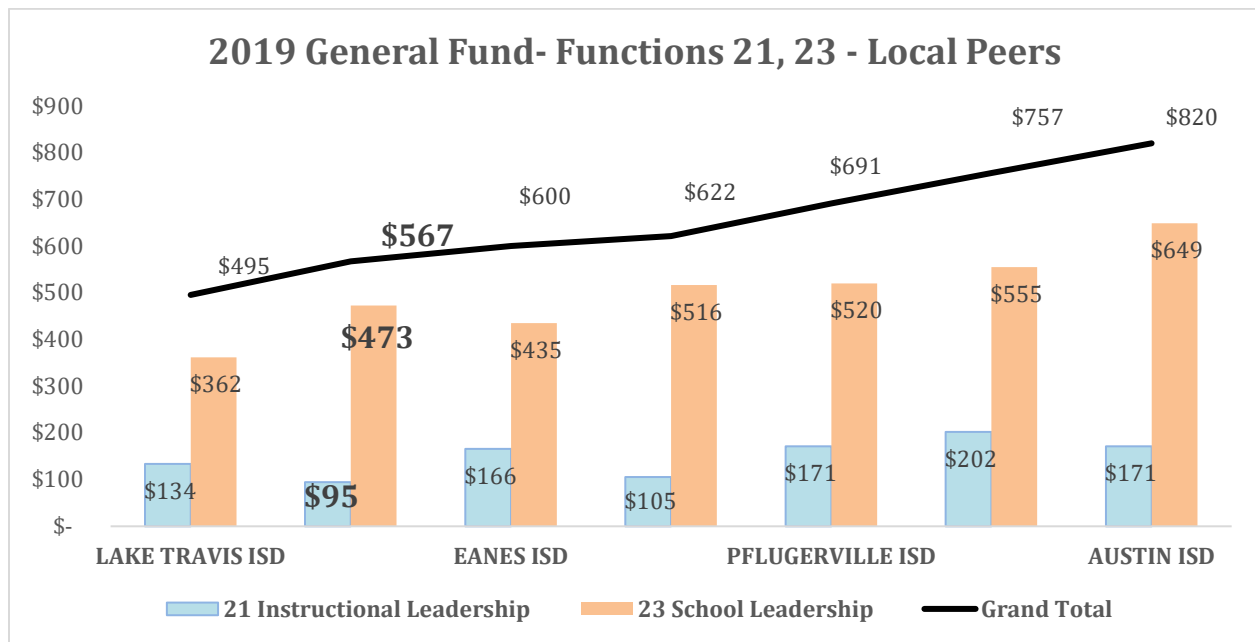


Figure 3.2: 2018-2019 General Fund Function 21 & 23 Expenditures Per Student – Local Peers

In order to identify the source of the variances, focus was placed on payroll for Functions 21 and 23. In Function 21, LISD spends less per student in comparison to its Local Peers and falls to the lower end in comparison to its Demographic Peers. Lewisville ISD has the highest expenditures per student at \$199/student, while LISD expends \$80/student. These variances could be due to differences in salaries paid and FTEs in this area.

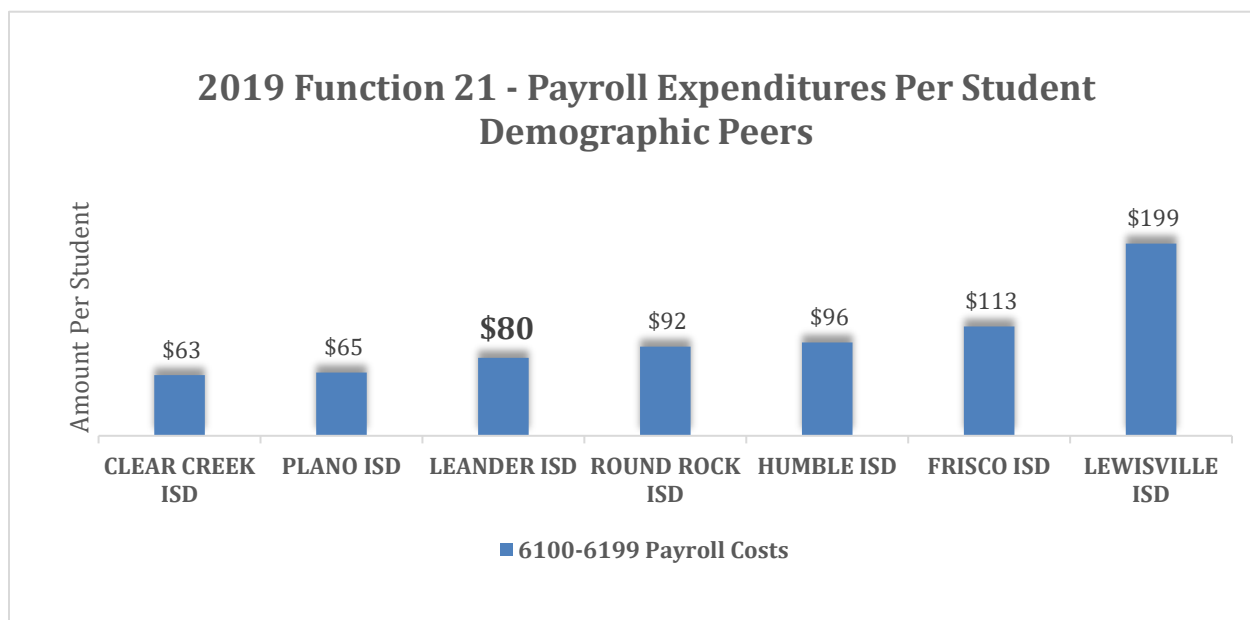


Figure 3.3: 2018-2019 General Fund Function 21 Payroll Expenditures Per Student – Demographic Peers

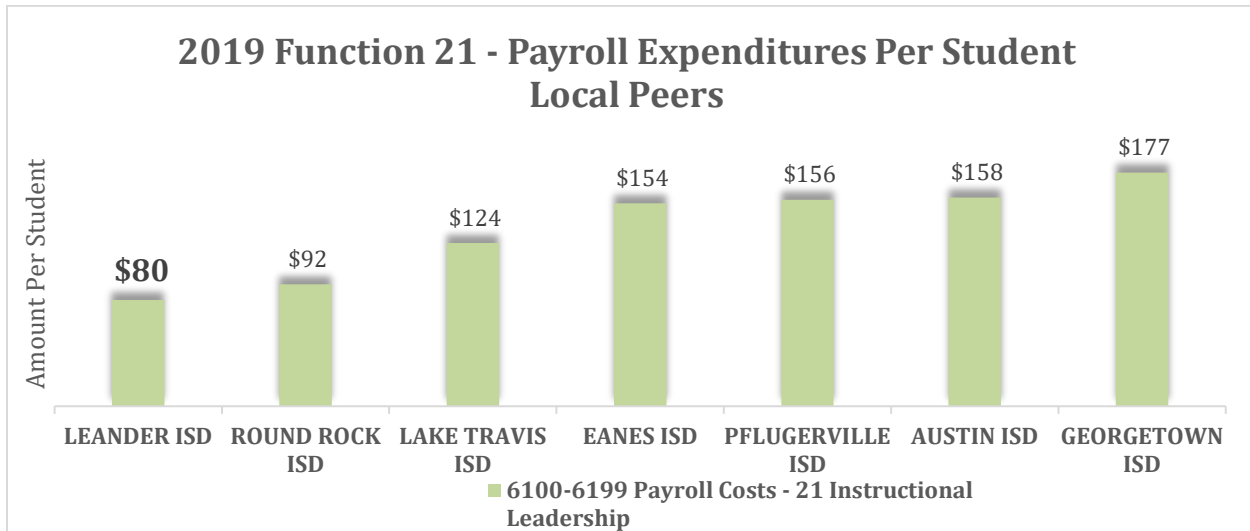


Figure 3.4: 2018-2019 General Fund Function 21 Payroll Expenditures Per Student – Local Peers

In Function 23 payroll costs, LISD expends more per student than Eanes and Lake Travis ISDs but falls behind all other districts. Again, these differences could stem from variances in salaries offered, as well as the number of assistant principals provided at campuses.

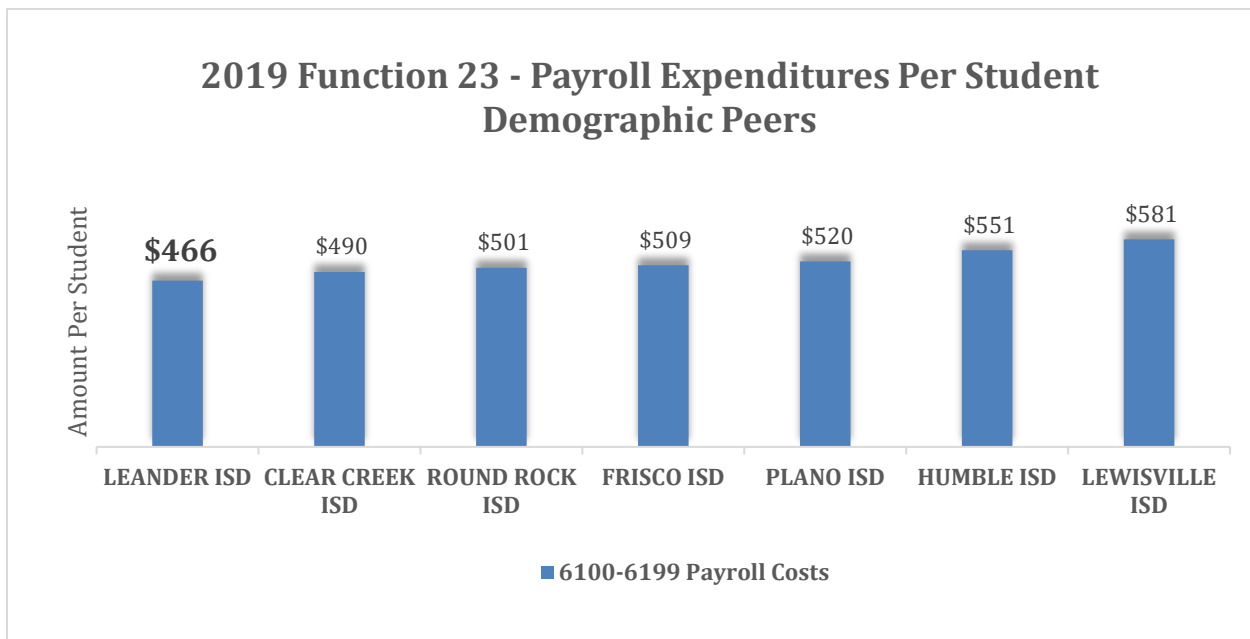


Figure 3.5: 2018-2019 General Fund Function 23 Payroll Expenditures Per Student – Demographic Peers

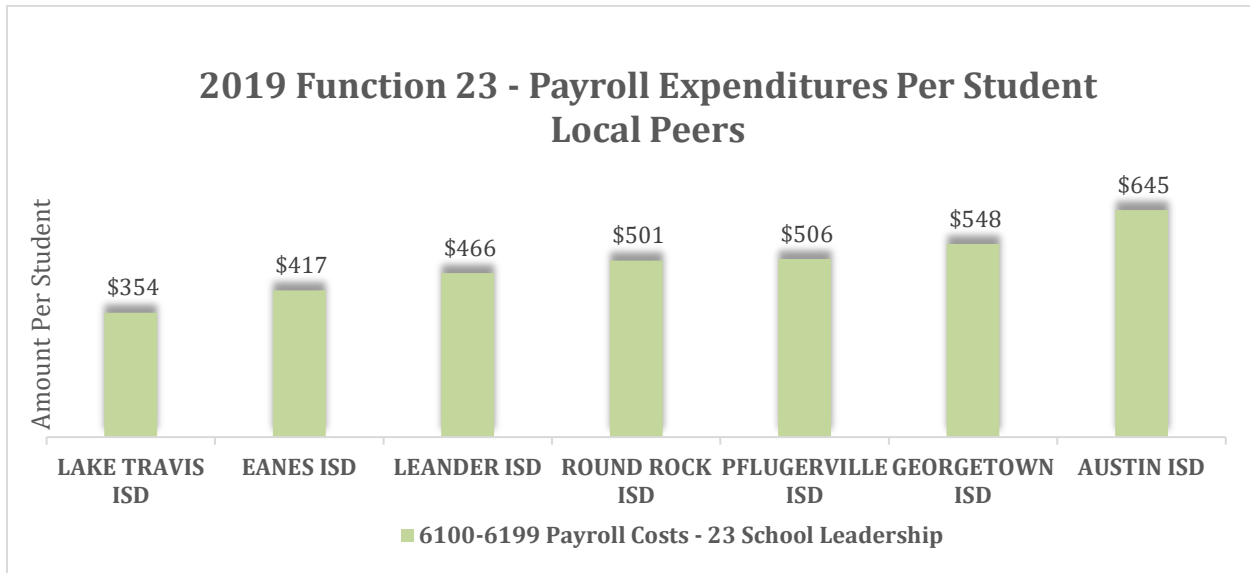


Figure 3.6: 2018-2019 General Fund Function 23 Payroll Expenditures Per Student – Local Peers

When looking at operating expenditures for Functions 21 and 23, the most significant variance is in Function 21, where LISD spends more in professional and contracted services than most districts (\$11/student), but spends less in supplies and materials (\$1/student).

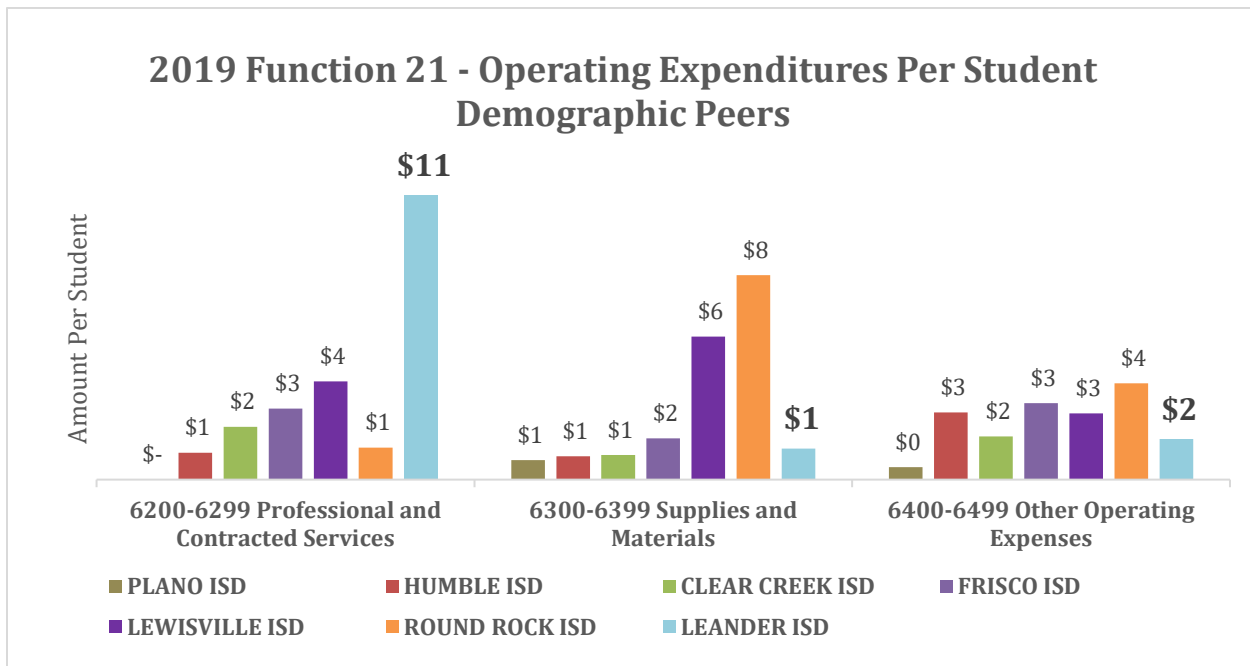


Figure 3.7: 2018-2019 General Fund Function 21 Operating Expenditures Per Student – Demographic Peers

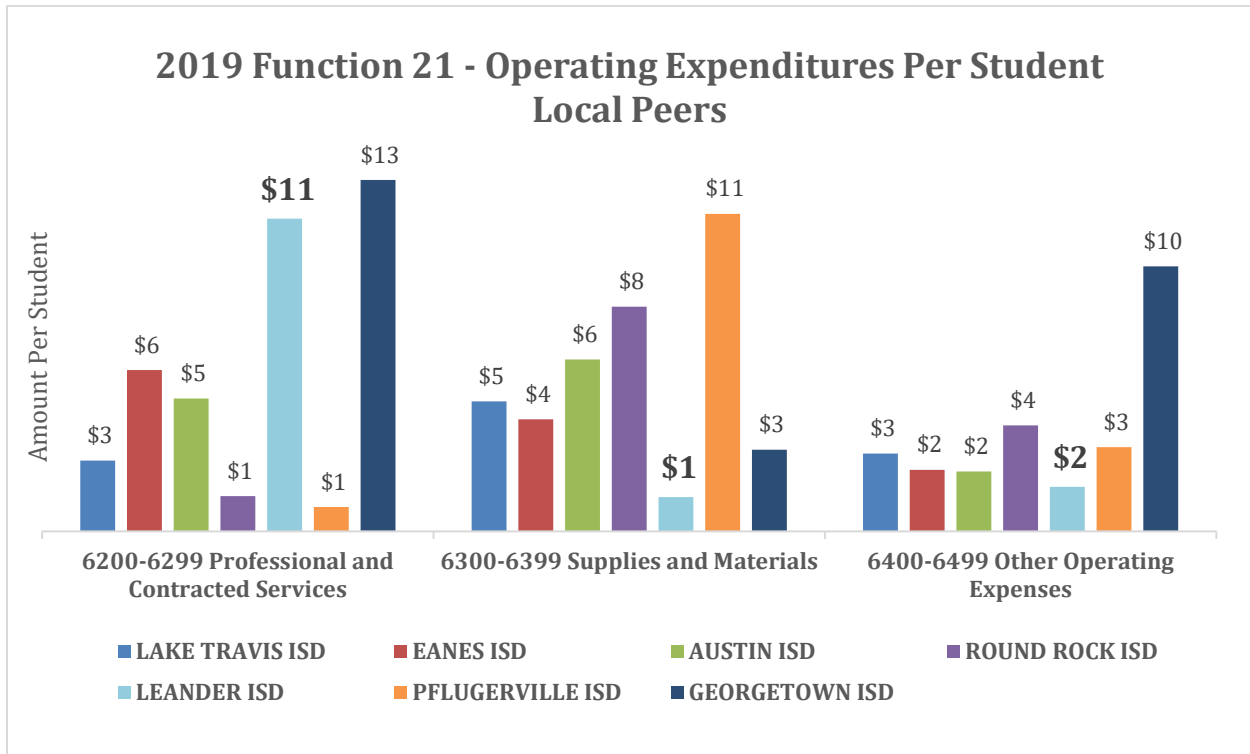


Figure 3.8: 2018-2019 General Fund Function 21 Operating Expenditures Per Student – Local Peers

A review of Function 23 costs shows comparable levels of spending between the two peer groups. In all categories of spend among both peer groups, LISD trends on the low end in all categories; contracted services, supplies, and other operating.

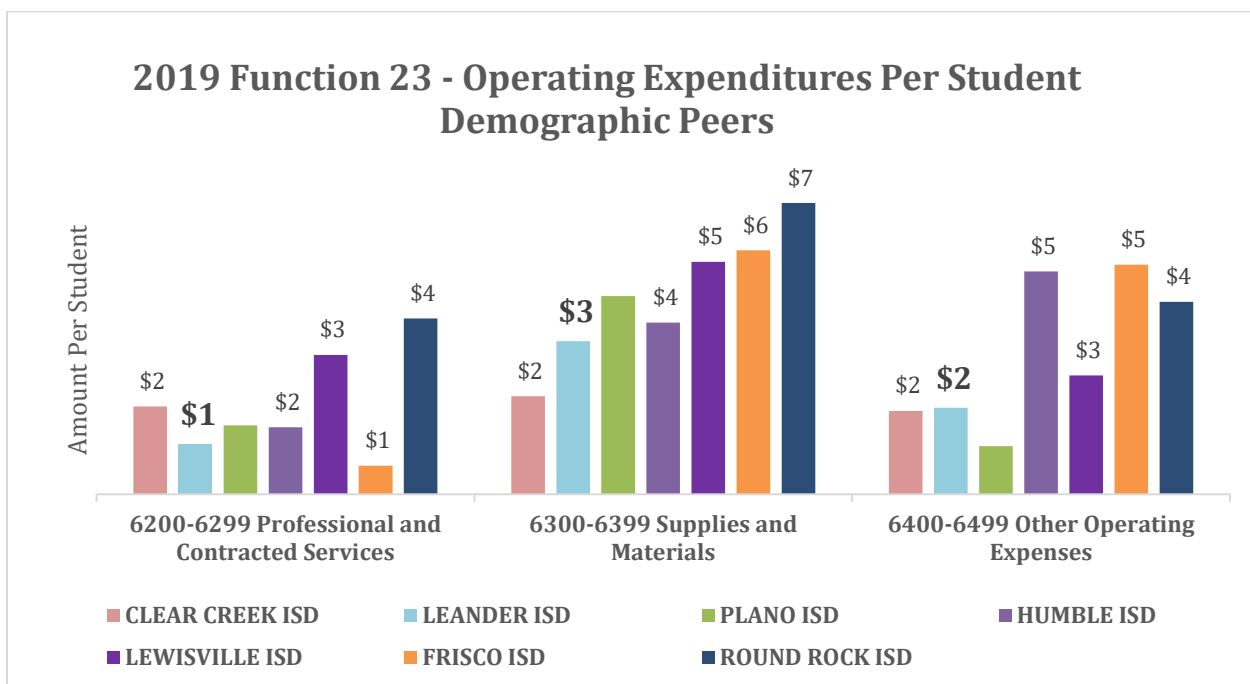


Figure 3.9: 2018-2019 General Fund Function 23 Operating Expenditures Per Student – Demographic Peers

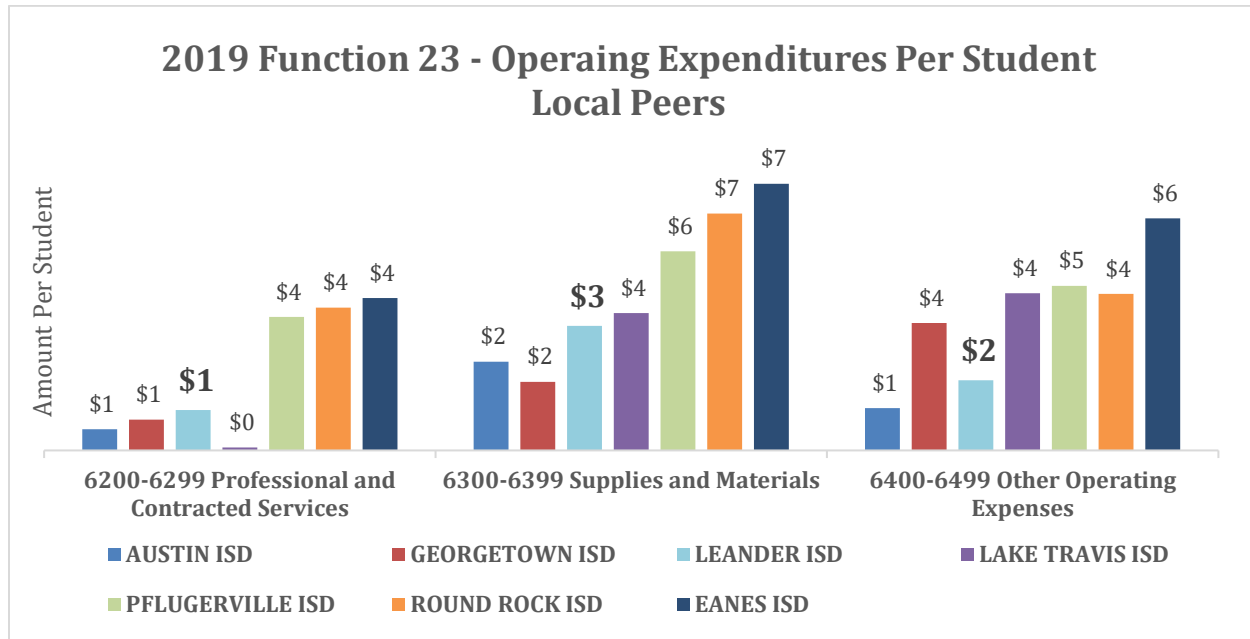


Figure 3.10: 2018-2019 General Fund Function 23 Operating Expenditures Per Student – Local Peers

STUDENT SUPPORT SERVICES

Functions 30-39 cover student support services. Included in this area are counseling, nursing, transportation, and extra-curricular. The first comparison is for Functions 31 and 34.

The data for 2018-19 shows that LISD values counseling and evaluation services, as more was spent per student in that area than all other districts. In the area of counseling, LISD spent \$427/student while spending among the Demographic Peers ranged from \$286/student to \$413/student. Compared to the Local Peers, spending ranged from \$270/student to \$377.

Regarding transportation, LISD falls in the middle with both its Demographic and Local Peers; however, total expenditures vary significantly from district to district. Frisco ISD spent the least at \$221/student, while Austin spent the most at \$448/student. Transportation costs could vary due to sheer geographical size of the district, the type and age of the fleet and wages paid for bus drivers.

A breakdown between payroll and operating expenditures is provided below for these functions to better evaluate the variances.

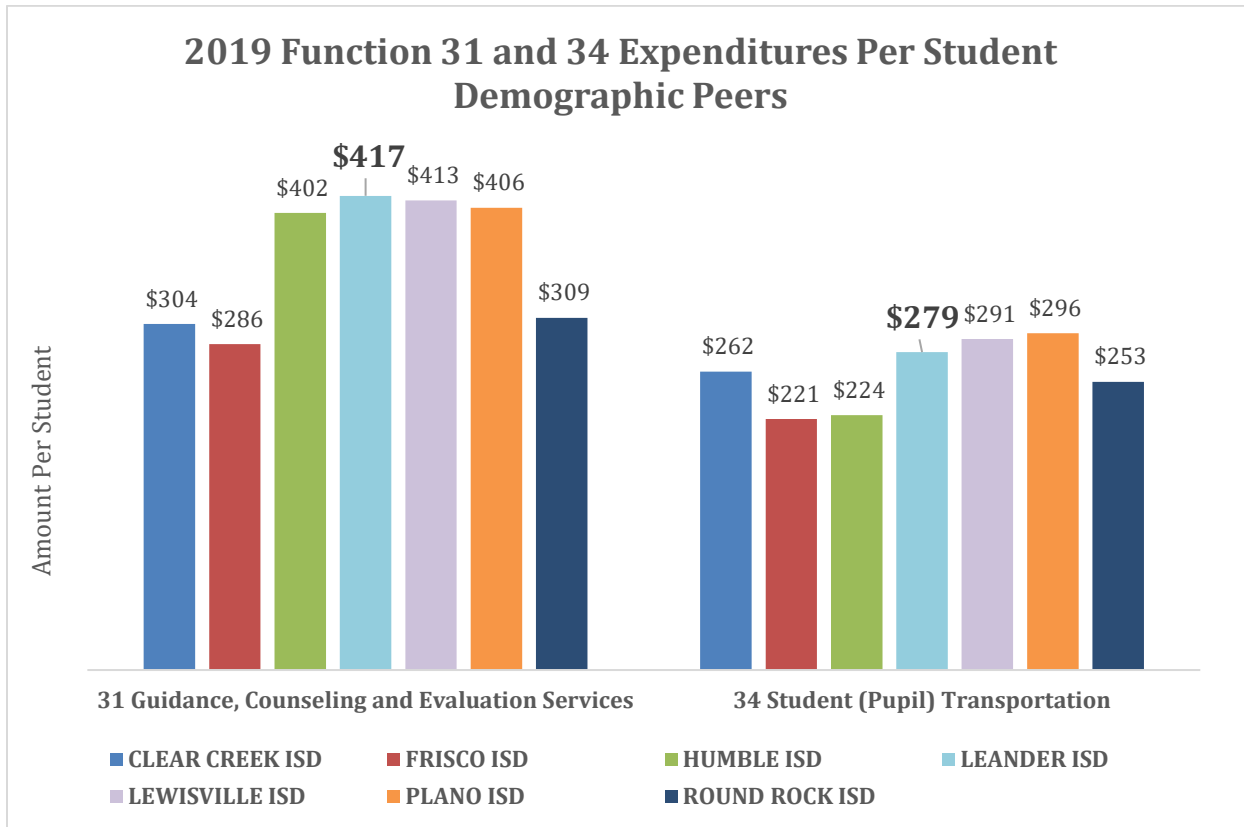


Figure 4.1: 2018-2019 Function 31 and 34 Expenditures Per Student – Demographic Peers

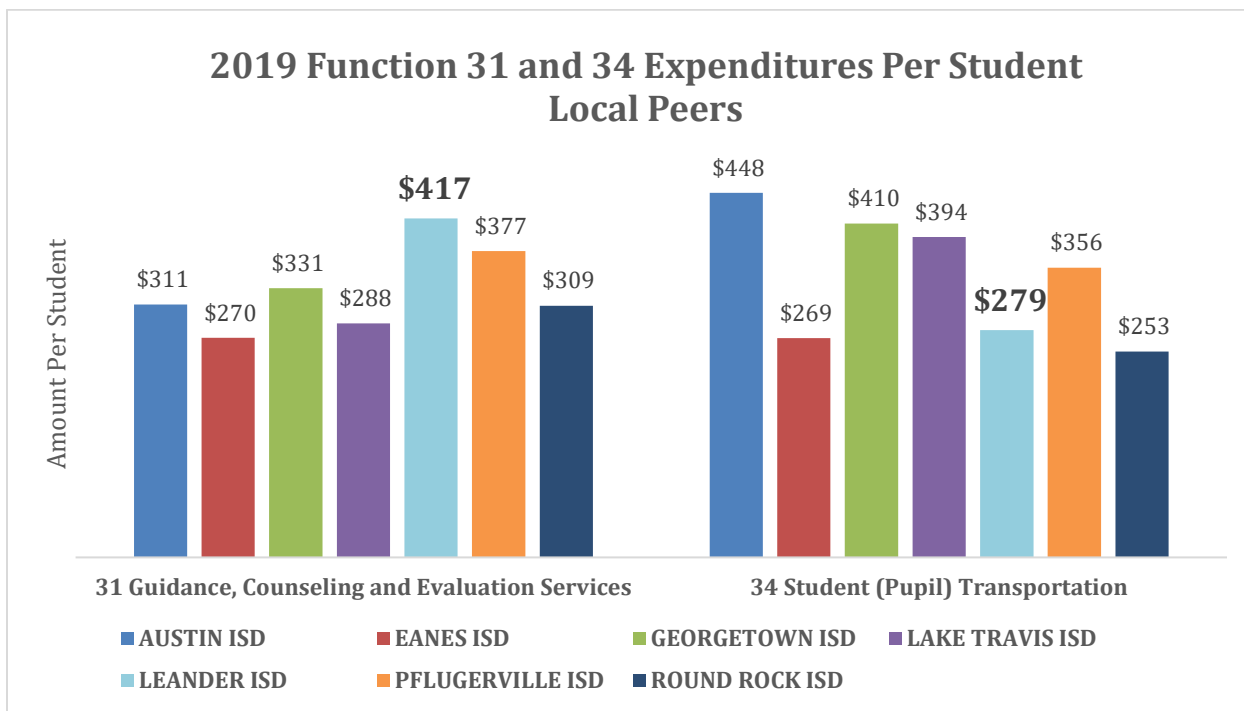


Figure 4.2: 2018-2019 Function 31 and 34 Expenditures Per Student – Local Peers

FUNCTION 31

Breaking down expenditures by object level, LISD expends more in payroll and in supplies in Function 31 than the majority of other districts in both peer groups.

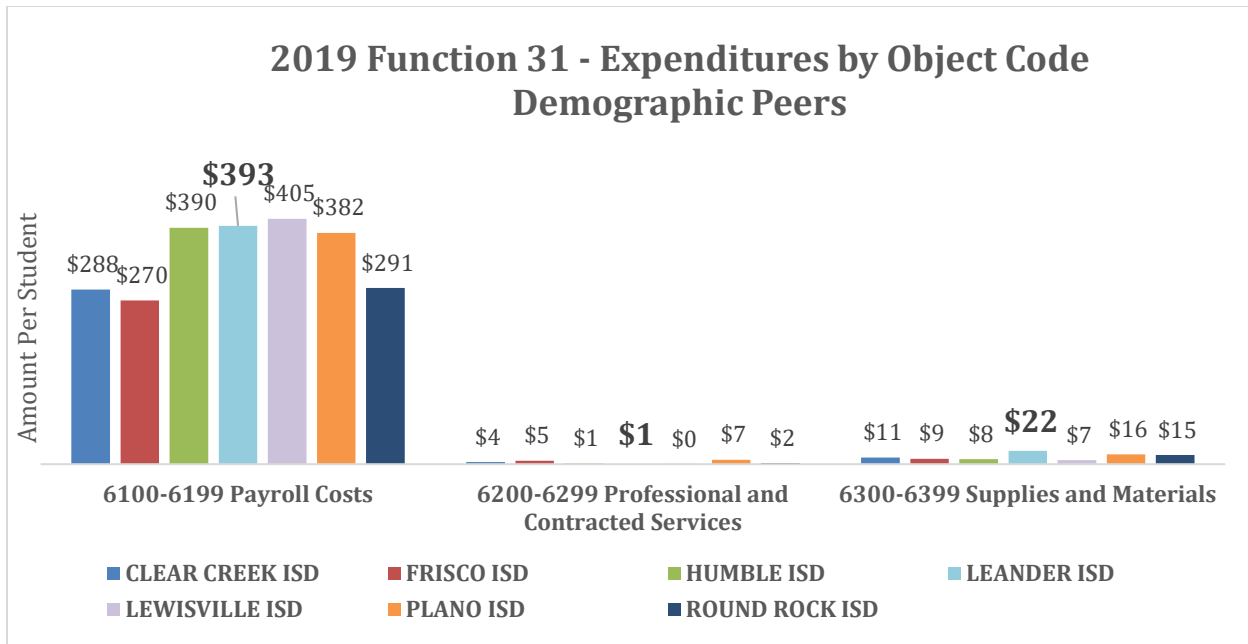


Figure 4.3: 2018-2019 Function 31 Expenditures by Object Code Per Student – Demographic Peers

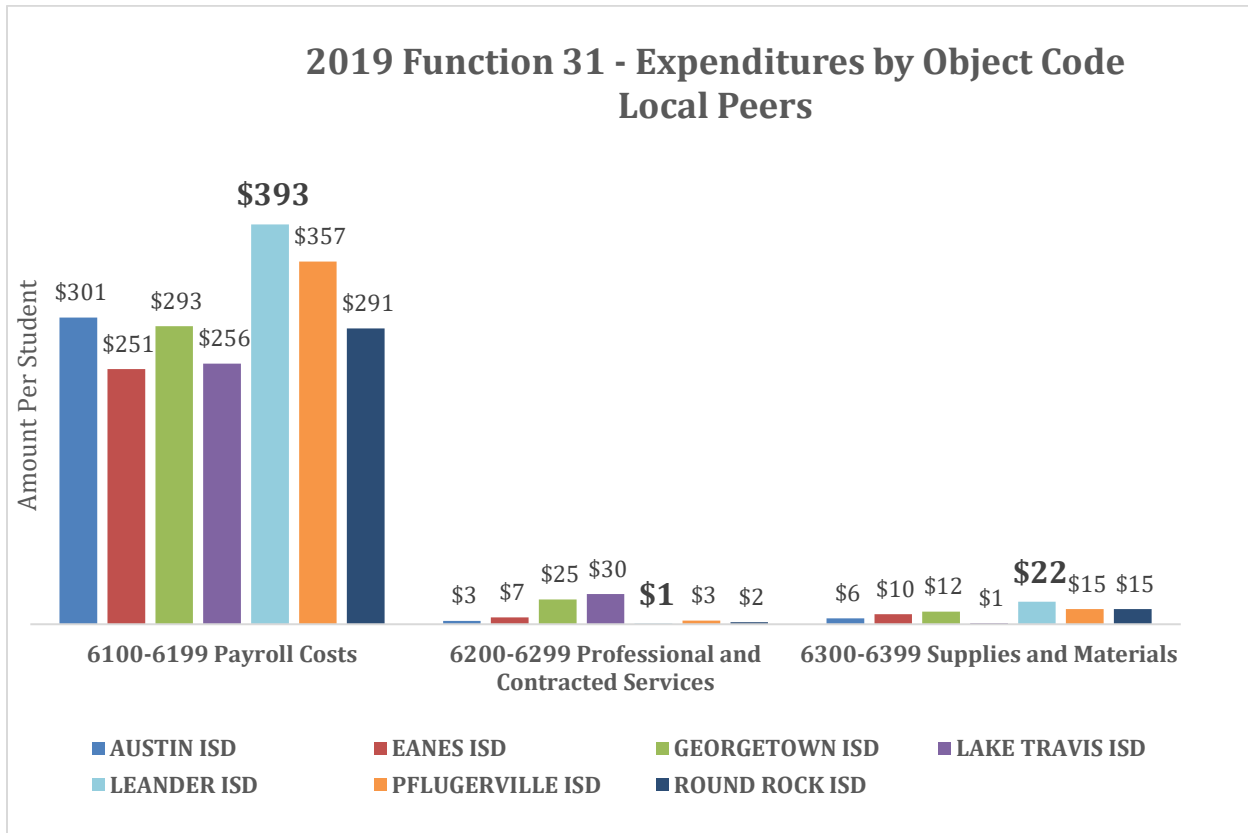


Figure 4.4: 2018-2019 Function 31 Expenditures by Object Code Per Student – Local Peers

FUNCTION 34

In the area of transportation, variances between districts can be attributed to differences in operations. Transportation costs are impacted by the geographical size of the district and wages paid to attract bus drivers and whether a minimum number of hours is guaranteed. Variances in spending among object codes will vary if transportation services are contracted out. Contracted services are higher for Lewisville and Pflugerville indicating services are contracted out. Austin, Georgetown, and Lake Travis ISDs expend more on support personnel than all other districts, (\$288, \$274 and \$251/student, respectively) indicating potentially higher hourly wages in order to compete with other industries. LISD's spend per student was at \$238/student which is higher than most of the Demographic Peers but lower than or close to most of the Local Peers.

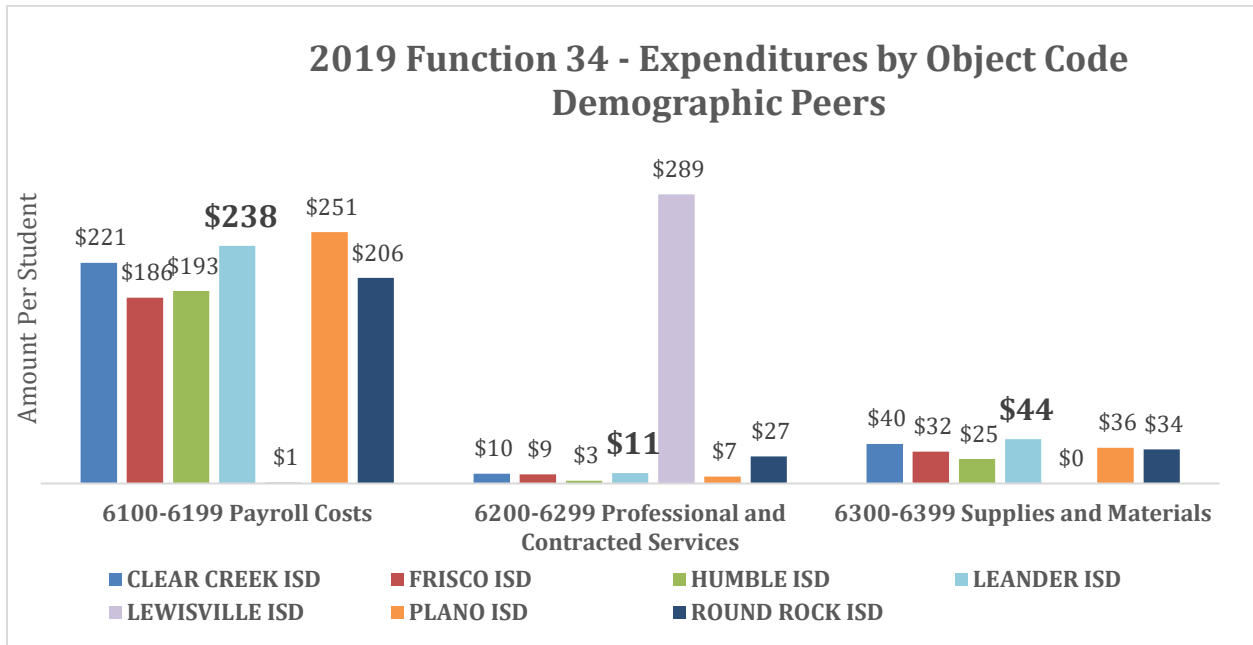


Figure 4.5: 2018-2019 Function 34 Expenditures by Object Code Per Student – Demographic Peers

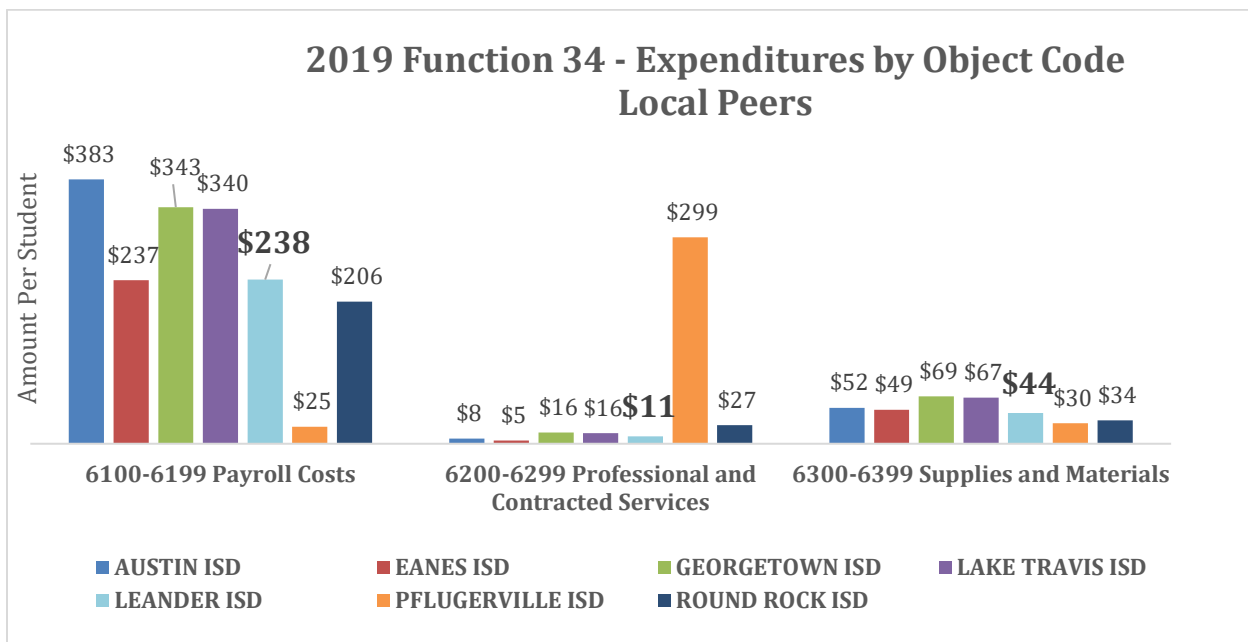


Figure 4.6: 2018-2019 Function 34 Expenditures by Object Code Per Student – Local Peers

FUNCTIONS 32, 33

The next comparison is for Functions 32 and 33, which relates to Social Work and Nurses. LISD expends \$29/student in social work services, which is higher than most of the Demographic and Local Peers. The Board approved 2 additional Behavior Specialist positions in the 2020-21 budget,

anticipating an increase in the need for these services. LISD expends less than most of the Demographic and Local Peers in the area of health services (\$74/student), with only Lake Travis ISD expending less.

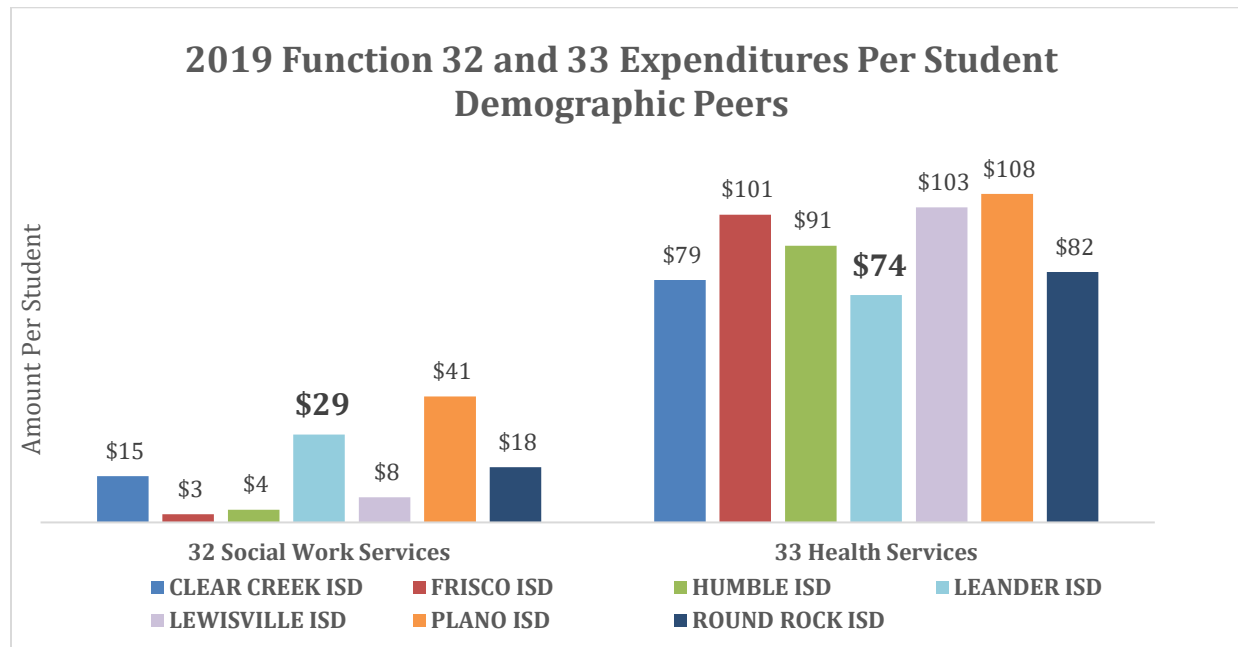


Figure 4.7: 2018-2019 Function 32 and 33 Expenditures Per Student – Demographic Peers

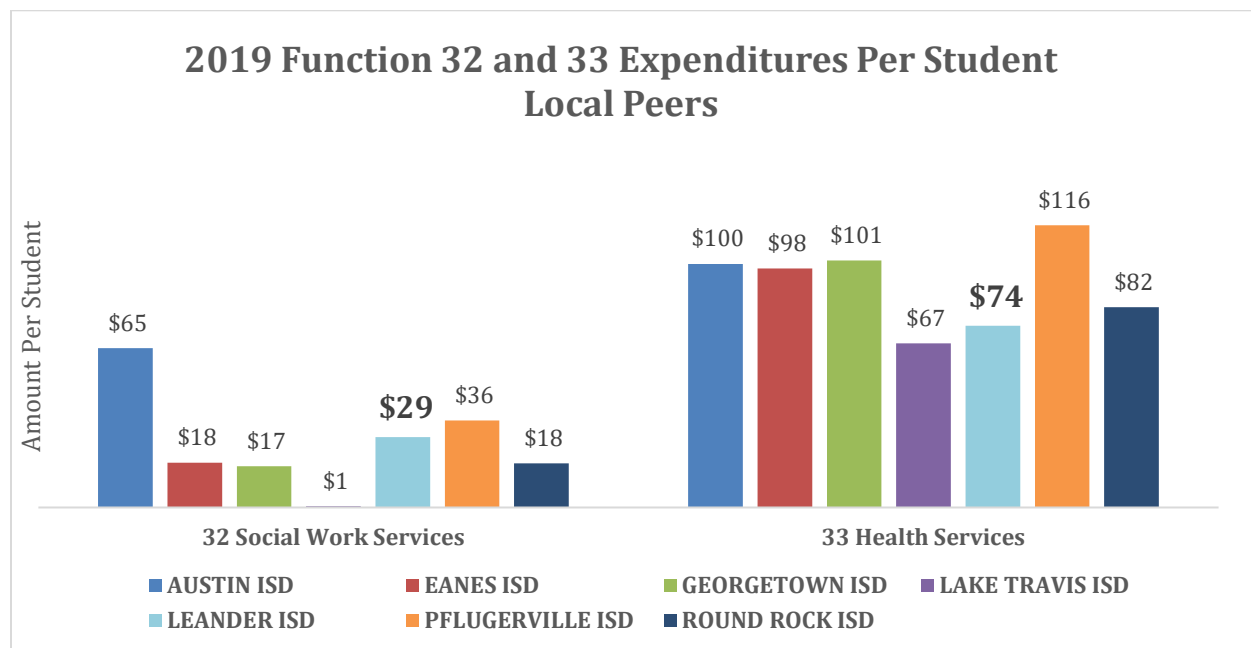


Figure 4.8: 2018-2019 Function 32 and 33 Expenditures Per Student – Local Peers

Payroll makes up over 95% of the costs for Functions 32 and 33. The below breakdown for Functions 33 is related to professional salary scales versus support personnel. In comparing professional salaries, the district spends less than its Demographic Peers, with the exception of Round Rock ISD. LISD expends more in support personnel versus professional personnel than its peer groups, with the exception of Humble and Round Rock ISDs. For the year under review, LISD was using LVNs rather than RNs in some clinics. The district has been replacing open positions with RNs and currently has 5 clinics covered by an LVN. In addition, HS campus clinics are supported with an additional aide thus increasing the support personnel costs.

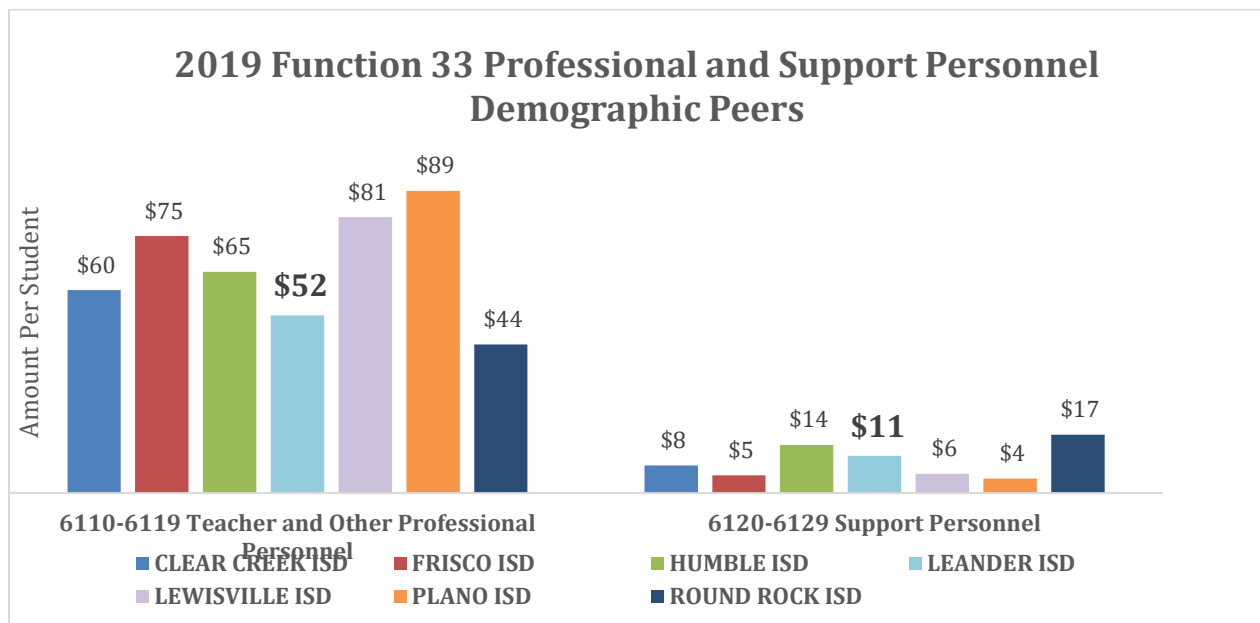


Figure 4.9: 2018-2019 Function 33 Professional and Support Personnel Expenditures Per Student – Demographic Peers

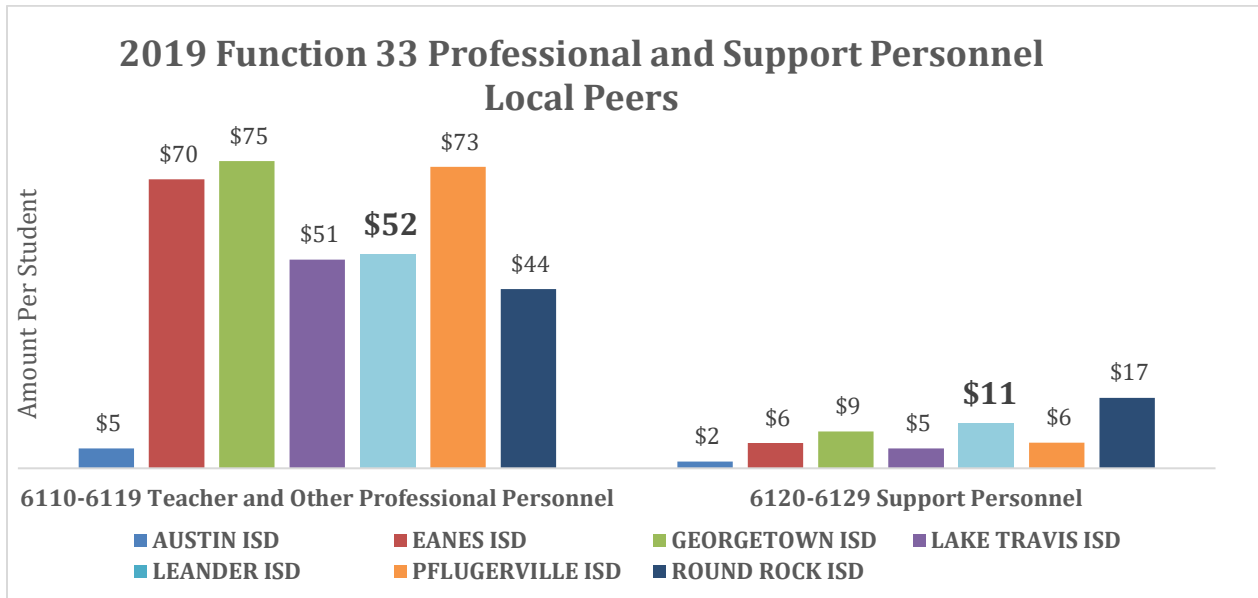


Figure 4.10: 2018-2019 Function 33 Professional and Support Personnel Expenditures Per Student – Local Peers

FUNCTION 36

Function 36 is used to record cocurricular and extracurricular activities, which includes UIL events, athletics and band. LISD's expenditure per student is comparable to our Local Peers, but expenditures per student are higher when comparing to our Demographic Peers. Variances could stem from the size of a specific program (number of students in band), geographical differences in UIL districts, and what costs a district covers for national/international competitions.

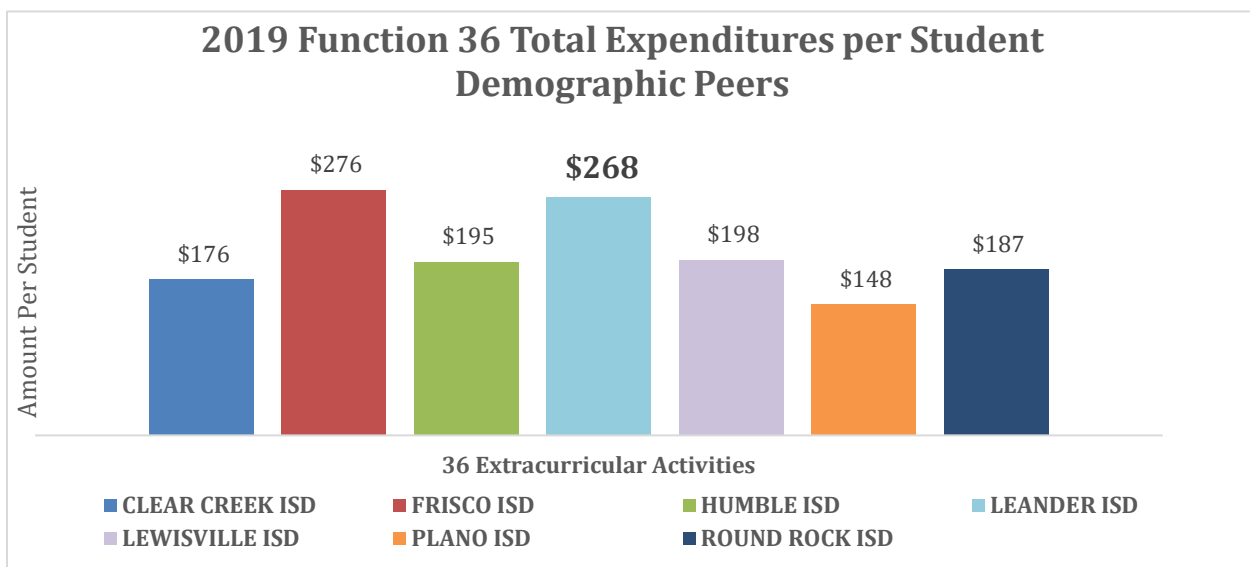


Figure 4.11: 2018-2019 Function 36 Total Expenditures Per Student – Demographic Peers

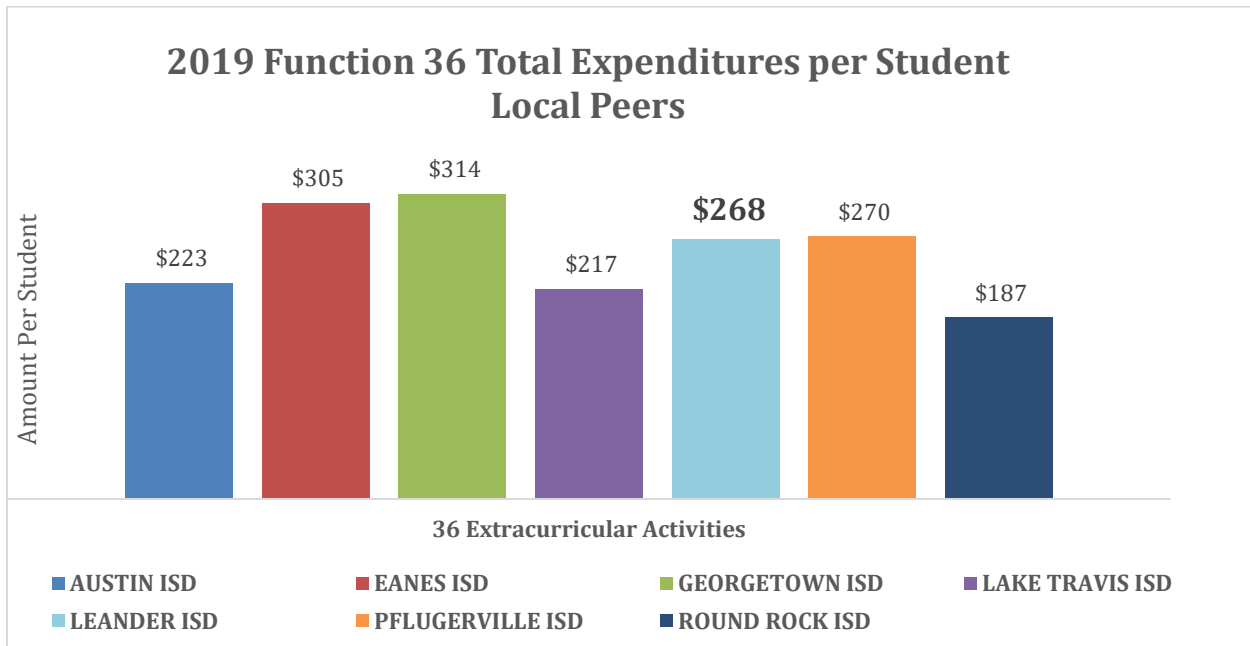


Figure 4.12: 2018-2019 Function 36 Total Expenditures Per Student – Local Peers

Comparing professional payroll to support personnel, LISD and local peers expend more on support personnel.

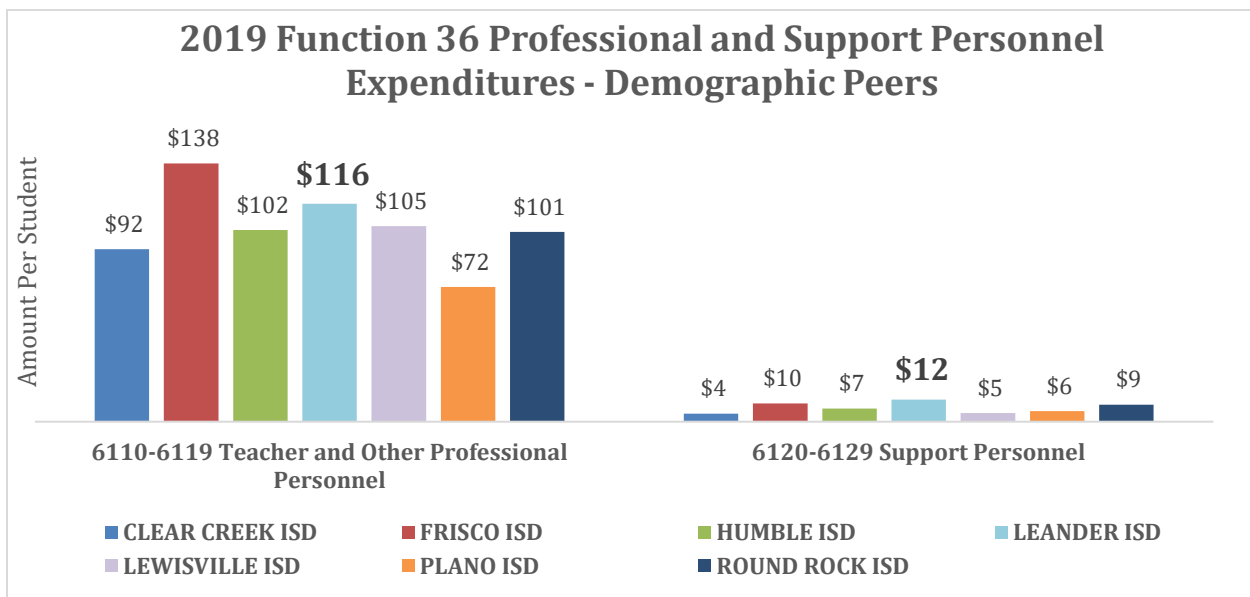


Figure 4.13: 2018-2019 Function 36 Professional and Support Personnel Expenditures Per Student – Demographic Peers

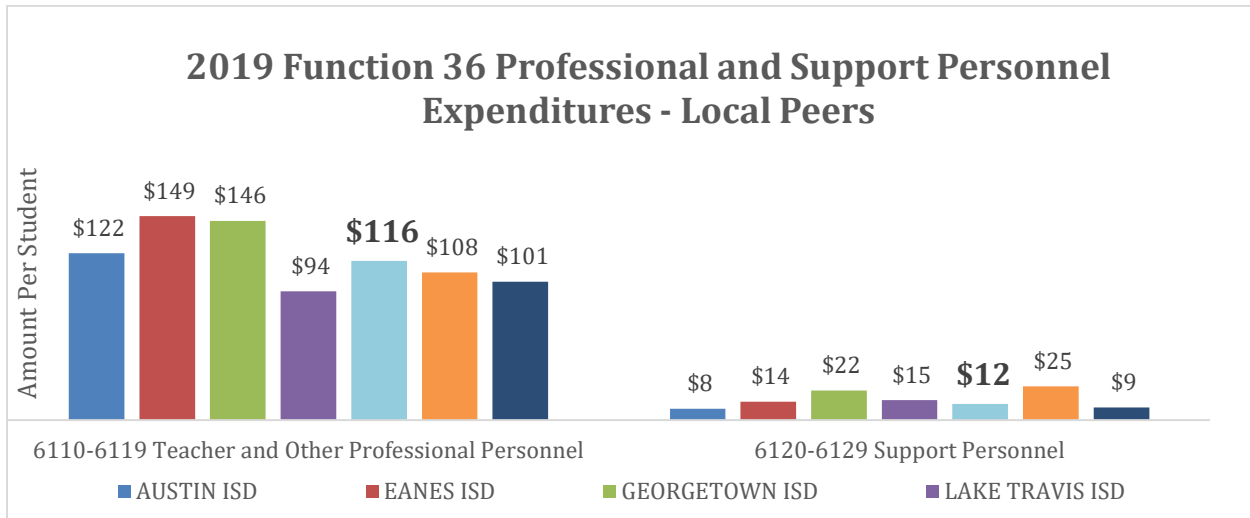


Figure 4.14: 2018-2019 Function 36 Professional and Support Personnel Expenditures Per Student – Local Peers

Regarding operating costs, the comparison does not include capital outlay costs as spending in this area was insignificant for all districts. LISD's expenditure per student is significantly higher in professional and contracted services. Contracted services within this function code would include athletic officials, choreographers and judges. Expenditures for supplies within the district are on par with the Demographic Peer group and about average for the Local Peer group. The majority of costs under other operating expenses would include student travel where LISD spent more than any other district within the Demographic Peer group. Among the Local Peer group, LISD was lower than three other districts.

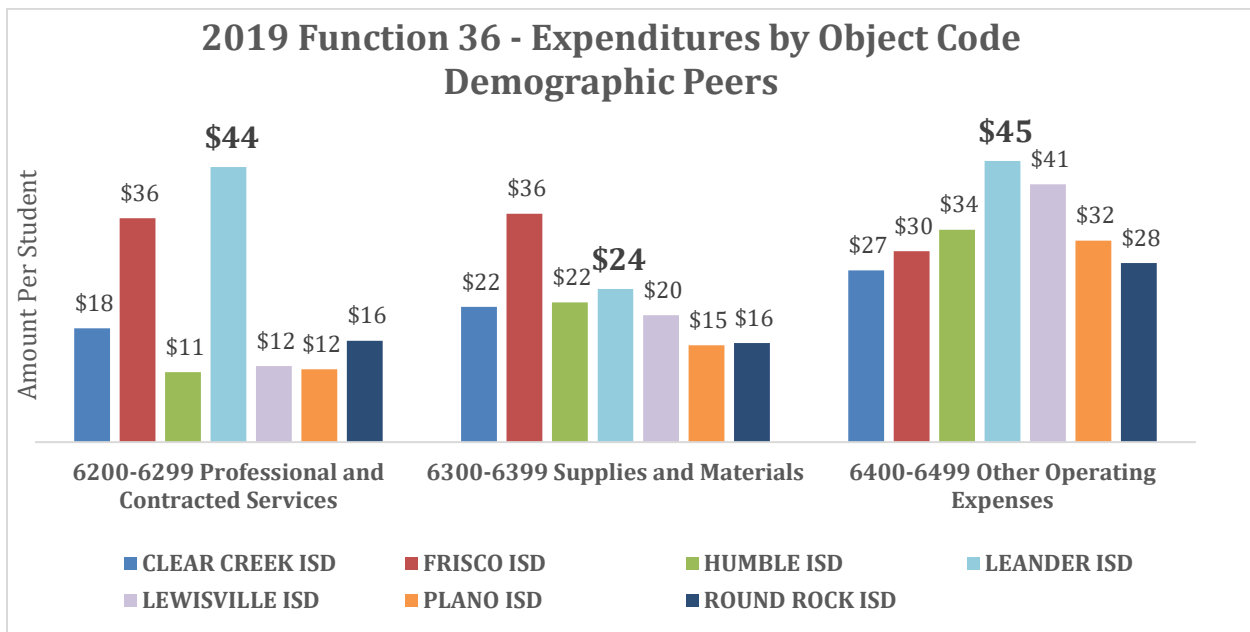


Figure 4.15: 2018-2019 Function 36 Expenditures by Object Code Per Student – Demographic Peers

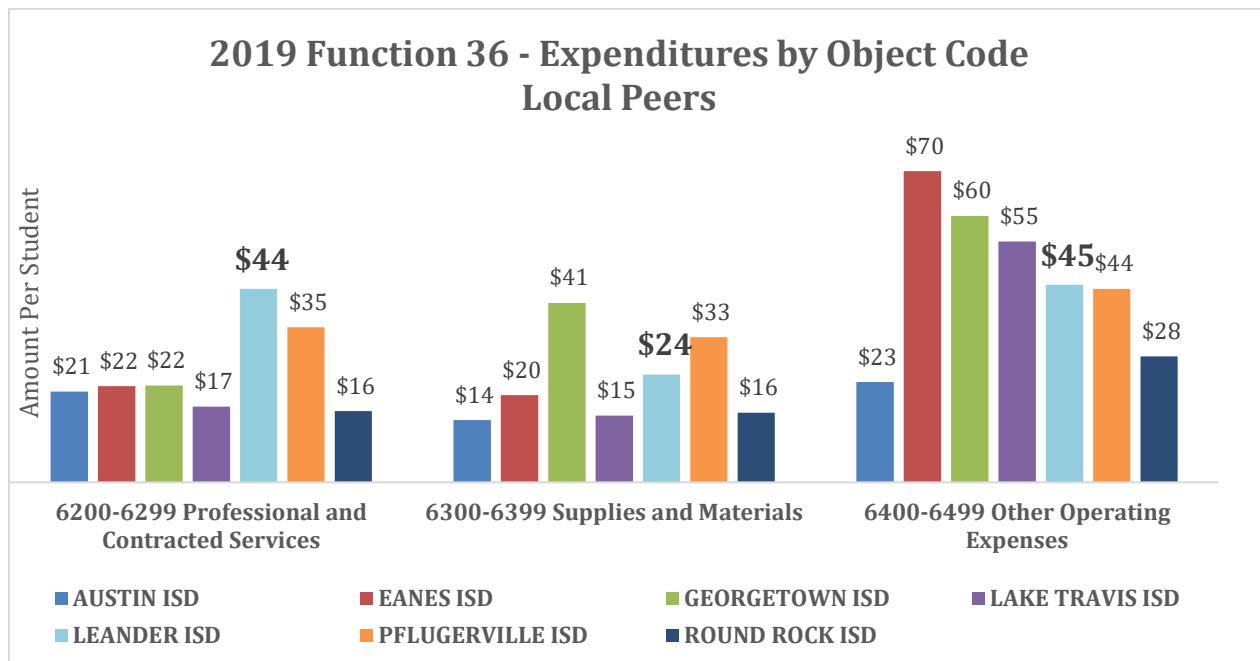


Figure 4.16: 2018-2019 Function 36 Expenditures by Object Code Per Student – Local Peer

GENERAL ADMINISTRATION

As detailed in the glossary, general administration covers the business operations of the district. LISD spends less per student on general administration as compared to both its Demographic and Local Peers, with only one district coming in lower; Round Rock ISD. Spend per student on general administration among the Demographic Peers is more comparable than when compared against the Local Peers. Local Peer costs are significantly higher, with Eanes at \$430/student. This can simply be a function of the number of FTEs within a district and its enrollment. All districts have a superintendent and typically a CFO/Business Manager regardless of the size of the district. You can see the spend per student is higher among the smaller districts.

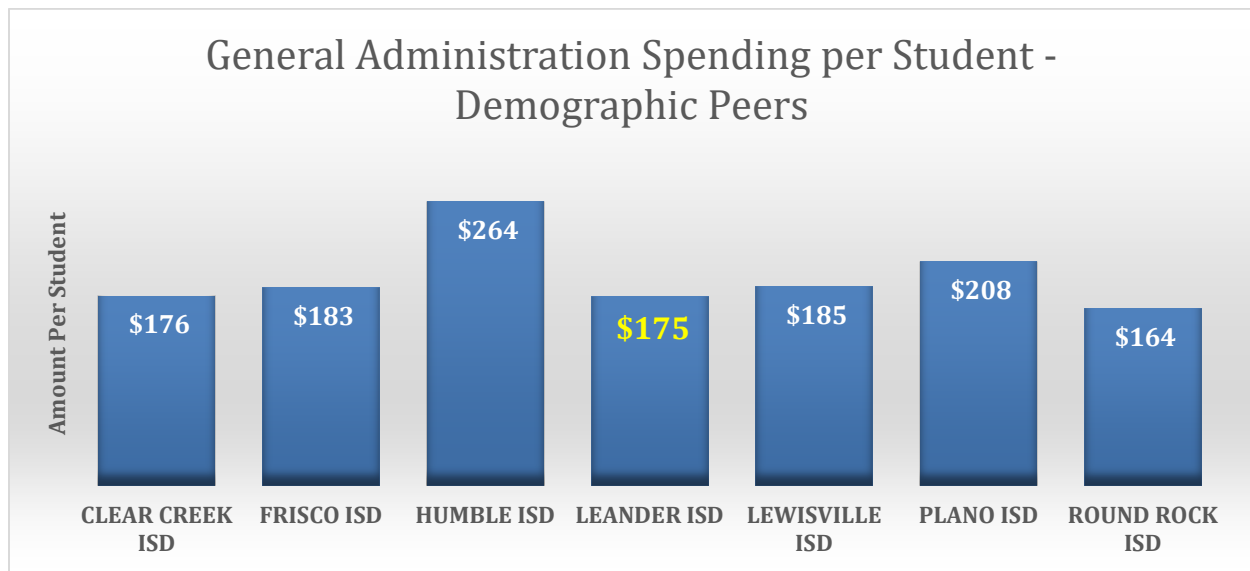


Figure 5.1: 2018-2019 Function 41 General Administration Expenditures Per Student – Demographic Peers

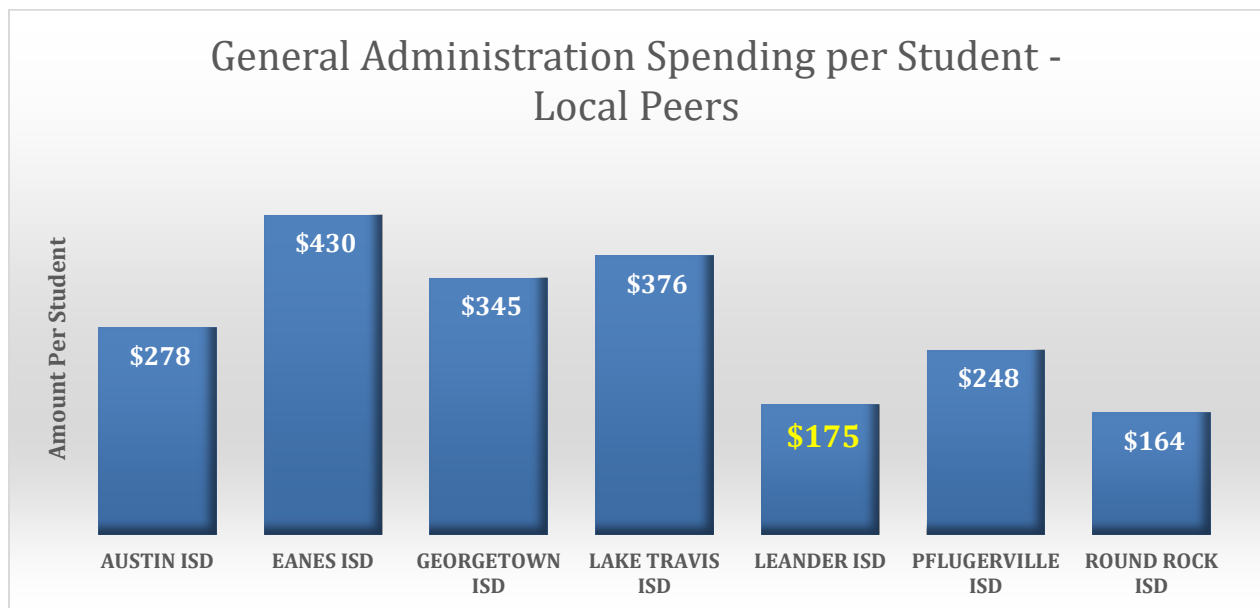


Figure 5.2: 2018-2019 Function 41 General Administration Expenditures Per Student – Local Peers

For professional and support personnel LISD continues to be more comparable with its Demographic Peers spending \$74 and \$44/student, which is about average for the group. Four districts within the Local Peer group spend more on both professional and support personnel than LISD.

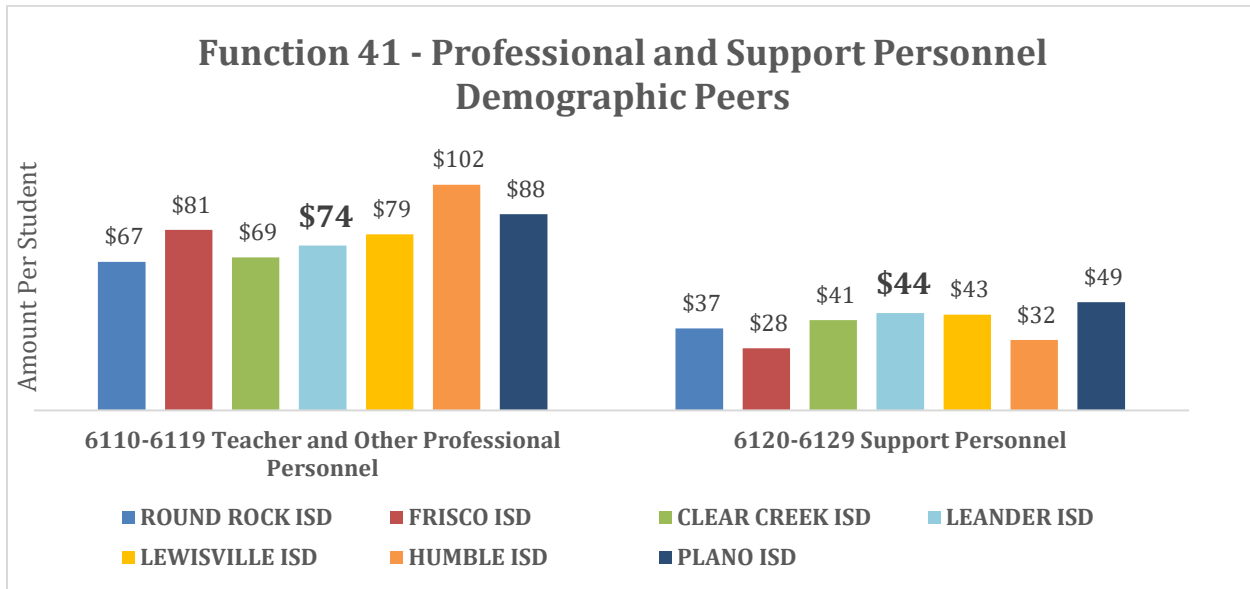


Figure 5.3: 2018-2019 Function 41 Professional and Support Personnel Expenditures Per Student – Demographic Peers

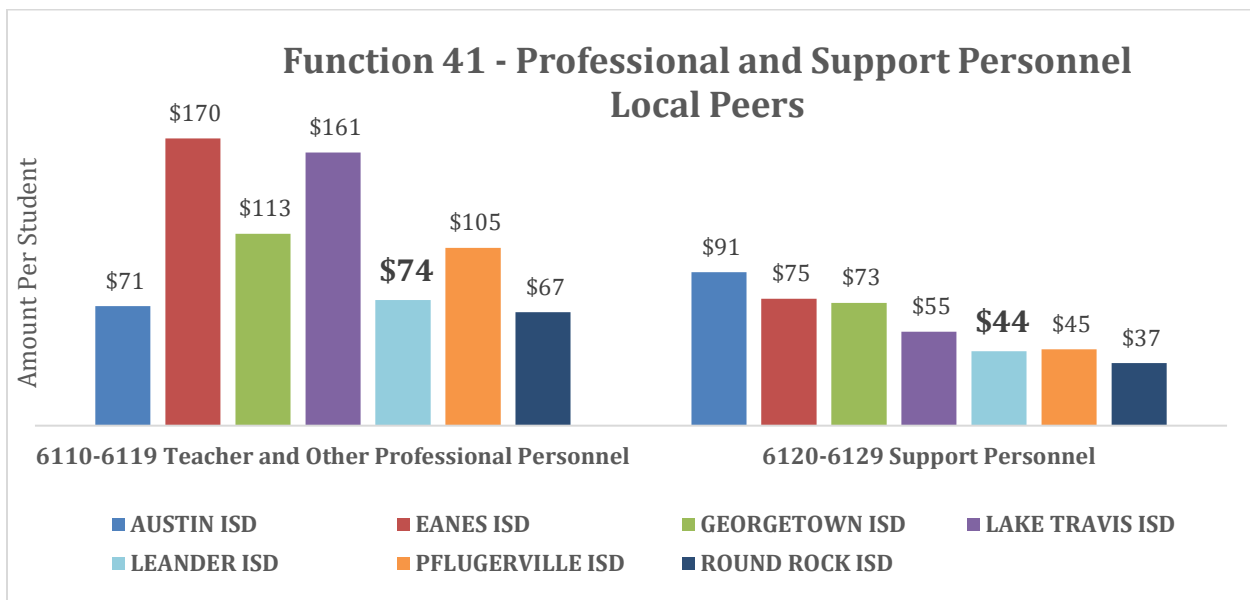


Figure 5.4: 2018-2019 Function 41 Professional and Support Personnel Expenditures Per Student – Local Peers

All districts within both peer groups spend more in contracted services with costs ranging from \$24-\$90/student whereas LISD's contracted costs are \$19/student. Contracted services in this area are typically legal and auditor costs. LISD has in-house counsel, which could result in lower contract services costs in administration.

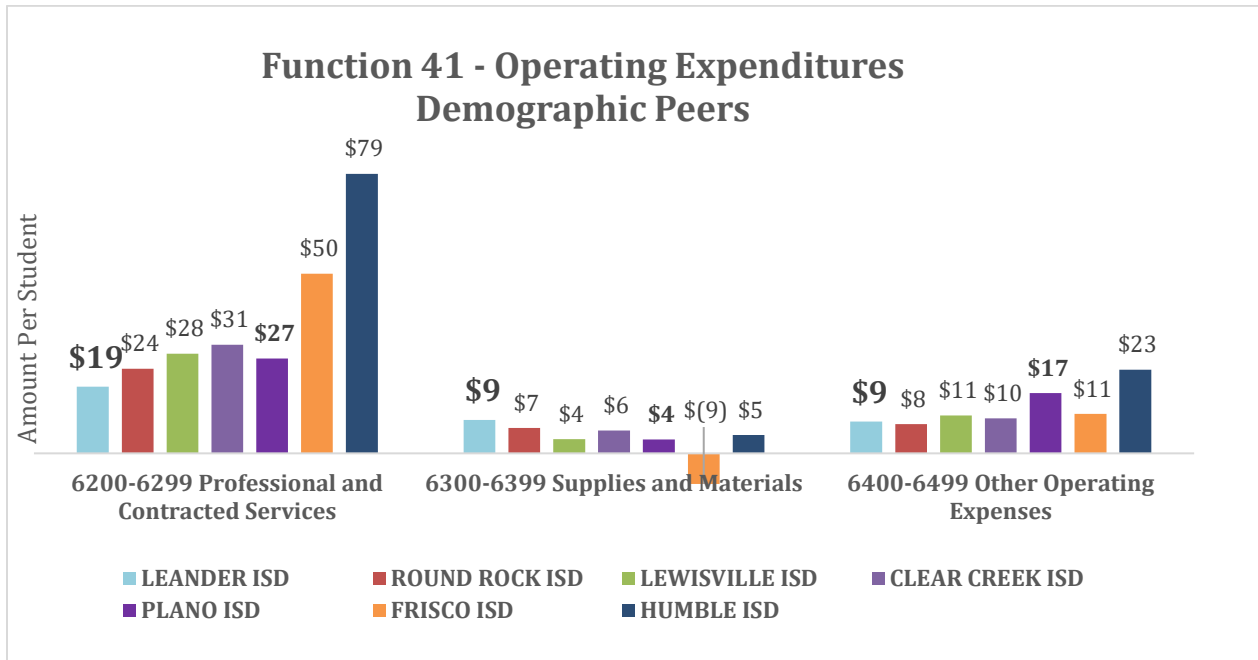


Figure 5.5: 2018-2019 Function 41 Operating Expenditures Per Student – Demographic Peers

In the area of supplies, LISD's spend of \$9/student is more than the Demographic Peers and about average among the Local Peers. In other operating/travel, LISD's spend is also \$9/student which is lower than all the Demographic Peers other than Round Rock ISD and is quite a bit lower than the Local Peers.

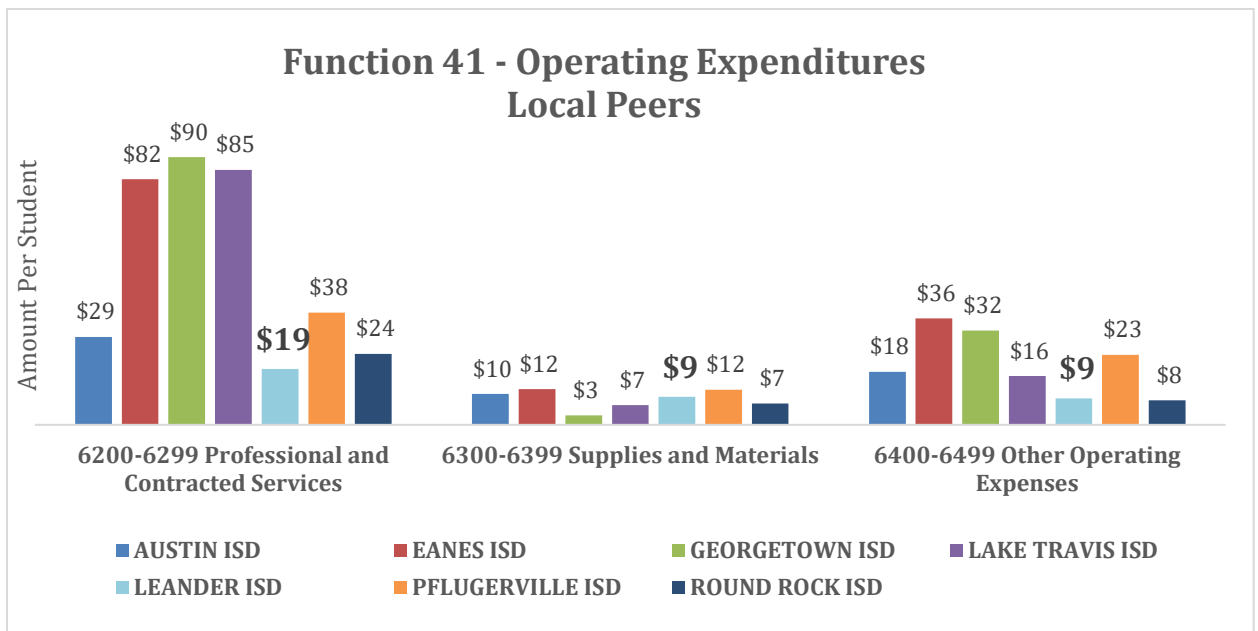


Figure 5.6: 2018-2019 Function 41 Operating Expenditures Per Student – Local Peers

NON-STUDENT SUPPORT SERVICES

Non-Student Support Services includes Functions 51, 52 and 53 and covers costs for facility and grounds maintenance, security and technology services. Each of these areas will be examined individually.

FUNCTION 51

LISD spends more per student in Function 51 as compared to its Demographic and Local Peers, with only Plano, Georgetown and Austin ISDs expending more per student.

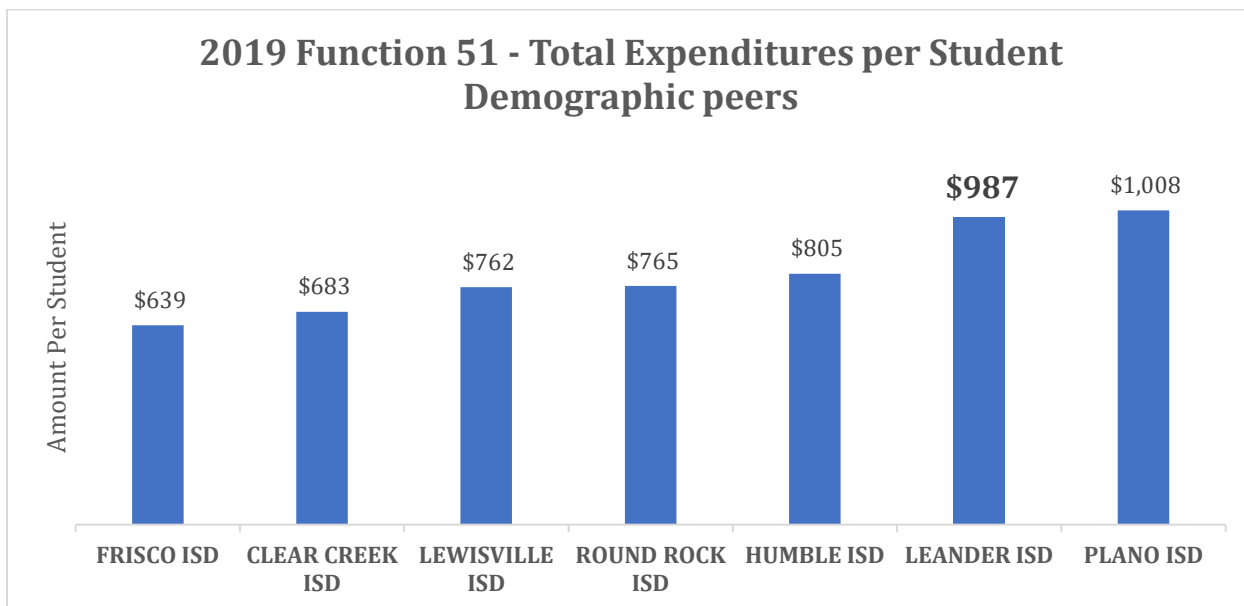


Figure 6.1: 2018-2019 General Fund Function 51 Total Expenditures Per Student – Demographic Peers

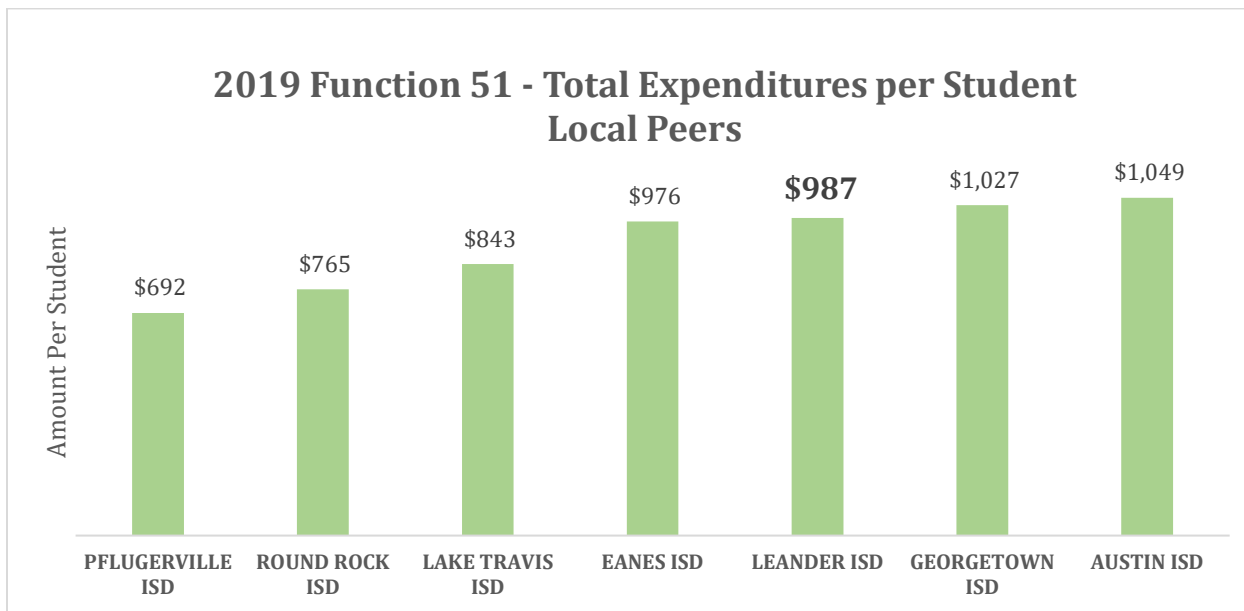


Figure 6.2: 2018-2019 General Fund Function 51 Total Expenditures Per Student – Local Peers

In breaking costs down by object code, LISD comes in second highest in spend for payroll costs among its Demographic Peers. However, in comparison to its Local Peers, only Lake Travis ISD spends less per student in facility maintenance payroll.

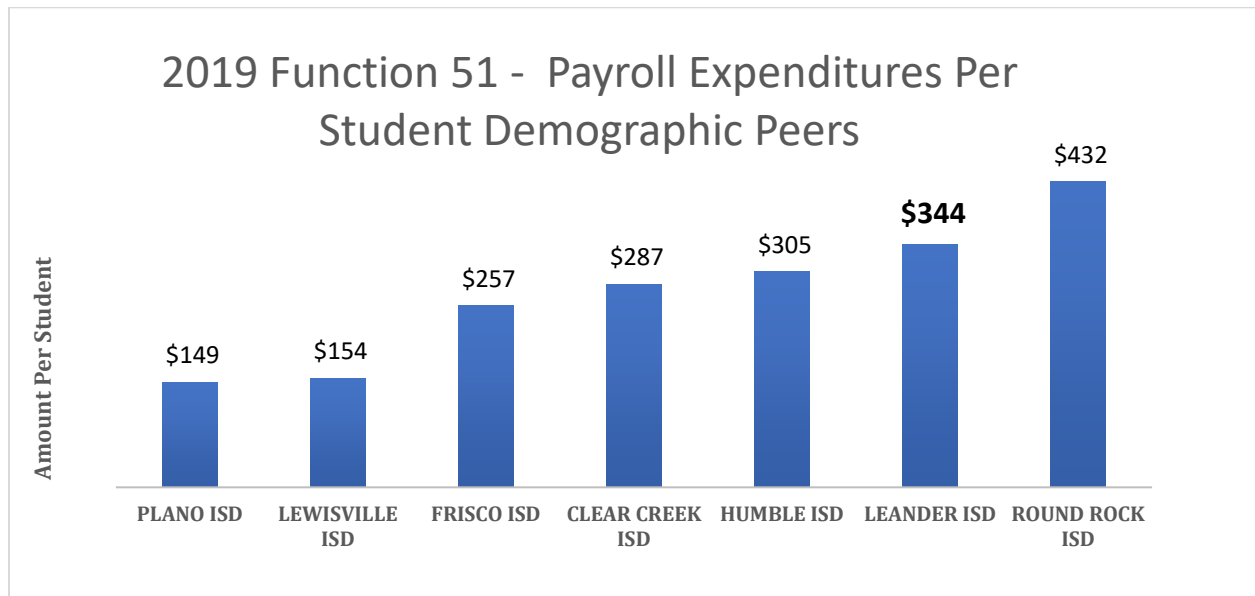


Figure 6.3: 2018-2019 General Fund Function 51 Payroll Expenditures Per Student – Demographic Peers

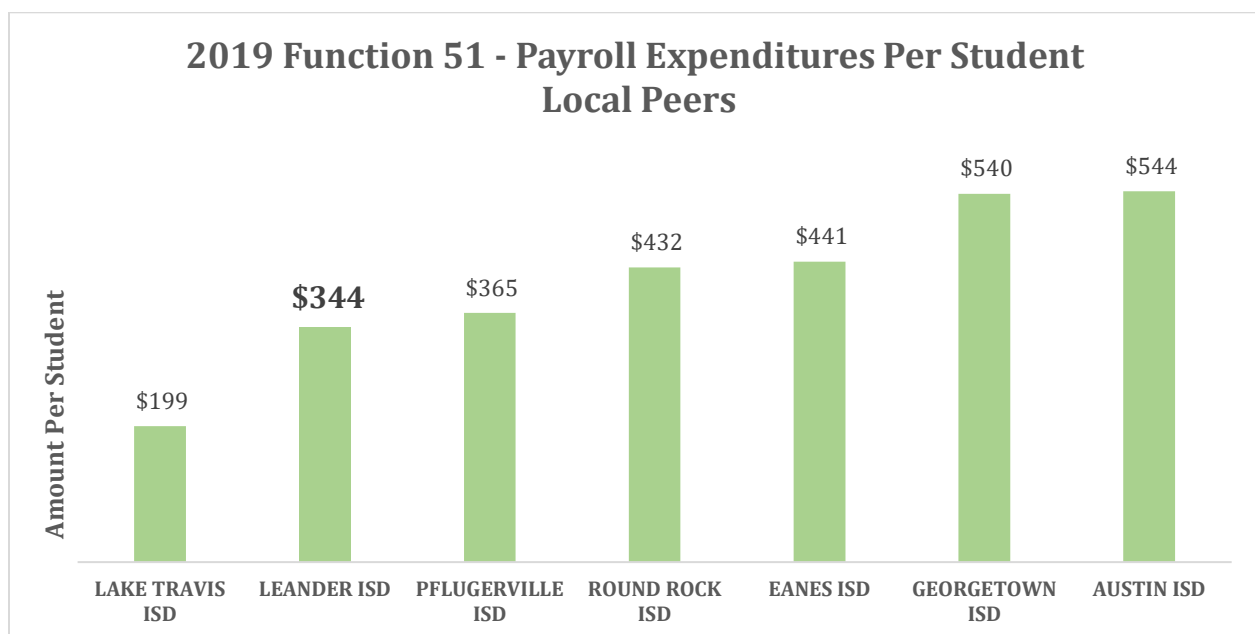


Figure 6.4: 2018-2019 General Fund Function 51 Payroll Expenditures Per Student – Local Peers

Larger variances are seen in the areas of contracted services and capital outlay. Both Plano and Lake Travis ISDs contract out custodial services which can be seen by the large amounts per

student, \$756 and \$571 respectively, as compared to the peer group districts. Utility costs are also included in the area of contracted services.

In the area of supplies, these costs cover building, grounds and custodial supplies for everything from facility repairs to gas for maintenance and grounds vehicles. LISD is on the higher range of costs among the Demographic Peers and second lowest among the Local Peers. Most of the Local Peers spend more than the Demographic Peers which could point to differences in regional suppliers.

The main variance in spending under Function 51 is in capital outlay. Capital outlay items are large purchases, such as vehicles, building maintenance and other large equipment/software purchases which cost \$5,000+/item. LISD has included its major maintenance costs in the General Fund budget up until 2020-21, which is the main driver for the higher expenditures in this area, as shown below. Using General Fund operating dollars to cover costs typically covered by bond dollars results in a higher spend in Function 51 as evidenced by a per student spend of \$244 on capitalized costs where the next highest spend is Humble and Eanes ISDs at \$12/\$11 per student.

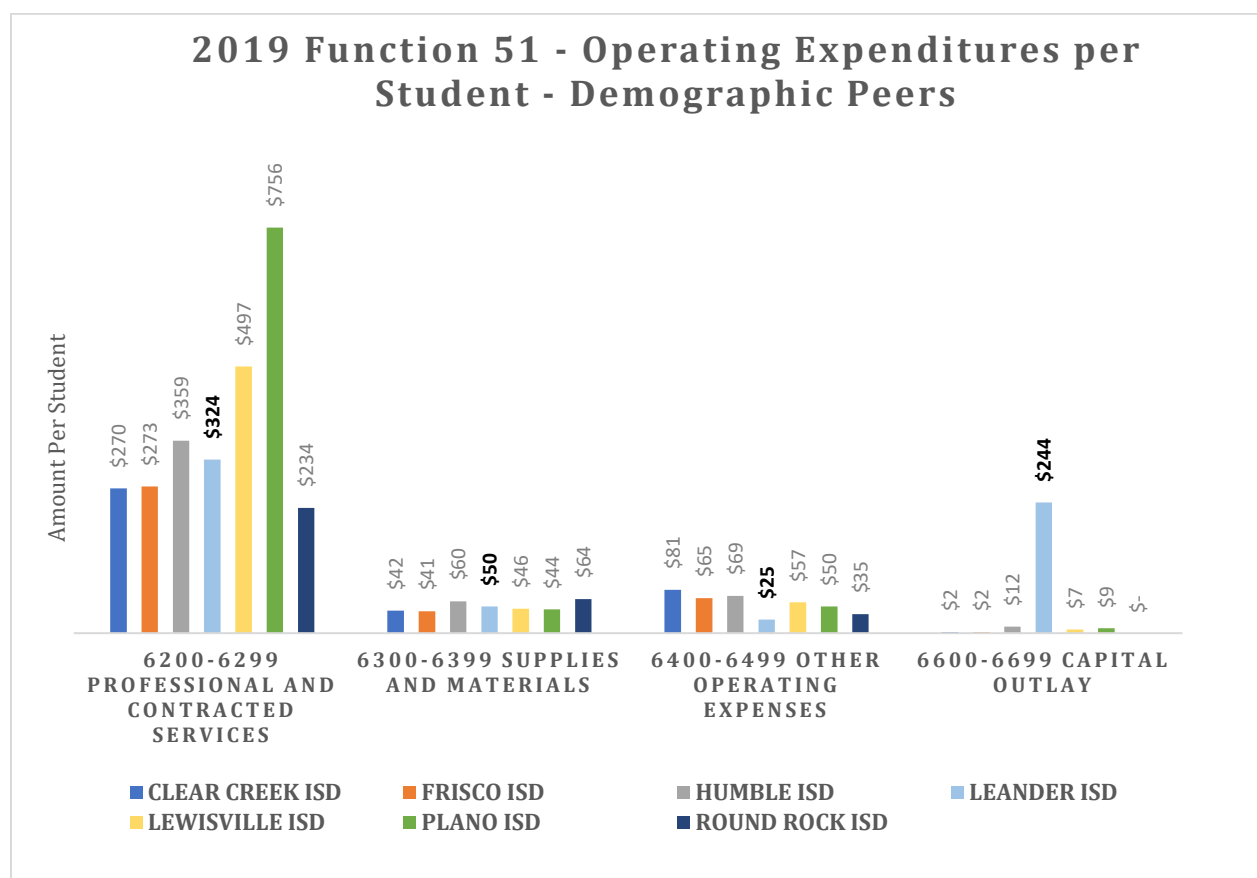


Figure 6.5: 2018-2019 General Fund Function 51 Operating Expenditures Per Student – Demographic Peers

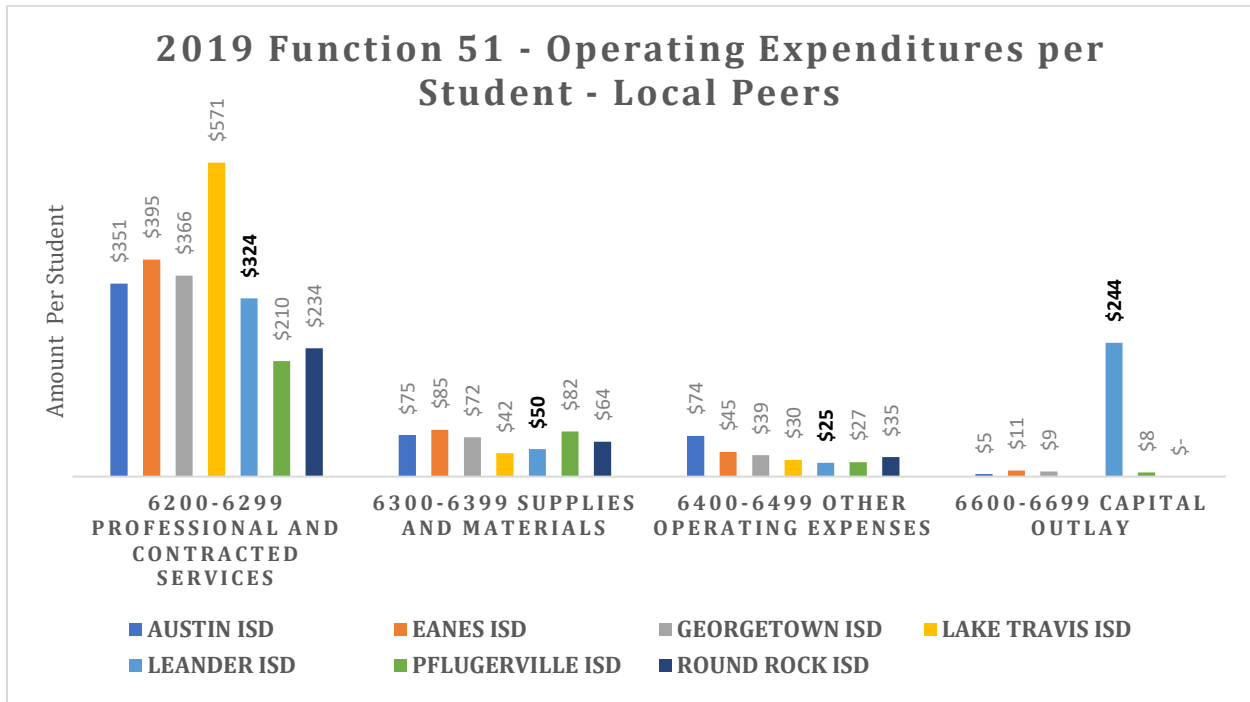


Figure 6.6: 2018-2019 General Fund Function 51 Operating Expenditures Per Student – Local Peers

Capital outlay is further broken down by isolating this cost and examining the comparison with this item factored out.

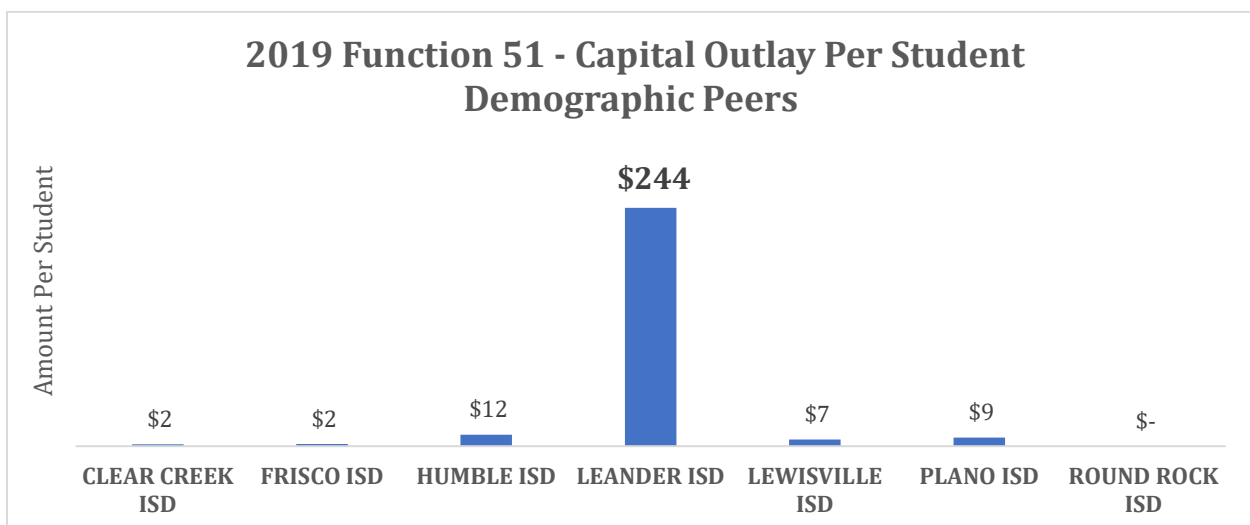


Figure 6.7: 2018-2019 General Fund Function 51 Capital Outlay Expenditures Per Student – Demographic Peers

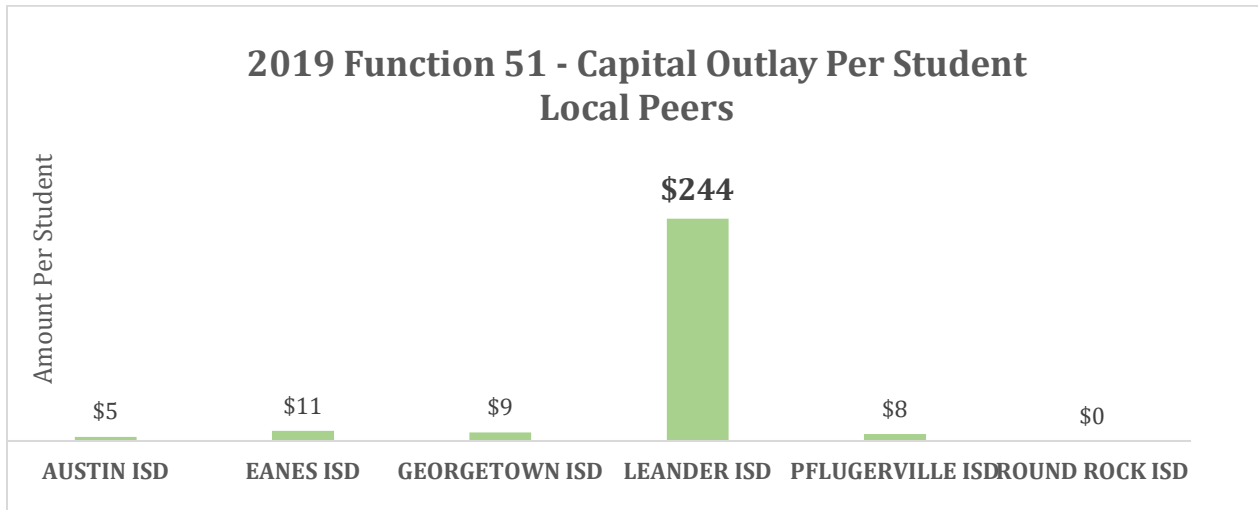


Figure 6.8: 2018-2019 General Fund Function 51 Capital Outlay Expenditures Per Student – Local Peers

Removing **all** capital outlay expenditures in Function 51 lowers LISD's expenditures per student and puts the district on the lower end of spending compared to both peer groups.

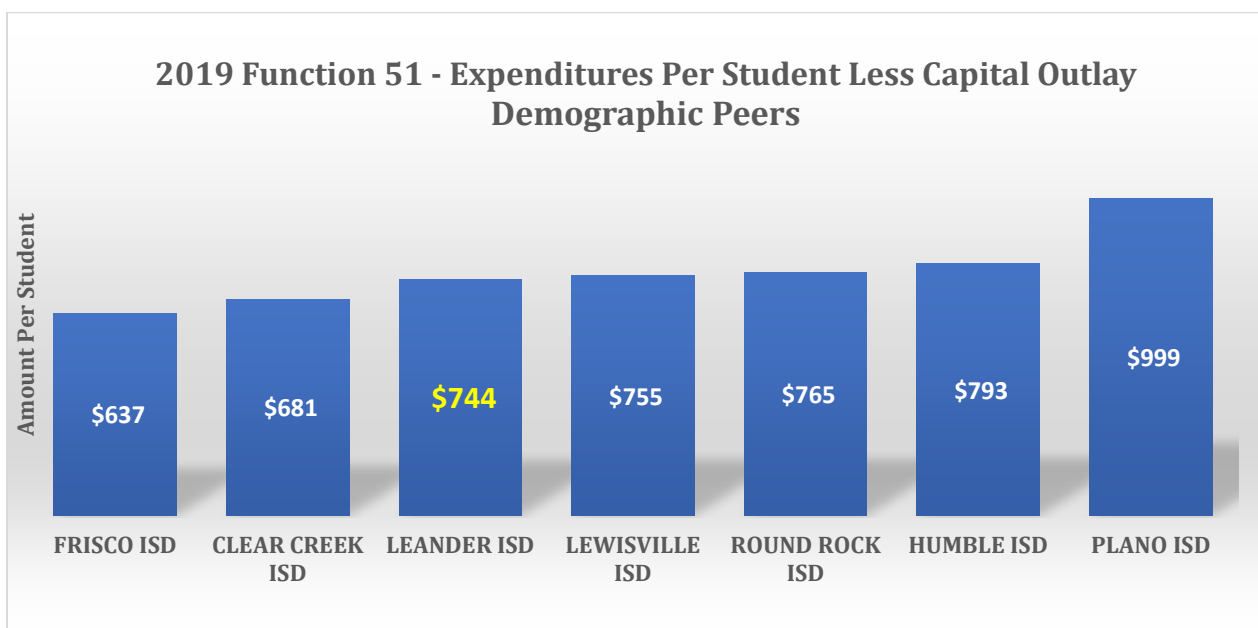


Figure 6.9: 2018-2019 General Fund Function 51 Expenditures Per Student Less Capital Outlay – Demographic Peers

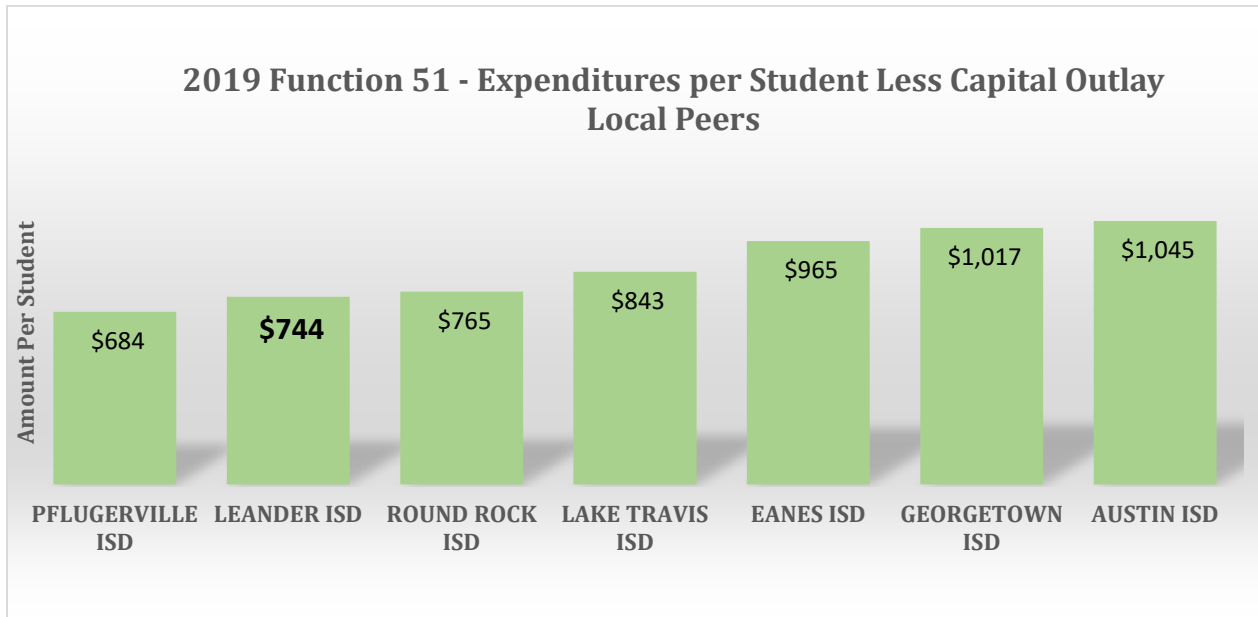


Figure 6.10: 2018-2019 General Fund Function 51 Expenditures Per Student Less Capital Outlay – Local Peers

FUNCTION 52

In reviewing Function 52 for security, LISD spends less per student than its Demographic Peers and falls in the middle with its Local Peers. Expenditures per student in technology services (Function 53) varies from \$125/student to \$263/student, with LISD falling in the middle at \$185/student.

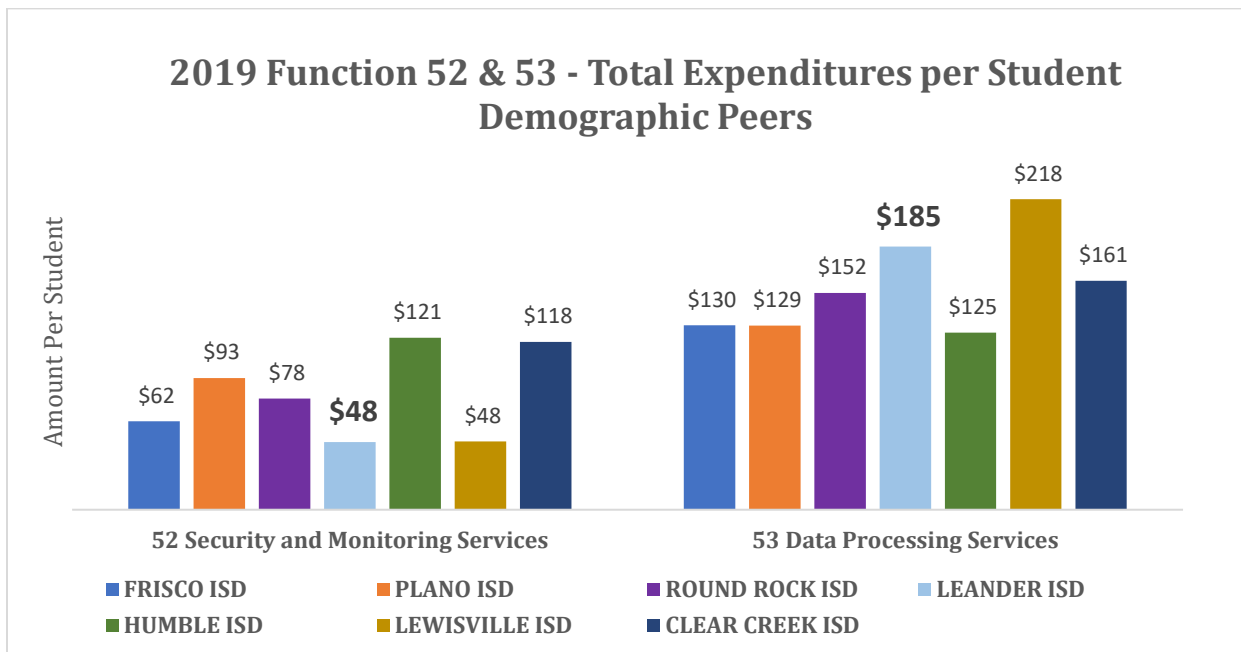


Figure 6.11: 2018-2019 General Fund Function 52 and 53 Total Expenditures Per Student – Demographic Peers

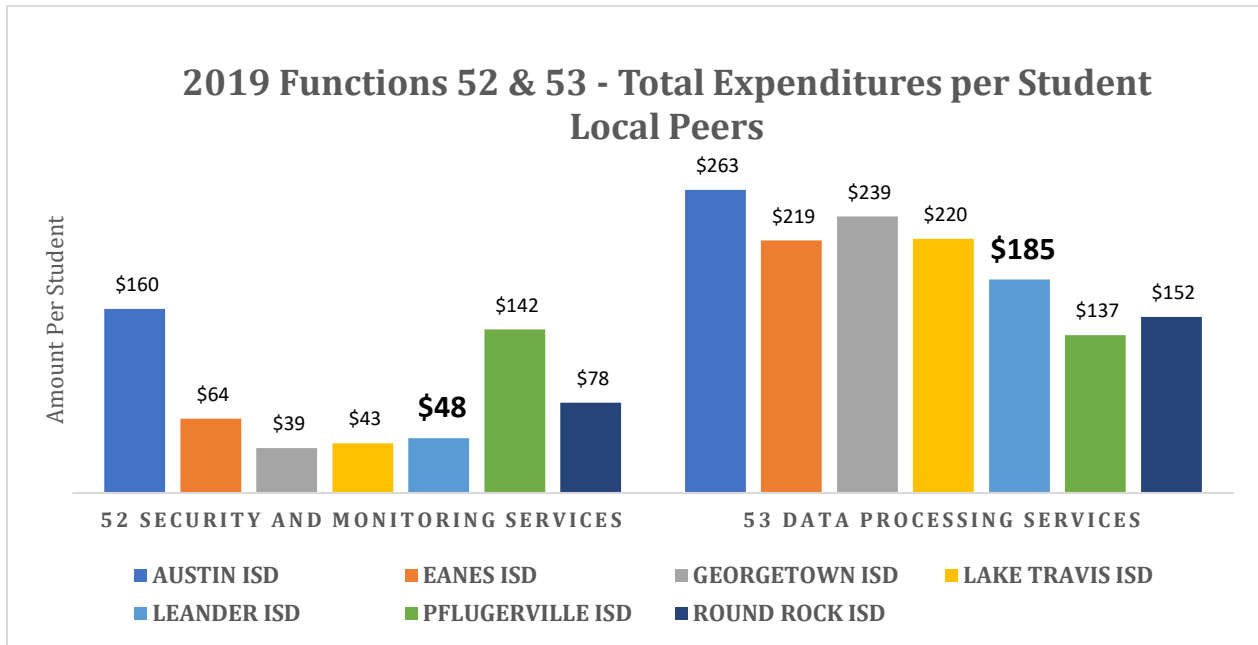


Figure 6.12: 2018-2019 General Fund Function 52 and 53 Total Expenditures Per Student – Local Peers

Costs outside of payroll and contracted services under Function 52 are minimal for all districts within the peer groups. Districts that contract with another entity for student resource officer (SRO) services have higher expenditures per student in contracted services (6200-6299) than those districts that have in-house law enforcement. Districts with in-house services, such as Austin and Humble ISDs, have higher expenditures per student in payroll (\$136 and \$98/student, respectively) versus contracted services (\$7 and \$9/student). LISD contracts SRO services and expends more in contracted services than in payroll services, but overall expends less per student on Function 52 than its Demographic and Local Peers, except for Georgetown ISD.

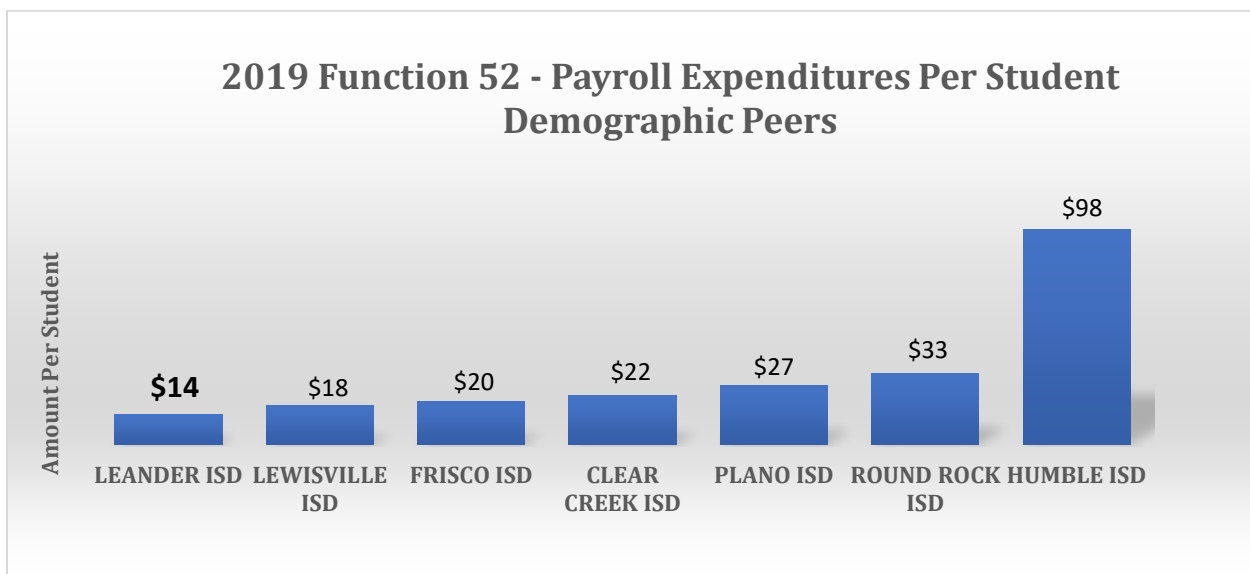


Figure 6.13: 2018-2019 General Fund Function 52 Payroll Expenditures Per Student – Demographic Peers

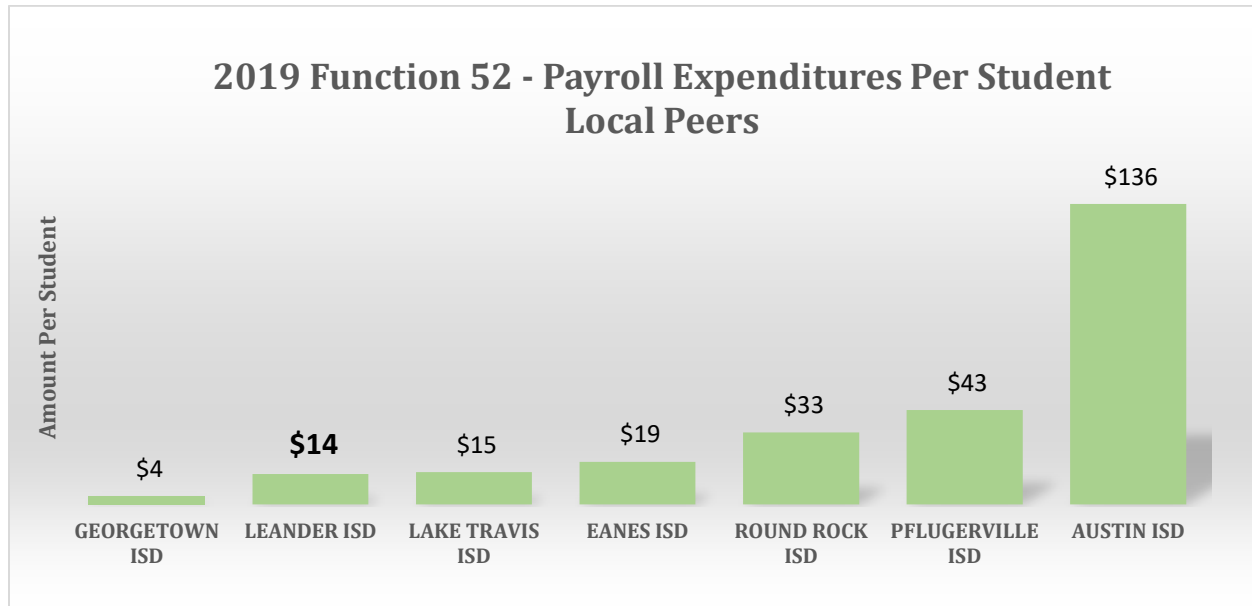


Figure 6.14: 2018-2019 General Fund Function 52 Payroll Expenditures Per Student – Local Peers

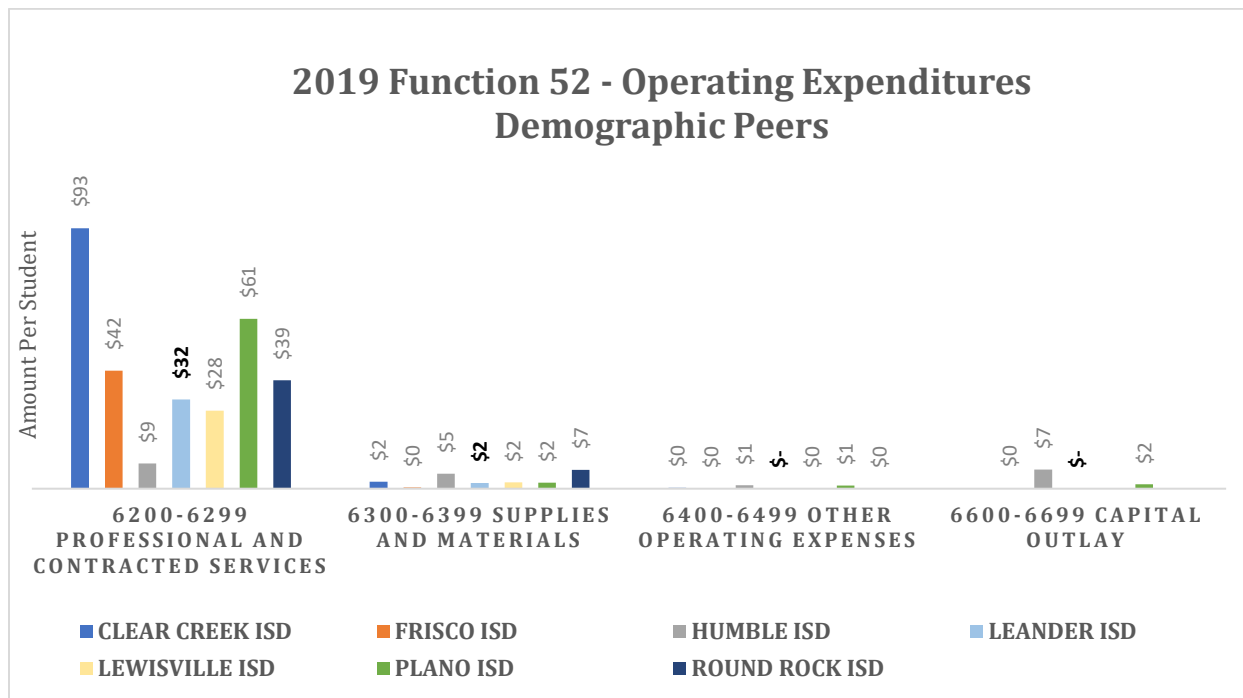


Figure 6.15: 2018-2019 General Fund Function 52 Operating Expenditures Per Student – Demographic Peers

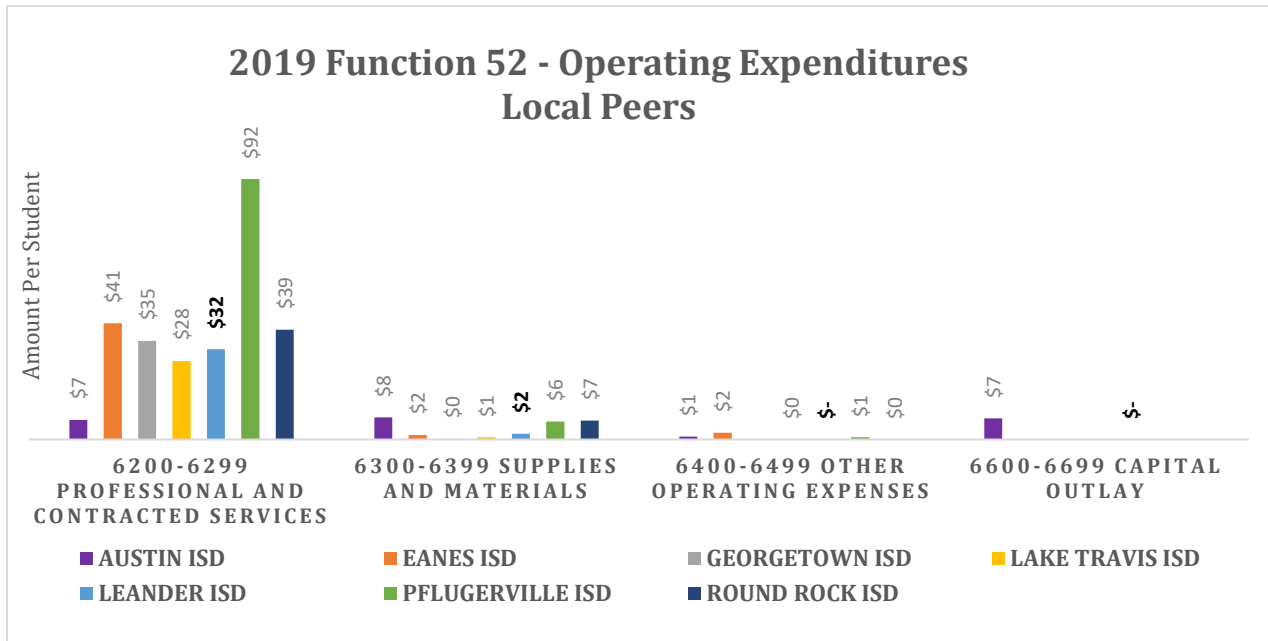


Figure 6.16: 2018-2019 General Fund Function 52 Operating Expenditures Per Student – Local Peers

FUNCTION 53

In Function 53, LISD is comparable to its Demographic Peers regarding payroll expenditures per student but expends less per student in this area when comparing to its local peers.

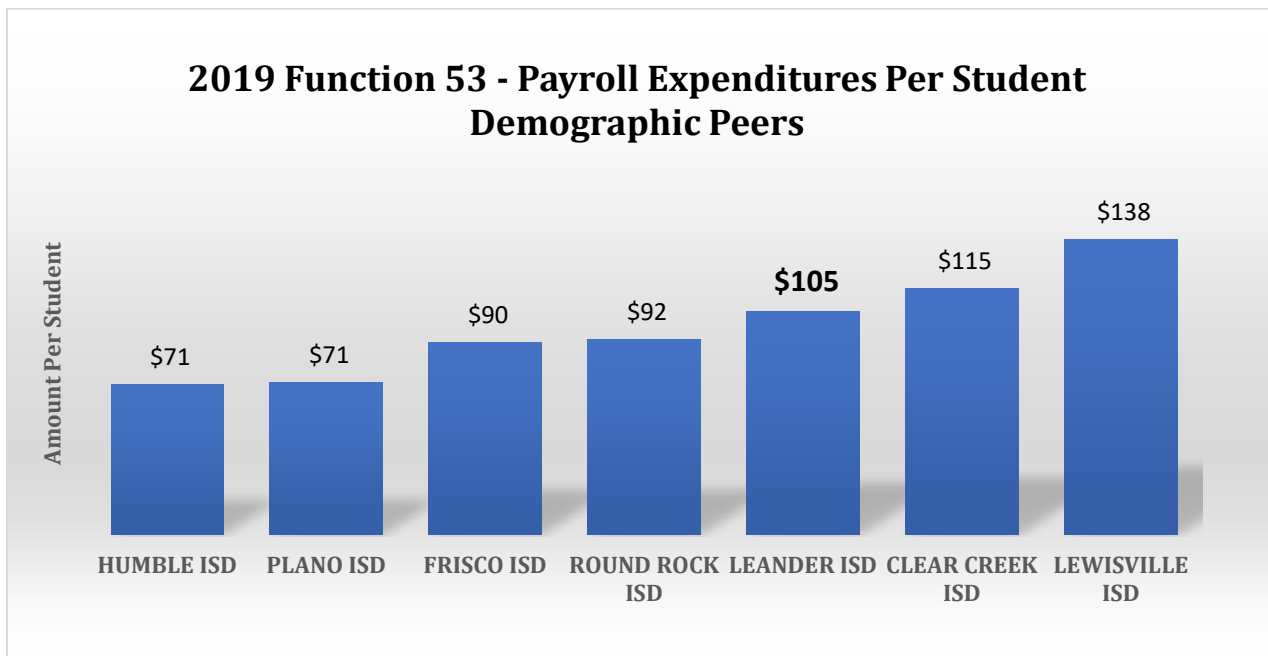


Figure 6.17: 2018-2019 General Fund Function 53 Payroll Expenditures Per Student – Demographic Peers

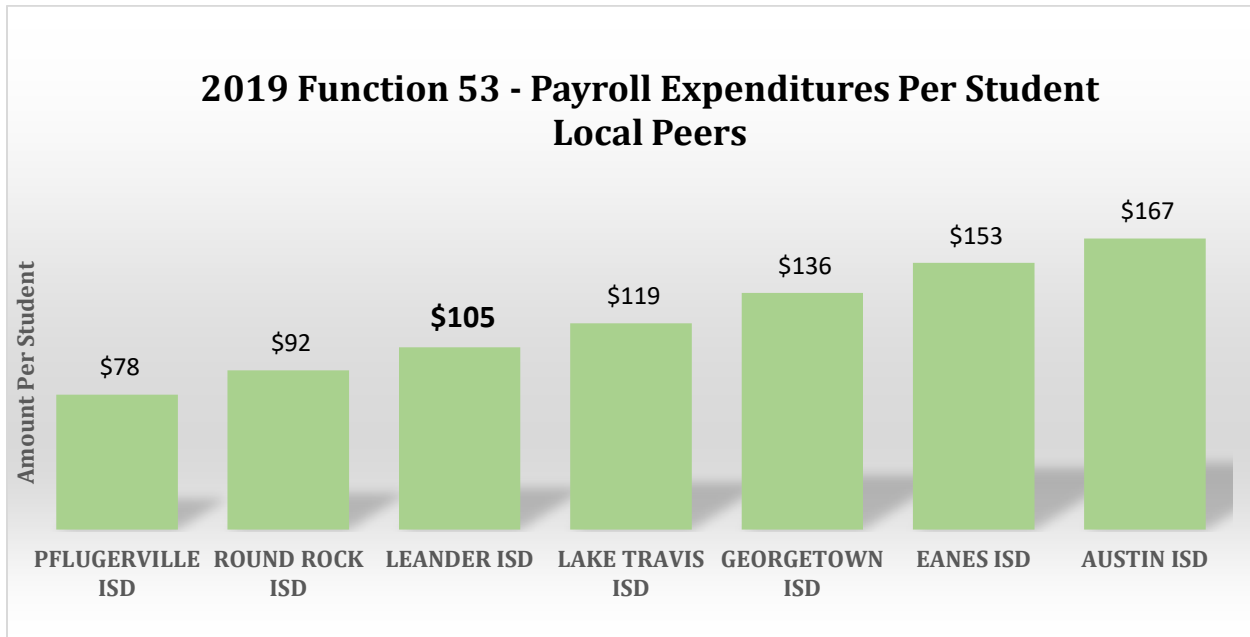


Figure 6.18: 2018-2019 General Fund Function 53 Payroll Expenditures Per Student – Local Peers

LISD is comparable to both peer groups when reviewing professional and contracted services with some districts spending more and some spending less. The district expends more per student in supplies and materials than its Demographic Peers and more than four other districts within the Local Peer group.

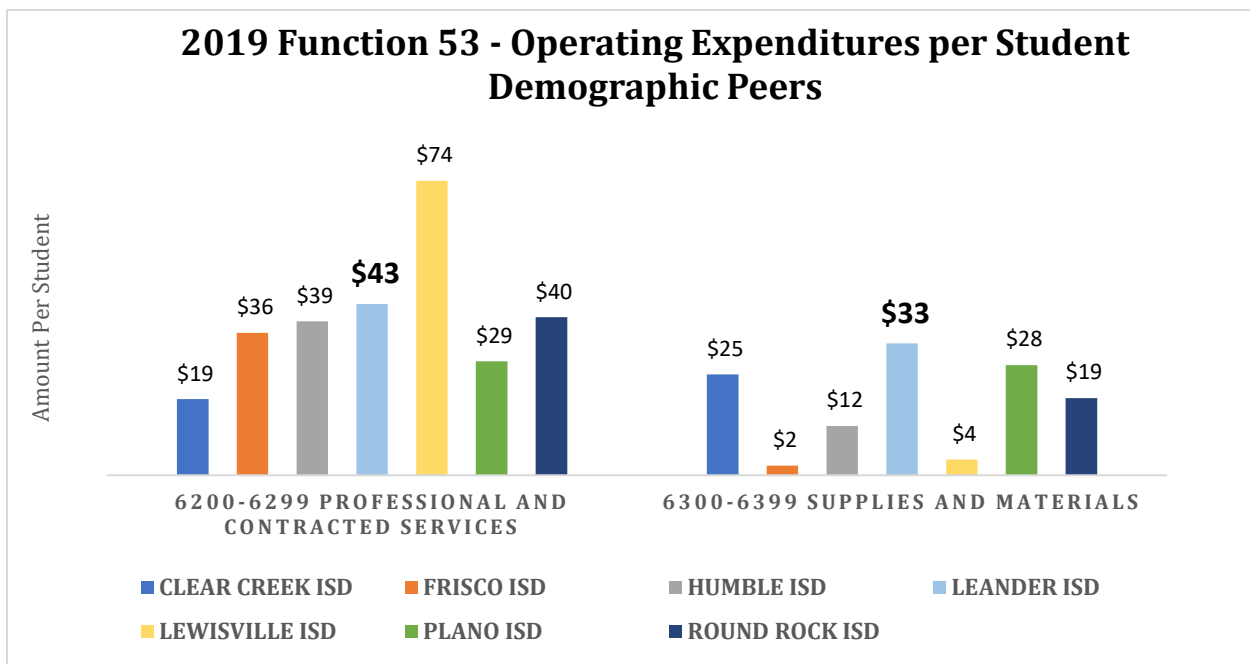


Figure 6.19: 2018-2019 General Fund Function 53 Operating Expenditures Per Student – Demographic Peers

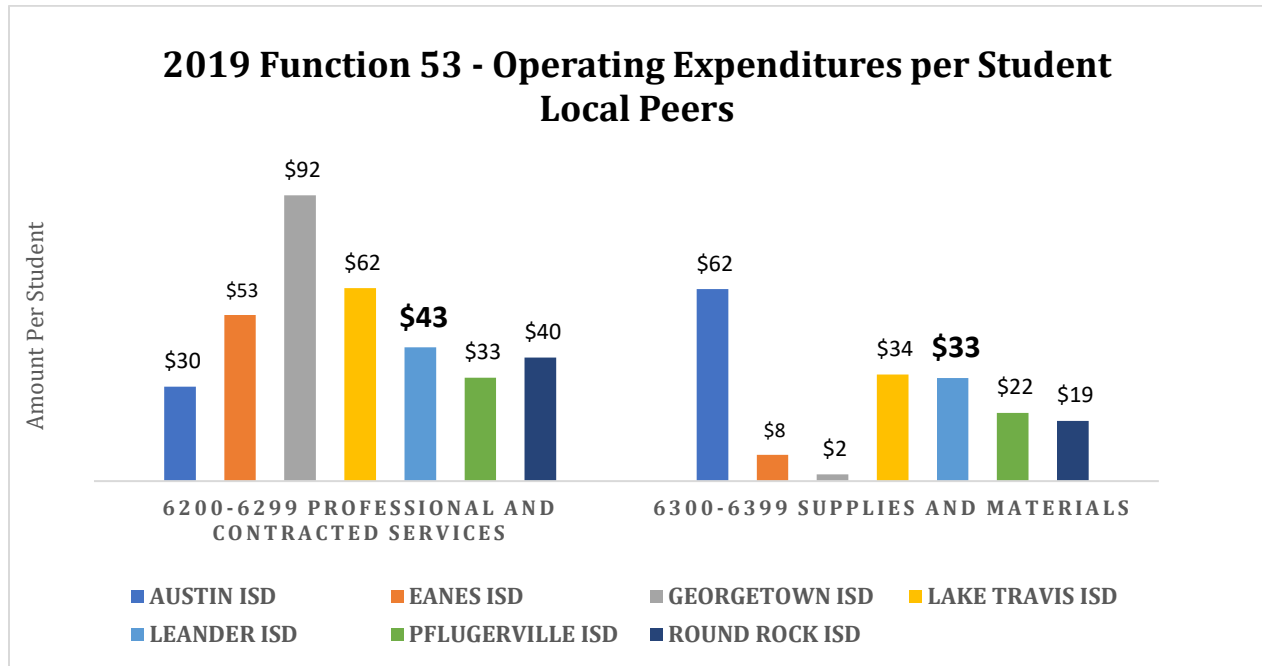


Figure 6.20: 2018-2019 General Fund Function 53 Operating Expenditures Per Student – Local Peers

FUNCTION 61

The main activity to be reported under Function 61 for community services is parental involvement. The majority of expenditures in this area are for payroll and typically cover parental liaisons. LISD's expenditures per student in the area of community services is higher than most districts but is more comparable to its Local Peers. The district also accounts for its Communications department within this function whereas other districts may consider communications an administrative task reporting these costs in Function 41.

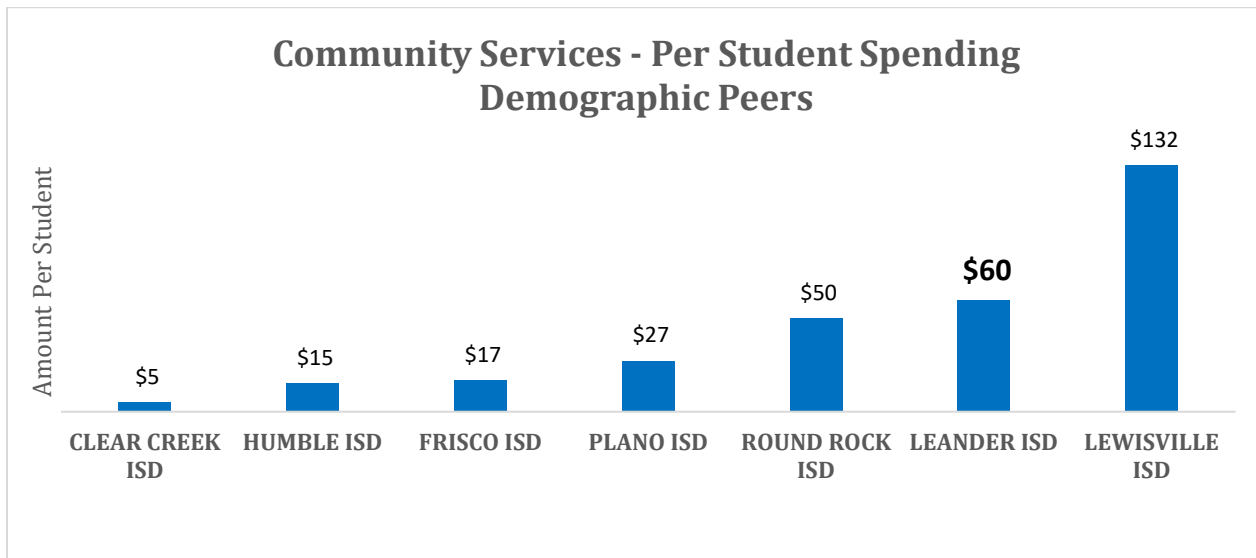


Figure 7.1: 2018-2019 General Fund Community Services Expenditures Per Student – Demographic Peers

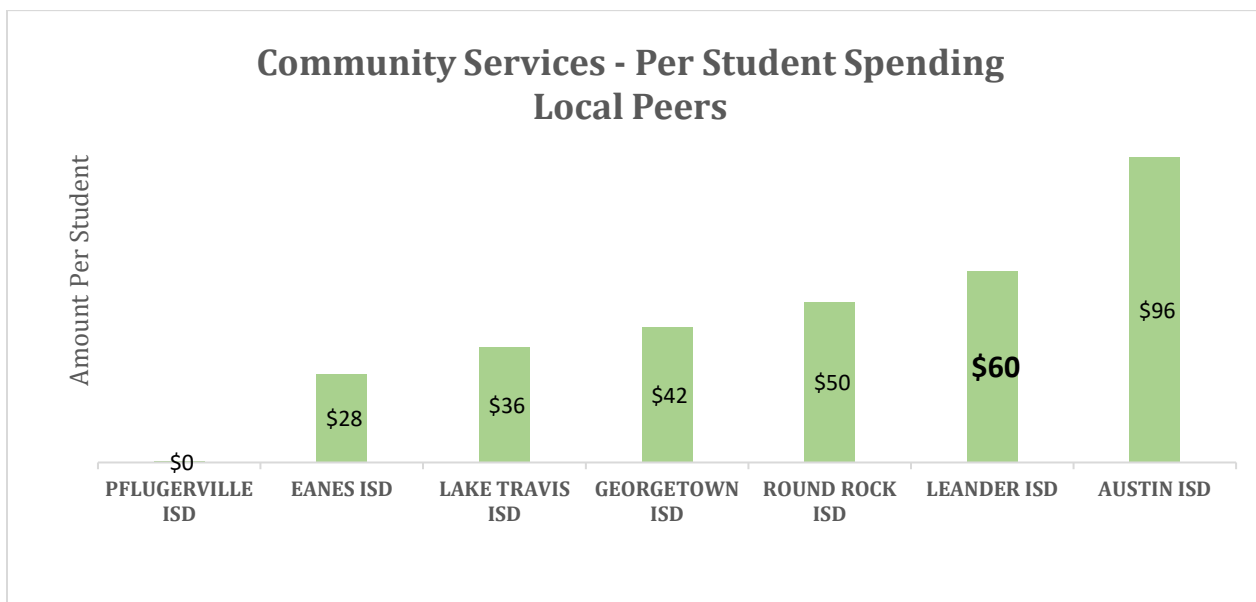


Figure 7.2: 2018-2019 General Fund Community Services Expenditures Per Student – Local Peers

FUNCTIONS 9X

The 9x series of functions is used to record costs between districts and other entities. In Functions 90-99, almost all Demographic and Local Peer districts expend more per student than Leander ISD. The difference is attributed to expenditures under Function 91, which is used to report the cost of recapture. Leander ISD is considered a wealthy district but does not pay recapture. Property wealthy districts are easily identifiable based on the expenditures in this area.

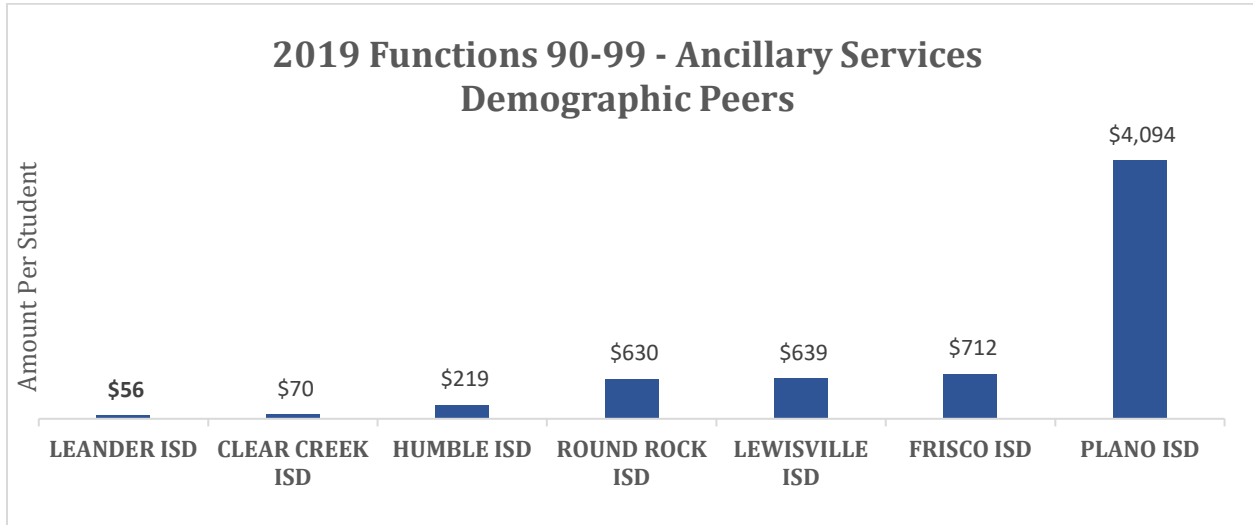


Figure 8.1: 2018-2019 Functions 90-99 Ancillary Services Expenditures Per Student – Demographic Peers

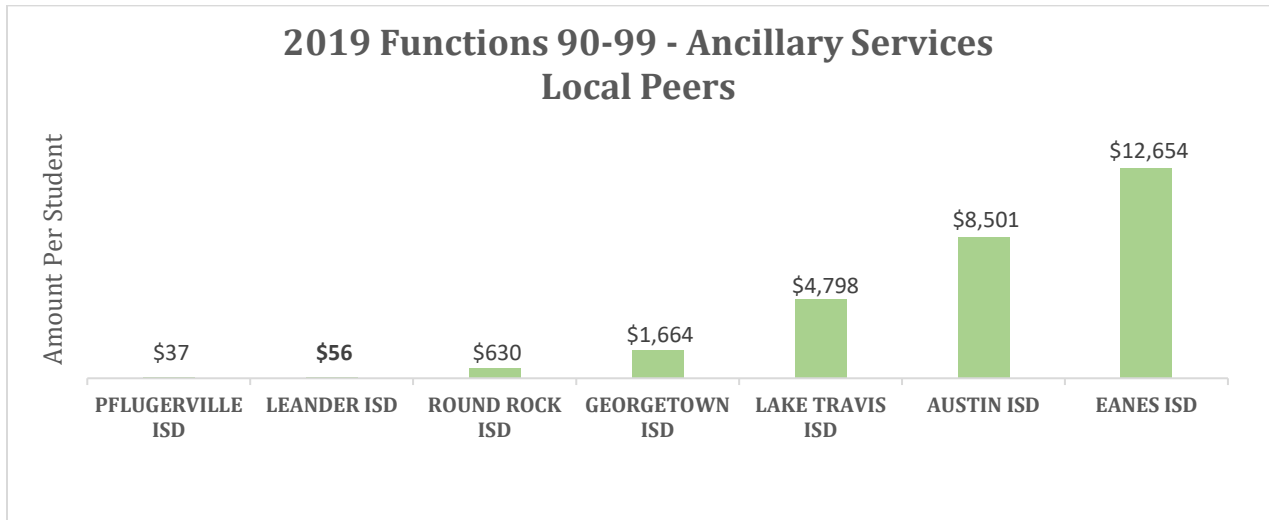


Figure 8.2: 2018-2019 Functions 90-99 Ancillary Services Expenditures Per Student – Local Peers

Other costs reported under the 9x functions are payments to JJAEP programs and tax appraisal services.

Looking at Functions 95 and 99, the comparison is more in line with our peer districts. Plano, Austin, and Eanes ISDs pay quite a bit more for appraisal district services, as their property wealth is greater and appraisal district budgets are allocated based on a percentage of total value.

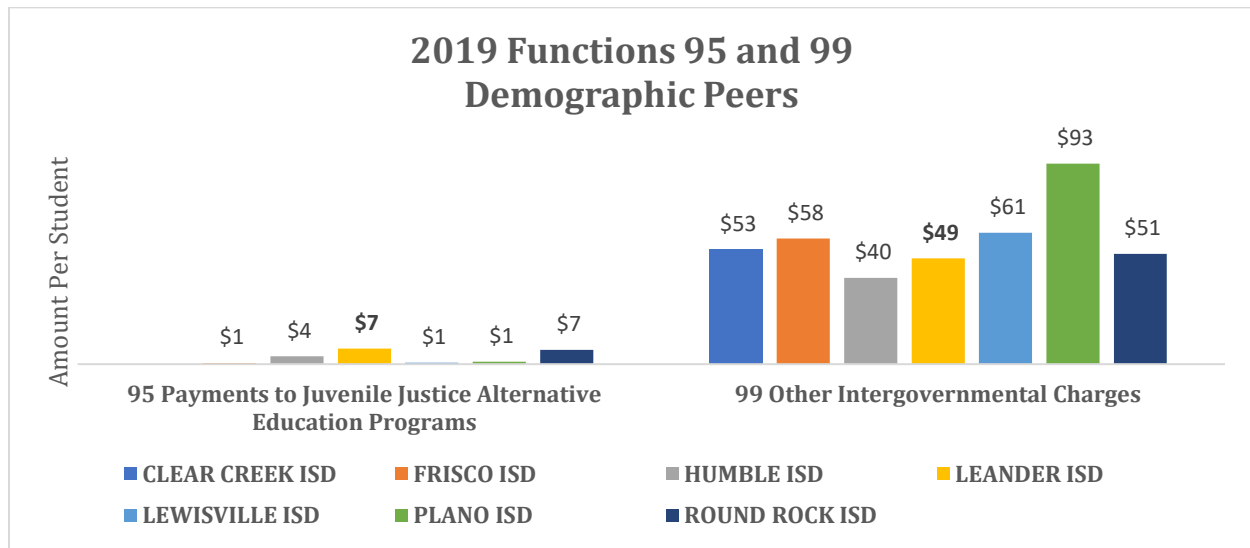


Figure 8.3: 2018-2019 Functions 95 and 99 Expenditures Per Student – Demographic Peers

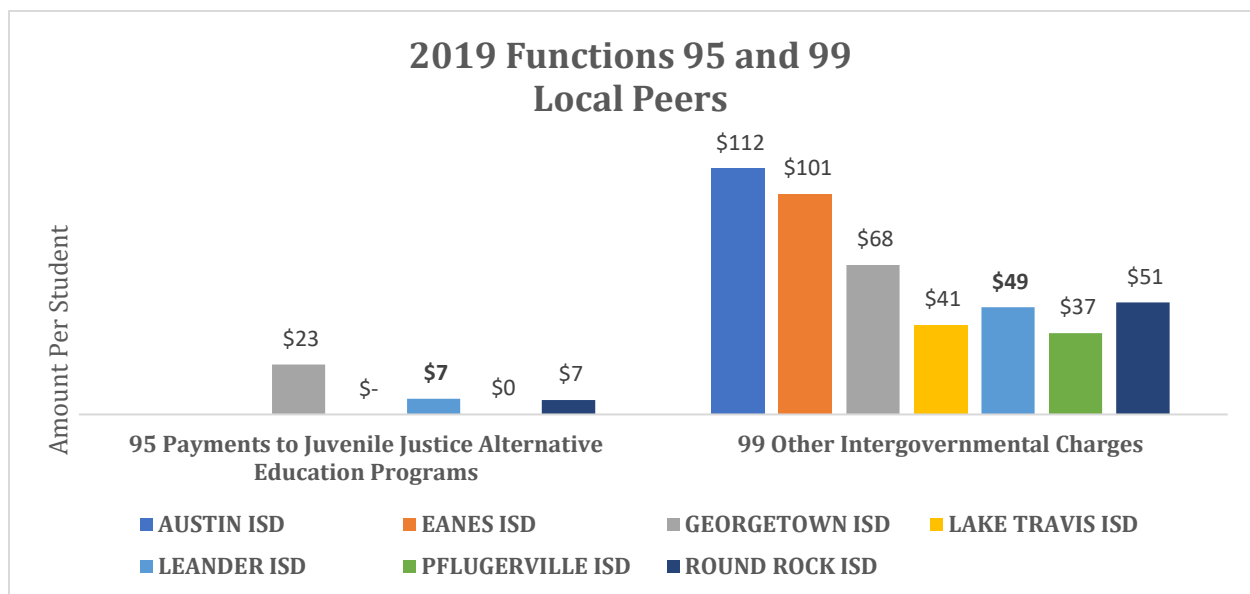


Figure 8.4: 2018-2019 Functions 95 and 99 Expenditures Per Student – Local Peers

FUNCTION 00

Function 00 is used to record transfers between funds. For LISD, Function 00 transfers represent transfers out to the self-insured health insurance fund and beginning in 2020-21 LISD established a separate major maintenance fund. Because districts may use transfers out for a variety of reasons and transfers out are not required, an analysis of spending in this area was not performed. Under Function 11, a narrative was provided on how transfers out for health insurance costs may be causing true expenditures per student to be understated.

FUNCTION GLOSSARY		
Function	Description	Expenditure Examples (not all-inclusive)
00	Undefined	Transfers out to health insurance fund, major maintenance fund, etc.
10-19	INSTRUCTION AND INSTRUCTION RELATED SERVICES	
11	Instruction	Teachers, instructional assistants, substitutes, instructional supplies, band equipment, etc.
12	Instructional Resources and Media Services	Librarians, library software and supplies, media
13	Curriculum and Staff Development	Staff who conduct in-service training/staff development, instructional coaches, curriculum writer department heads, curriculum development, fees for outside consultants, travel-related costs (all must be directly related to instruction)
20-29	INSTRUCTIONAL AND SCHOOL LEADERSHIP	
21	Instructional Leadership	Area Superintendent, directors/coordinators over CTE/SPED/early childhood
23	School Leadership	Principals, assistant principals, registrars, administrative assistants, supplies/services/travel for these positions
30-39	STUDENT SUPPORT SERVICES	
31	ADULT ED/ENGLISH LITERACY	Counselors, ARD specialists, testing coordinators, LSSP, diagnosticians, ESL assessment assistants, supplies/services/travel for these positions, testing materials
32	Social Work/Truancy	Director of student support services, dropout preventionists, social workers, supplies/services/travel for these positions
33	Health Services	Registered nurses, LVNs, nurse aides, medical and health supplies and training for these positions

FUNCTION GLOSSARY (continued)		
Function	Description	Expenditure Examples (not all-inclusive)
34	Student (pupil) Transportation	Director and asst. director of transportation, bus operators and monitors, dispatchers, routing assistants, buses and any related purchases
35	Food Services	General Fund costs are minimal. Majority of expenses covered under Fund 240
36	Cocurricular/Extracurricular Activities	Athletic directors/asst. directors, coach supplemental salary, trainers, officials, athletic supplies, student/staff travel for athletics, band, and other extracurricular activities, drug testing, athletic equipment
40-49	ADMINISTRATIVE SUPPORT SERVICES	
41	General Administration	Finance, purchasing, legal, school/community relations, auditing, and human resources staff/supplies/travel, portion of superintendent's salary, board of trustees travel/training/legal fees,
50-59	NON-STUDENT SUPPORT SERVICES	
51	Plant Maintenance & Operations	Director/asst. directors/workers in plant services/custodial/energy management/warehouse/document production center, supplies/training/repair costs under those areas, utilities, property and casualty insurance
52	Security and Monitoring	Director of security, crossing guards, SROs, drug dogs, supplies/equipment/training for safety/security
53	Data Processing Services	Directors/asst. directors for technology, campus techs, tech support, system engineers, project managers, networks/hardware/software for both instructional and non-instructional, mainframes, servers, computers, costs associated with coding, testing, integration, design applications, interfacing, etc.
60-69	ANCILLARY SERVICES	
61	Community Services	Assistant Director of Community Relations, Parent Education teachers/instructional assistants, summer extracurricular camps

FUNCTION GLOSSARY (continued)		
Function	Description	Expenditure Examples (not all-inclusive)
70-79	DEBT SERVICE	
71	Debt Service	Fund 599 covers debt service expenditures
80-89	FACILITY ACQUISITION	
81	Facility Acquisition and Construction	Purchase of land, remodeling or construction of buildings, major improvements. Beginning 2020-21 the 2-cent levy for major maintenance is being transferred out to provide additional transparency
90-99	INTERGOVERNMENTAL CHARGES	
91	Chapter 42 - Student Attendance Credit	LISD does not currently owe under this provision (recapture)
93	Shared Services	LISD does not currently use
95	Juvenile Justice Alternative Education Programs	Williamson & Travis County JJAEP
99	Other Intergovernmental Charges	WCAD & TCAD Tax Services

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Core Beliefs and Commitments	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Sarah Grissom and Bruce Gearing	
Attachments:	N/A	

Background Information:

This item is on the agenda to provide an opportunity for the Board of Trustees to establish core beliefs and commitments. These core beliefs will drive further conversations as we revisit the district mission and vision.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Overview of Planned IT Assessment
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Action Requested (future meeting):	Thursday, November 19, 2020
Administrator Responsible:	Jason Miller and Russ Johnson from True North Consulting
Attachments:	Overview of Planned IT Assessment Presentation

Background Information:

Overview of Leander ISD Information Technology Services and the planned IT Assessment.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Information Technology Services Overview of Planned IT Assessment November 19, 2020

SKYROCKETING IN K12

- THE NUMBER OF **DEVICES & APPLICATIONS**
- THE **RELIANCE** ON TECHNOLOGY
- **INTERNET** CONSUMPTION
- **CYBERSECURITY** RISKS & THREATS
- DEMAND FOR **SUPPORT & TRAINING**
- USAGE OF **AUDIO VIDEO / MULTIMEDIA**

*The demands placed on technology teams are at their **highest levels** and are quickly becoming the **new norm**.*



RECENT EVENTS



**STUDENTS WITHOUT
HOME INTERNET**



**CYBERSECURITY
UNDERSIZED & OPEN**



**ZOOM RELIABILITY
& SECURITY**



**DATA CENTER
OLD & UNDERSIZED**



**INTERNET CONNECTIVITY
UNDERSIZED**



**MISSED FUNDING
(\$3.5M ERATE)**



**UNDERSTAFFED SUPPORT
(REMOTE LEARNING, DEVICE MGMT,
INCREASE IN HELPDESK CALLS)**

FAST & SMART

RESPONDING



HOME CONNECTIVITY

- DEPLOYED 300 HOTSPOTS
- EVALUATING LONG-TERM SOLUTIONS
- SELECTING LEARNING MGMT SOLUTION



CYBERSECURITY

- UPDATED CYBER TOOLS
- CARES ACT FUNDING
- ASSESSMENT & AUDIT



ZOOM

- PREMIUM PLATFORM
- STAFF TRAINING



DATA CENTER

- UPDATING EQUIPMENT
- FEASIBILITY STUDY
- EVALUATING DR & CO-LOCATION



INTERNET

- DOUBLED INTERNET SPEED
- EVALUATING ADDITIONAL PROVIDERS
- OUTLOOK TO GMAIL MIGRATION



ERATE

- HIRING NEW CONSULTANT
- APPLYING FOR ERATE (5 RFPS)
(\$6.9M AVAILABLE FY21)



SUPPORT STAFF

- RE-ORG & STAFF AUGMENTATION
- FILL CRITICAL GAPS (CYBER, NETWORK, MOBILITY, PEIMS)
- OUTSOURCING WHERE NEEDED



Pausing to ask ourselves *what, how, and why* we are doing things **allows us to make more significant**

**OPERATIONAL
TECHNOLOGY**
(INFRASTRUCTURE)

**INSTRUCTIONAL
TECHNOLOGY**
(TEACHER & STUDENT
SYSTEMS)

SAFETY & SECURITY
(CAMPUS SAFETY &
CYBERSECURITY)

QUANTITATIVE
(INVENTORY, CAPACITY, LIFESPAN,
COMPLIANCE, COST ESTIMATES)

QUALITATIVE
(SURVEYS, FOCUS GROUPS,
INTERVIEWS, OBSERVATIONS, PEER
COMPARISONS)⁸⁰

COMPREHENSIVE TECHNOLOGY ASSESSMENT



Russ Johnson

Chief Executive Officer

- 25+ years K12
- Visioning & Long-range Planning
- Processes & Operational Excellence
- Bond Planning & Programming

THE INDEPENDENT CONSULTANT



EXPERTISE

Supplement your team with additional expertise or an outside perspective for the planning, design, bidding, contract administration, and project management for your technology and security initiatives.



RESOURCES

Scale your organization with additional resources when you need them. We provide the ability for your team to grow-on-demand without the costs and hassle of hiring and retaining additional in-house staff.



PROCUREMENT

Ensure you get the technology you want while allowing you to maintain procurement integrity during the RFP process, negotiations, and vendor selection. Let us be that buffer between your organization and the contractor community.



IMPARTIAL

As an independent consultant, we aren't incented or compensated by vendors or manufacturers. Our opinions and recommendations are our own. We will ensure the right-sized solution for your particular needs.



Registered Training
Provider for School
Board Trustees

THE CTO & THE TECHNOLOGY TEAM

INTERNAL SUPPORT	EXTERNAL SUPPORT	MAINTENANCE	MONITORING	LEADERSHIP RESPONSIBILITIES
TECHNOLOGY INTEGRATION	BUDGET	ASSET MANAGEMENT	PERSONNEL / STAFF SUPPORT	TRAINING
HIRING	RECRUITING	EMERGENCY RESPONSE	INTER-DEPT COLLABORATION	MEETINGS
CONFERENCES & EVENTS	STRATEGIC PLANNING	RFPs / BIDDING	AUDITS & COMPLIANCE	SPECIAL PROJECTS

- K12 CTOs & TECHNOLOGY TEAMS HAVE > **FULL TIME JOBS.**
- **BOND FUNDS** CAN PAY FOR CONSULTING SERVICES, BUT NOT TECHNOLOGY STAFF.
- THERE ARE MANY 82 TECHNOLOGY FUNCTIONS THAT **CAN NOT BE OUTSOURCED.**

AUSTIN AREA REFERENCES



SIMILARLY SIZED REFERENCES



ADDING CAPACITY & CAPABILITIES

trueNORTH
consulting group

1

Assessments

Our assessment practice ensures that you have a complete picture of your current technology systems, processes, and staffing.



2

Planning & Budgeting

We develop a strategic plan along with detailed budgets paired with all possible funding sources to ensure a roadmap aligned with the organization's goals.



3

Design & Specifications

With funding secured, we develop designs and specifications to be used in contract and procurement documents. The level of detail in our drawings and system requirements ensure you get a solution that fits your needs.

4

Bidding & Vendor Negotiations

We work alongside your procurement team to issue competitive sealed request for bids and assist in the contractor evaluation process, providing insulation between you and the vendor community.



5

Contract Administration & Project Management

With contractors selected, we review and approve documents, provide project management, and oversee all work of the vendors, ensuring that all specifications and requirements are met.

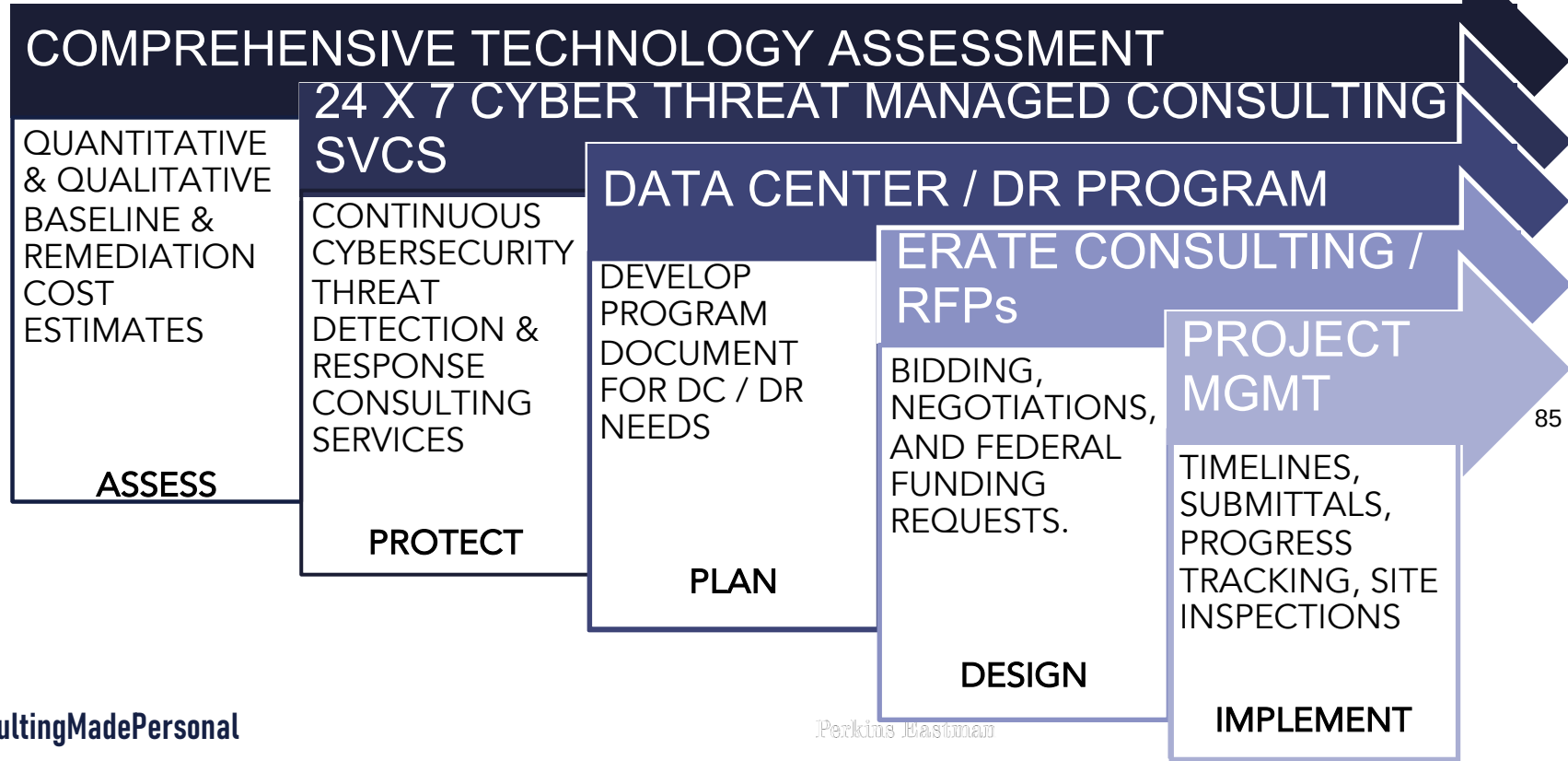


6

Enhanced Commissioning & Optimization

Before everyone calls the project done, we provide supplemental functionality testing, configuration reviews, and verification of implementation.

STRATEGY:FIRST NEXT STEPS



STRATEGY:FIRST OUTCOMES

- 1 CAPTURE TECHNOLOGY SNAPSHOT & BASELINE
- 2 COLLECT STAKEHOLDER FEEDBACK & THOUGHT LEADERSHIP
- 3 CREATE A COMPREHENSIVE LIFECYCLE STRATEGY
- 4 IDENTIFY TECHNOLOGY & OPERATIONAL RISKS
- 5 ADDRESS & REDUCE CYBERSECURITY RISKS

*"An hour of planning
can save you 10 hours
of doing."*
-Dale Carnegie

- 6 ALIGN NEEDS TO FUNDING SOURCES
- 7 INCREASE BUYING POWER & PROMOTE COMPETITIVE BIDDING
- 8 DEVELOP MULTI-YEAR FUNDING REQUIREMENTS
- 9 REDUCE LOCAL FUNDS BY ~\$6M
- 10 REDUCE STAFF BURDEN & FATIGUE

86

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of Board Meeting Minutes
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Bruce Gearing
Attachments:	10/08/20 Regular Board Meeting Minutes 10/22/20 Regular Board Meeting Minutes

Background Information:

Board meeting minutes are attached for your review.

Administrative Recommendation:

Administration recommends approval of minutes as presented.

Sample Motion:

I move the Board approve the minutes of the October 8, 2020 and October 22, 2020 Regular Board meetings as presented.

Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, October 8, 2020, beginning at 6:15 PM in the LEO Conference Center 300 S. West Dr. Leander, TX 78641. The following members were present: Trish Bode, Gloria Gonzales-Dholakia, Elexis Grimes, Grace Barber-Jordan, Jim MacKay and Pamela Waggoner. Aaron Johnson was absent during the call to order but arrived at 6:17 PM.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. OPENING CEREMONY

A. Pledge of Allegiance

B. Moment of Silence

3. COMMUNICATIONS / ANNOUNCEMENTS

A. Superintendent Remarks

B. Board Member Remarks

Agend items taken out of order.

7. CLOSED SESSION

The Board of Trustees went into Closed Session at 6:44 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: 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

The Board of Trustees returned to Open Session at 7:00 PM.

8. ACTION PURSUANT TO CLOSED SESSION

A. Consider Approval of Administrator and Teacher Contracts

I move that the Board of Trustees accept the recommendation(s) for administrator probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. This motion, made by Jim MacKay and seconded by Gloria Gonzales-Dholakia, passed unanimously.

I move that the Board of Trustees accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. This motion, made by Jim MacKay and seconded by Gloria Gonzales-Dholakia, passed unanimously.

Agend items taken out of order.

4. CITIZEN COMMENTS

26 citizens addressed the Board of Trustees on Policy Update 115.

5. CORONAVIRUS (COVID-19) - EPIDEMIC (Tex. Gov't Code 551.045)

6. CONSENT AGENDA

- A. Consider Approval of Board Meeting Minutes
- B. Consider Approval of Travis County Joint Election Agreement
- C. Consider Approval of 2020-2021 Travis County Juvenile Justice Alternative Education Program Memorandum of Understanding
- D. Consider Approval of Leander Educational Excellence Foundation License Agreement Scoreboard Ads

I move to approve the Consent Agenda at presented. This motion, made by Pamela Waggoner and seconded by Jim MacKay, passed unanimously.

Agend items taken out of order.

9. ACTION ITEMS

A. GOVERNANCE

1. Consider Forming a Standing Policy Review Sub-Committee

I move for the formation of a sub-committee of the Board for the purposes of policy review and updates. This motion, made by Elexis Grimes and seconded by Jim MacKay, passed unanimously.

I move for the formation of a sub-committee of the Board for the purposes of policy review and updates include Aaron Johnson, Elexis Grimes and Gloria Gonzales-Dholakia. This motion, made by Gloria Gonzales-Dholakia and seconded by Jim MacKay, passed unanimously.

2. Consider Approval of Texas Association of School Boards Initiated Localize Policy Update 115 with Additional District Changes to Policies FEB(LOCAL), FFG(EXHIBIT), FNG(LOCAL) and GF(LOCAL)

I move that we adopt local policy update 115 with additional district changes to policies FEB(LOCAL), FFG(EXHIBIT), FNG(LOCAL) and GF(LOCAL), leaving BDF as is (do not remove), leaving the full credit language in EI(Local), adding “, can be a reference to local policy” (after “Legally referened policies are not adopted by the Board”) to BF(Local). This motion, made by Gloria Gonzales-Dholakia and seconded by Jim MacKay,

I move to amenda the current motion to temporarily remove DIA(Local) and FMF(Local) for further review and consideration. This motion to amend, by Aaron Johnson, passed

with 6 in favor and 1 opposed (Gloria Gonzales-Dholakia).

The motion as amended, passed 6 in favor and 1 opposed (Gloria Gonzales-Dholakia).

I move to send DIA(Local) and FMF(Local) to the policy review committee. This motion, by Grace Barber-Jordan and seconded by Jim MacKay, passed 6 in favor and 1 opposed (Gloria Gonzales-Dholakia).

B. OPERATIONS

1. Consider Approval of School Health Advisory Committee Membership Recommendations

I move to approve the addition of each Trustee's additional nomination to the 2020-2021 Student Health Advisory Committee (SHAC) list approved at the September 24, 2020 Board Meeting. This motion, made by Pamela Waggoner and seconded by Grace Barber-Jordan, passed unanimously.

2. Consider Approval of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors

I move that the Board approve the Resolution to nominate Tom Buckle to the Travis Central Appraisal District Board. This motion, made by Grace Barber-Jordan and seconded by Aaron Johnson, failed with 5 opposed and 2 in favor (Grace Barber-Jordan and Aaron Johnson).

I move that the Board approve the Resolution to nominate John Havenstrite to the Travis Central Appraisal District Board. This motion, made by Gloria Gonzales-Dholakia and seconded by Pamela Waggoner

I move to amend the motion to nominate both candidates. This motion to amend, made by Aaron Johnson and seconded by Jim MacKay, passed 6 in favor and 1 opposed (Grace Barber-Jordan).

The motion as amended, passed 6 in favor and 1 opposed (Grace Barber-Jordan).

3. Consider Approval of Interlocal Agreement with Travis County - Allocation and Use of Funds for Crossing Guards

I move that the Board of Trustees approve the Interlocal Agreement with Travis County - Allocation and Use of Funds to secure funding to be used towards the cost of crossing guards. This motion, made by Jim MacKay and seconded by Aaron Johnson, passed unanimously.

10. REPORTS AND DISCUSSION ITEMS

A. GOVERNANCE

1. Core Beliefs and Commitments: Vision/Mission

B. OPERATIONS

1. Design Process for Elementary 29
2. Resolution Ratifying City of Georgetown Easements
3. General Construction Update

11. ADJOURNMENT

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

Time: 10:49 PM

These minutes were read and approved by the Board of Trustees on the _____ day of _____, 2020.

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

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, October 22, 2020, beginning at 6:15 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode, Aaron Johnson, Grace Barber-Jordan, Gloria Gonzales-Dholakia, Elexis Grimes, Jim MacKay and Pamela Waggoner.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
 2. **OPENING CEREMONY**
 - A. Pledge of Allegiance
 - B. Moment of Silence
 3. **RECOGNITION**
 - A. Vista Ridge HS, Leander MS - TASSP, Region 13 Honors
 4. **COMMUNICATIONS / ANNOUNCEMENTS**
 - B. Board Member Remarks
 7. **CONSENT AGENDA**
 - A. Consider Rescinding Resolution Regarding Delegation of Authority During Emergency
 - B. Consider Approval of Resolution Ratifying City of Georgetown Easements

I move to approve the Consent Agenda as presented. This motion, made by Grace Barber-Jordan and seconded by Pamela Waggoner, passed unanimously.
- 6:29 PM - Grace Barber-Jordan and Pamela Waggoner both left the meeting.
5. **CITIZEN COMMENTS**

15 Citizens addressed the Board of Trustees.
 - 4.A. Superintendent Remarks
 - 9.C.1. Annual Demographic Report
 6. **CORONAVIRUS (COVID-19) - EPIDEMIC (Tex. Gov't Code 551.045)**

8.B.2. Recommended Adjustments to LEADS: Teacher - Administrator Guidelines for 2020-2021 School Year

I move that the Board of Trustees approve the temporary changes to the LEADS: Teacher - Administrator Guidelines for the 2020-2021 school year only, as recommended by the Campus and District committees. This motion, made by Aaron Johnson and seconded by Jim MacKay, passed unanimously.

9.C.2. Design Process for Elementary 29

8. **ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Consider Approval of Revised Attendance Zoning Charter for Elementary Attendance Zone Changes

I move that the Board approve the revised Attendance Zoning Charter for Elementary Attendance Zone Changes to include Elementary 29, as presented. This motion, made by Jim MacKay and seconded by Aaron Johnson, passed unanimously.

B. OPERATIONS

1. Consider Approval of Budget Amendments

I move that the Board approve the amendments to the 2020-2021 budget. This motion, made by Gloria Gonzales-Dholakia and seconded by Jim MacKay, passed unanimously.

9. **REPORTS AND DISCUSSION ITEMS**

A. STUDENT EXPERIENCE

1. House Bill 3: Early Childhood and College Career Military Readiness Goals

B. GOVERNANCE

1. Internal Audit Department Quarterly Report
2. Core Beliefs and Commitments

C. OPERATIONS

3. Annual Investment Report
4. Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors
5. Business and Finance Monthly Reports
 - a. Monthly Bond Status Report
 - b. Monthly Financial Report
 - c. Monthly Investment Report
 - d. Monthly Tax Collection Report
 - e. Focus on Finance Report

10. **CLOSED SESSION**

The Board of Trustees went into Closed Session at 12:11 AM 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: 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

The Board of Trustees returned to Open Session at 12:23 AM.

11. **ACTION PURSUANT TO CLOSED SESSION**

- A. Consider Approval of Administrator Contracts
- B. Consider Approval of Teacher Contracts

I move that the Board of Trustees accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2020-21 school year. This motion, made by Jim MacKay and seconded by Gloria Gonzales-Dholakia, passed unanimously.

12. **ADJOURNMENT**

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

Time: 12:25AM on October 23, 2020.

These minutes were read and approved by the Board of Trustees on the _____ day of _____, 2020.

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, November 19, 2020

Agenda Item:	Consider Approval of Class Size Waivers
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Karie Lynn McSpadden
Attachments:	TEA Waiver Request Class Size Compliance Plan Classroom Sections Report Over Limit Report 11-9-20

Background Information:

At the beginning of the school year, each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades kindergarten (K) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades K-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request to TEA for a class size exception. The district's board of trustees must approve this request within 30 days after the class size was exceeded. Note: class size limits do not apply to physical education classes or fine arts classes.

As of 11/9/20, Leander ISD has exceeded the 22:1 ratio in the following K-4 sections:

- (102) Faubion Elementary 4 sections (Average class size in K-4 is 17.1, ratio exceeded in grade 1,2,3,4)
- (103) Block House Creek Elementary 1 section (Average class size in K-4 is 16.2, ratio exceeded in grade 1)
- (104) Cypress Elementary 1 section (Average class size in K-4 is 16.4, ratio exceeded in grade 1)
- (105) Mason Elementary 3 sections (Average class size in K-4 is 18.8, ratio exceeded in grade K,4)
- (106) Giddens Elementary 2 sections (Average class size in K-4 is 16.9, ratio exceeded in grade 3,4)
- (107) Steiner Ranch Elementary 2 sections (Average class size in K-4 is 16.7, ratio exceeded in grade K, 2)
- (110) Cox Elementary 5 sections (Average class size in K-4 is 17.8, ratio exceeded in grade K,1,3,4)
- (111) Bush Elementary 4 sections (Average class size in K-4 is 18, ratio exceeded in grade K,2,3,4)
- (113) Deer Creek Elementary 4 sections (Average class size in K-4 is 17.4, ratio exceeded in grade 1,3,4)
- (114) Pleasant Hill Elementary 4 sections (Average class size in K-4 is 18, ratio exceeded in grade K,3,4)
- (115) Rutledge Elementary 11 sections (Average class size in K-4 is 20.1, ratio exceeded in grade K,1,2,3,4)
- (116) Plain Elementary 2 sections (Average class size in K-4 is 17.9, ratio exceeded in grade 2,4)
- (118) River Place Elementary 7 sections (Average class size in K-4 is 18.4, ratio exceeded in grade 1,2,3,4)
- (119) Grandview Hills Elementary 2 sections (Average class size in K-4 is 15.5, ratio exceeded in grade K,2)
- (120) Parkside Elementary 12 sections (Average class size in K-4 is 19.4, ratio exceeded in grade K,1,2,3,4)
- (121) Westside Elementary 1 sections (Average class size in K-4 is 17.5, ratio exceeded in grade 4)
- (122) Reagan Elementary 10 sections (Average class size in K-4 is 19.3, ratio exceeded in grade 1,2,3,4)
- (124) Reed Elementary 5 sections (Average class size in K-4 is 19.2, ratio exceeded in grade K,2,3,4)
- (125) Camacho Elementary 3 sections (Average class size in K-4 is 17.3, ratio exceeded in grade 1,4)
- (126) Akin Elementary 8 sections (Average class size in K-4 is 19.1, ratio exceeded in grade 1,2,3,4)
- (127) Larkspur Elementary 4 sections (Average class size in K-4 is 18.9, ratio exceeded in grade K,1,2,4)

It is recommended that a Class Size Waiver Request be submitted for the campuses listed above. To ensure social distancing for in person students, this request is being submitted for the following reasons:

- All classes on the waiver are virtual empowered learning classes.
- Each campus average of grades K-4 remains at or below the 22:1 ratio.
- 668 K-4 sections are under the 22:1 ratio, the remaining 95 sections are only slightly over the 22:1 ratio
- the overall K-4 district student to teacher ratio is 17.8.

Administrative Recommendation:

It is recommended that you approve the waiver as presented.

Sample Motion:

I move that the Board approve the Class Size Compliance Plan and submit an application to the Texas Education Agency with class size waivers at the elementary campuses as presented.



Waivers

2020-2021 Application for Maximum Class Size Exception

Waiver ID: 57807

Application Information

Category: Class Size

Creator: Lisa Gibbs, District Editor

Status: Draft

Creation Date: 9/16/2020

Approving Superintendent:
Assigned To: Lisa Gibbs

LEA Contact

Full Name: Karie Lynn McSpadden

Phone: (512) 570-0105

Email: karielynn.mcspadden@leanderisd.org

LEA Information

LEA: LEANDER ISD (246913)

Address: P O BOX 218, LEANDER, TX 78646-0218

Phone: (512) 570-0000

Accountability Rating: Not Rated: Declared State of Disaster

Date of LEA Board of Trustees Approval

Date:

Special Instructions

Each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades kindergarten (K) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades K-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request for exception under TEC §25.112(d). Districts are to enter ONLY the total number of classes/sections and the reason(s) per campus that exceeds the 22:1. Class size limits do not apply to physical education or fine arts classes. The exception request must be submitted to TEA (Commissioner) not later than the later of October 1 or the 30th day after the first school day the district exceeds the limit. Class size limitations generally apply throughout the school year, with the following exceptions: (1) any twelve-week period selected by the district with a significant percentage of migratory children (25.112(1)); or (2) the last twelve weeks of any school year for all other districts.

Total Sections

Campus Name	Reason(s)	Accountability Rating	K	1	2	3	4	K-4
ADA MAE FAUBION EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		1	1	1	1	4
BLOCK HOUSE CREEK EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		1				1
C C MASON EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1				2	3
CHARLOTTE COX EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1	1		1	2	5
CHRISTINE CAMACHO EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		1			2	3
CYPRESS EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		1				1
DEER CREEK EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		1		2	1	4
GRANDVIEW HILLS EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1		1			2
JIM PLAIN EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster			1		1	2
LARKSPUR EL	Financial Hardship, Unanticipated Growth, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1	1	1		1	4
LAURA WELCH BUSH EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1		1	1	1	4
LOIS F GIDDENS EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster				1	1	2
MONTA JANE AKIN EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		3	1	3	1	8
OFFICER LEONARD A REED EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1		1	2	1	5
PARKSIDE EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	2	3	3	2	2	12
PLEASANT HILL EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1			1	2	4
RIVER PLACE EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		2	1	2	2	7
RONALD REAGAN EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster		1	3	3	3	10
RUTLEDGE EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	3	1	2	2	3	11
STEINER RANCH EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster	1		1			2
WESTSIDE EL	Financial Hardship, Social Distancing for in-person classes	Not Rated: Declared State of Disaster					1	1
GRAND TOTAL			13	17	17	21	27	95

LEA Attachments (1)

Title	Type	Size	Date Added	Added By
Leander ISD 2020-21 Class Size Waiver Compliance	DOCX	15.8 kb	2020-11-09	Lisa.Gibbs

Class Size Compliance Plan 2020-2021

The Leander Independent School District has made every effort to be in compliance with the class size limit of 22:1 in Kindergarten through Grade Four for the 2020-2021 school year. The district has monitored student enrollment on a daily basis since the school year began and will continue to monitor throughout the 2020-2021 school year.

The monitoring report indicates enrollment has exceeded the 22:1 ratio in the following K-4 sections:

- (102) Faubion Elementary 4 sections (Average class size in K-4 is 17.1, ratio exceeded in grade 1,2,3,4)
- (103) Block House Creek Elementary 1 section (Average class size in K-4 is 16.2, ratio exceeded in grade 1)
- (104) Cypress Elementary 1 section (Average class size in K-4 is 16.4, ratio exceeded in grade 1)
- (105) Mason Elementary 3 sections (Average class size in K-4 is 18.8, ratio exceeded in grade K,4)
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- (115) Rutledge Elementary 11 sections (Average class size in K-4 is 20.1, ratio exceeded in grade K,1,2,3,4)
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- (125) Camacho Elementary 3 sections (Average class size in K-4 is 17.3, ratio exceeded in grade 1,4)
- (126) Akin Elementary 8 sections (Average class size in K-4 is 19.1, ratio exceeded in grade 1,2,3,4)
- (127) Larkspur Elementary 4 sections (Average class size in K-4 is 18.9, ratio exceeded in grade K,1,2,4)

Even though Leander ISD is submitting a class size waiver for the campuses mentioned above, the overall District student teacher ratio in grades K-4 is 17.8. The district's current compliance plan endorses the following actions:

- Leander ISD will monitor In-Person class size in order to support social distancing.
- Leander ISD will monitor Virtual Learning students return to campus and make staffing adjustments as needed.
- Leander ISD will monitor daily enrollment of students in order to make staffing decisions.
- Leander ISD will review annual demographer reports to assess growth occurring in the school district for projecting student enrollments and teacher needs.
- Leander ISD will review approved student transfers to campuses that exceed the 22:1 ratio.
- Leander ISD will plan, budget, and hire an adequate number of teachers to enhance more flexibility for growth and/or shift in student enrollments at elementary campuses once the school year begins.
- Leander ISD will review and evaluate staffing guidelines on a yearly basis to meet enrollment needs.

Classroom Sections Report
as of 11/9/20

Campus	Grade Level	Number of Sections with Waiver	Sections at 22:1 or Less	Sections at 23:1	Sections at 24:1	Sections at 25+:1	Total Number of Sections
Faubion	1st	1	2	0	0	1	3
Faubion	2nd	1	2	0	0	1	3
Faubion	3rd	1	2	1	0	0	3
Faubion	4th	1	2	0	0	1	3
BHC	1st	1	4	1	0	0	5
Cypress	1st	1	4	0	0	1	5
Mason	Kinder	1	3	0	0	1	4
Mason	4th	2	4	0	0	2	6
Giddens	3rd	1	3	1	0	0	4
Giddens	4th	1	4	1	0	0	5
Steiner Ranch	Kinder	1	3	1	0	0	4
Steiner Ranch	2nd	1	4	0	0	1	5
Cox	Kinder	1	3	0	0	1	4
Cox	1st	1	4	1	0	0	5
Cox	3rd	1	4	0	0	1	5
Cox	4th	2	3	2	0	0	5
Bush	Kinder	1	3	0	0	1	4
Bush	2nd	1	3	1	0	0	4
Bush	3rd	1	5	1	0	0	6
Bush	4th	1	4	1	0	0	5
Deer Creek	1st	1	4	1	0	0	5
Deer Creek	3rd	2	4	0	1	1	6
Deer Creek	4th	1	5	1	0	0	6
Pleasant Hill	Kinder	1	5	0	0	1	6
Pleasant Hill	3rd	1	5	1	0	0	6
Pleasant Hill	4th	2	4	1	0	1	6
Rutledge	Kinder	3	4	1	2	0	7
Rutledge	1st	1	7	0	0	1	8

Classroom Sections Report
as of 11/9/20

Rutledge	2nd	2	7	0	2	0	9
Rutledge	3rd	2	6	0	2	0	8
Rutledge	4th	3	5	1	1	1	8
Plain	2nd	1	4	0	1	0	5
Plain	4th	1	4	0	0	1	5
River Place	1st	2	4	0	0	2	6
River Place	2nd	1	5	0	1	0	6
River Place	3rd	2	4	0	0	2	6
River Place	4th	2	4	0	0	2	6
GVH	Kinder	1	3	0	0	1	4
GVH	2nd	1	3	1	0	0	4
Parkside	Kinder	2	5	0	0	2	7
Parkside	1st	3	4	0	0	3	7
Parkside	2nd	3	6	1	0	2	9
Parkside	3rd	2	7	0	2	0	9
Parkside	4th	2	6	0	1	1	8
Westside	4th	1	4	0	0	1	5
Reagan	1st	1	6	0	1	0	7
Reagan	2nd	3	4	1	0	2	7
Reagan	3rd	3	5	0	0	3	8
Reagan	4th	3	5	0	1	2	8
Reed	Kinder	1	5	0	0	1	6
Reed	2nd	1	6	0	1	0	7
Reed	3rd	2	4	0	1	1	6
Reed	4th	1	5	0	1	0	6
Camacho	1st	1	5	1	0	0	6
Camacho	4th	2	5	0	0	2	7
Akin	1st	3	5	1	0	2	8
Akin	2nd	1	6	0	1	0	7
Akin	3rd	3	4	0	1	2	7
Akin	4th	1	7	1	0	0	8
Larkspur	Kinder	1	6	0	0	1	7

Classroom Sections Report
as of 11/9/20

Larkspur	1st	1	5	0	0	1	6
Larkspur	2nd	1	6	0	0	1	7
Larkspur	4th	1	5	0	0	1	6
		95	279	23	20	52	374

OVER LIMIT REPORT

11/9/20

Building Name	Course Name	Staff Name	Last Entry Dt	Stu Cnt	Notes
Faubion Elementary	Attendance 01	Pritchard, Elizabeth	09/22/2020	28	
Faubion Elementary	Attendance 02	Summers, Elizabeth	10/14/2020	28	
Faubion Elementary	Attendance 03	Mehlow, Annemarie	10/19/2020	23	
Faubion Elementary	Attendance 04	Bisbee, Patricia	10/14/2020	26	
				4	
Block House Creek Elem	Attendance 01	Hood, Anne	09/28/2020	23	
				1	
Cypress Elementary	Attendance 01	Miller, Jennifer	10/14/2020	29	
				1	
Mason Elementary	Attendance KG	Marble, Cory	10/19/2020	25	
Mason Elementary	Attendance 04	Bond, Allison	10/05/2020	25	WFH
Mason Elementary	Attendance 04	Harvey, Kathryn	10/05/2020	25	
				3	
Giddens Elementary	Attendance 03	Moore, Rachel	10/16/2020	23	
Giddens Elementary	Attendance 04	Murphy, Ryan	10/05/2020	23	
				2	
Steiner Ranch Elementary	Attendance KG	Romero, Laura	10/16/2020	23	
Steiner Ranch Elementary	Attendance 02	Westergren, Jo-anna	11/02/2020	25	WFH
				2	
Cox Elementary	Attendance KG	Lyons, Lindsey	10/14/2020	25	
Cox Elementary	Attendance 01	Maloney, Amanda	08/13/2020	23	WFH
Cox Elementary	Attendance 03	Miears, Carol	10/26/2020	27	WFH
Cox Elementary	Attendance 04	Holmes, Rosanna	08/14/2020	23	
Cox Elementary	Attendance 04	Marak, Angela	10/26/2020	23	
				5	
Bush Elementary	Attendance KG	Kwiecienski, Kathy	11/09/2020	28	
Bush Elementary	Attendance 02	Brown, Landa	08/13/2020	23	
Bush Elementary	Attendance 03	Geer, Olivia	09/08/2020	23	
Bush Elementary	Attendance 04	Nichols, Lisa	09/11/2020	23	
				4	
Deer Creek Elementary	Attendance 01	Price, Robbi	08/13/2020	23	
Deer Creek Elementary	Attendance 03	Edison, Jeremiah	10/14/2020	24	
Deer Creek Elementary	Attendance 03	Huff, Lisa	10/14/2020	23	
Deer Creek Elementary	Attendance 04	Ciernia, Charles	08/13/2020	23	
				4	
Pleasant Hill Elementary	Attendance KG	Narup, Ashley	10/21/2020	26	
Pleasant Hill Elementary	Attendance 03	Norris, Sarah	09/30/2020	23	
Pleasant Hill Elementary	Attendance 04	Fujawa, Brandin	10/14/2020	25	
Pleasant Hill Elementary	Attendance 04	Wegrzyn, Melissa	10/26/2020	23	

OVER LIMIT REPORT

11/9/20

					4
Rutledge Elementary	Attendance KG	Huddleston, Kimberly	10/14/2020	24	
Rutledge Elementary	Attendance KG	Keller, Kristy	11/04/2020	23	
Rutledge Elementary	Attendance KG	Simons, Marie	10/26/2020	24	
Rutledge Elementary	Attendance 01	Donnelly, Leezeyda	09/08/2020	26	
Rutledge Elementary	Attendance 02	Camp-chandler, Jodi	08/13/2020	24	WFH
Rutledge Elementary	Attendance 02	Holleyman, Amanda	08/13/2020	24	
Rutledge Elementary	Attendance 03	Froelich, Samantha	08/24/2020	24	
Rutledge Elementary	Attendance 03	Moody, Karen	08/13/2020	24	
Rutledge Elementary	Attendance 04	Buckler, Sarah	09/15/2020	26	
Rutledge Elementary	Attendance 04	Eppinette, Carolyn	08/13/2020	23	
Rutledge Elementary	Attendance 04	Massingill, Rebecca	08/13/2020	24	
					11
Plain Elementary	Attendance 02	Coffee, Jessica	10/20/2020	24	
Plain Elementary	Attendance 04	Dock, Kaia	10/20/2020	28	
					2
River Place Elementary	Attendance 01	Partridge, Shawn	11/02/2020	25	
River Place Elementary	Attendance 01	Torres, Nicole	10/14/2020	25	
River Place Elementary	Attendance 02	Gros, Lindsay	09/23/2020	24	
River Place Elementary	Attendance 03	Hoffart, Kayleigh	08/27/2020	27	
River Place Elementary	Attendance 03	Veve, Kelsey	11/02/2020	27	WFH
River Place Elementary	Attendance 04	Bombra, Jessica	10/19/2020	33	
River Place Elementary	Attendance 04	Keilberg, Brittany	10/14/2020	27	
					7
Grandview Hills Elementary	Attendance KG	Barden, Coryna	10/19/2020	26	
Grandview Hills Elementary	Attendance 02	Laird, Ashley	10/14/2020	23	
					2
Parkside Elementary	Attendance KG	Mull, Lindsey	08/13/2020	25	
Parkside Elementary	Attendance KG	Williams, Amy	11/05/2020	25	
Parkside Elementary	Attendance 01	Flores, Ina	09/08/2020	27	
Parkside Elementary	Attendance 01	Markus, Jill	08/20/2020	28	
Parkside Elementary	Attendance 01	Rose, Alyson	08/13/2020	27	
Parkside Elementary	Attendance 02	Armstrong, Sarah	08/13/2020	27	
Parkside Elementary	Attendance 02	Locklear, Krystal	11/09/2020	23	
Parkside Elementary	Attendance 02	Martinez, Melissa	09/14/2020	28	
Parkside Elementary	Attendance 03	Patrick, Gracie	10/21/2020	24	
Parkside Elementary	Attendance 03	Strickland, Madeline	10/20/2020	24	
Parkside Elementary	Attendance 04	Rodriguez, Denise	10/02/2020	24	
Parkside Elementary	Attendance 04	Whaley, Lindsay	08/20/2020	25	

OVER LIMIT REPORT

11/9/20

					12
Westside Elementary	Attendance 04	Walker Shuler, Crystal	10/05/2020	34	
					1
Reagan Elementary	Attendance 01	Holley, Amber	09/14/2020	24	
Reagan Elementary	Attendance 02	Cook, Julissa	09/08/2020	23	
Reagan Elementary	Attendance 02	Foux, Christina	10/14/2020	25	
Reagan Elementary	Attendance 02	Freeman, Gina	09/08/2020	30	
Reagan Elementary	Attendance 03	Esparza, Adriana	10/14/2020	29	
Reagan Elementary	Attendance 03	Serphillips, Colby	10/14/2020	30	
Reagan Elementary	Attendance 03	Venner, Gloria	10/14/2020	27	
Reagan Elementary	Attendance 04	Bleakley, Adam	10/14/2020	24	
Reagan Elementary	Attendance 04	Moran, Jennifer	09/28/2020	27	
Reagan Elementary	Attendance 04	Sivells, Melanie	10/14/2020	27	
					10
Reed Elementary	Attendance KG	Monroig Velez, Amaryllis	10/19/2020	30	IA hired to support/6 taught ELA in another class
Reed Elementary	Attendance 02	Putnam, Melissa	10/06/2020	24	
Reed Elementary	Attendance 03	Harvey, Sandra	10/20/2020	28	
Reed Elementary	Attendance 03	Santana, Olga	09/28/2020	24	
Reed Elementary	Attendance 04	Jones, Alison	09/16/2020	24	
					5
Camacho Elementary	Attendance 01	Wroblewski, Jaclyn	08/28/2020	23	
Camacho Elementary	Attendance 04	Miller, Katie	11/04/2020	25	
Camacho Elementary	Attendance 04	Perkins, Amanda	09/01/2020	28	
					3
Akin Elementary	Attendance 01	Gunn, Mary	09/08/2020	23	
Akin Elementary	Attendance 01	Kincaid, Jennifer	09/08/2020	26	
Akin Elementary	Attendance 01	Wright, Christine	09/10/2020	25	
Akin Elementary	Attendance 02	Hodgson, Tara	09/21/2020	23	
Akin Elementary	Attendance 03	Behrs, Wendy	09/29/2020	26	
Akin Elementary	Attendance 03	Clemons, Christine	08/13/2020	24	
Akin Elementary	Attendance 03	Meleck, Jessica	08/13/2020	25	
Akin Elementary	Attendance 04	Kodra, Sahira	08/13/2020	23	
					8
Larkspur Elementary	Attendance KG	Brown, Liana	10/14/2020	29	
Larkspur Elementary	Attendance 01	Hall, Emily	11/02/2020	25	
Larkspur Elementary	Attendance 02	Gillis, Erin	08/13/2020	25	
Larkspur Elementary	Attendance 04	Rister, Angela	11/09/2020	26	
					4

OVER LIMIT REPORT

11/9/20

TOTAL WAIVERS	95
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Cost to reduce all virtual classes to 22:1 or below: 62 teachers @ \$55,784	\$3,458,608
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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of Budget Amendments	
Purpose (this meeting):	☐ Discussion Item/Report Only	☒ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	Monthly Budget Amendments	

Background Information:

The Board of Trustees adopted the 2020-2021 budget on June 18, 2020. 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 November 11, 2020.

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

- Transfers among functions with no impact on the total operating deficit/surplus

The amendments to the General Fund have no impact on the overall operating deficit.

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

Administrative Recommendation:

Administration recommends that the Board approve the amendments to the 2020-2021 budget reflecting transfers among functions with no impact to the total operating deficit/surplus.

Sample Motion:

I move that the Board approve the amendments to the 2020-2021 budget reflecting transfers among functions with no impact to the total operating deficit/surplus.

Leander Independent School District
General Fund - Fund 199
Budget Amendments/Transfers as of November 11, 2020

	2020-2021 Original Budget	Previously Amended Budget	Proposed Amendments 11/11/20	Proposed Amended Budget
Revenues:				
Local Sources	\$ 267,490,482	\$ 265,330,453	\$ -	\$ 265,330,453
State Sources	97,071,746	98,065,849	-	98,065,849
Federal Sources	4,165,000	4,165,000	-	4,165,000
TOTAL REVENUES	\$ 368,727,228	\$ 367,561,302	\$ -	\$ 367,561,302
Expenditures:				
Function 11 - Instruction	\$ 235,351,716	\$ 238,270,486	\$ 14,751	\$ 238,285,237
Function 12 - Instructional Resources & Media	4,216,617	4,238,907	-	4,238,907
Function 13 - Staff Development	7,915,776	8,076,404	2,895	8,079,299
Function 21 - Instructional Administration	4,380,727	4,372,486	(8,070)	4,364,416
Function 23 - School Administration	21,647,945	21,668,640	(8)	21,668,632
Function 31 - Guidance & Counseling	19,356,455	19,394,798	(1,200)	19,393,598
Function 32 - Social Services	1,488,308	1,494,308	-	1,494,308
Function 33 - Health Services	3,496,032	3,496,632	600	3,497,232
Function 34 - Student Transportation	13,853,851	15,682,060	-	15,682,060
Function 35 - Food Services	6,309	83,306	-	83,306
Function 36 - Co-Curricular Activities	11,799,318	12,561,486	4,074	12,565,560
Function 41 - General Administration	8,216,672	7,871,456	(826)	7,870,630
Function 51 - Plant Maintenance & Operations	31,250,398	34,029,483	826	34,030,309
Function 52 - Security	3,418,835	2,722,409	3,872	2,726,281
Function 53 - Data Processing	8,704,810	9,610,708	(16,914)	9,593,794
Function 61 - Community Services	2,145,340	2,146,812	-	2,146,812
Function 71 - Debt Service	-	-	-	-
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	345,050	339,050	-	339,050
Function 99 - Other Intergovernmental Charges	2,250,920	2,250,920	-	2,250,920
TOTAL ALL EXPENDITURES	\$ 379,845,079	\$ 388,310,351	\$ -	\$ 388,310,351
Excess/(Deficiency) of Revenues vs. Expenditures	\$ (11,117,851)	\$ (20,749,049)	\$ -	\$ (20,749,049)
Other Financing Sources/Uses				
Sale of Assets	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
Transfer Out - Other	(50,000)	(50,000)	-	(50,000)
Transfer Out - Healthcare	(5,300,000)	(5,300,000)	-	(5,300,000)
Transfer Out - Healthcare Additional Contribution	(1,000,000)	(1,000,000)	-	(1,000,000)
Transfer Out - 2 cents to Major Maintenance	(3,377,966)	(3,377,966)	-	(3,377,966)
Other Uses - Settlements	(155,000)	(221,250)	-	(221,250)
Total Other Financing Sources/Uses	\$ (9,862,966)	\$ (9,929,216)	\$ -	\$ (9,929,216)
Net Increase/(Decrease) in Fund Balance	\$ (20,980,817)	\$ (30,678,265)	\$ -	\$ (30,678,265)
Beginning Fund Balance for Fund 195 (moving to Fund 695)	4,199,742	4,199,742		4,199,742
Beginning Fund Balance for Fund 196	2,363,008	2,363,008		2,363,008
Beginning Fund Balance for Fund 197	(22,111,834)	(22,111,834)		(22,111,834)
Beginning Fund Balance for Fund 199	166,088,993	166,088,993	-	166,088,993
Consolidated Beginning Fund Balance of Fund 19X (As of July 1, 2020)	\$ 150,539,909	\$ 150,539,909		\$ 150,539,909
Net Operating Results - All General Fund 19X	(20,980,817)	(30,678,265)		(30,678,265)
Projected Ending Fund Balance	\$ 129,559,092	\$ 119,861,644		\$ 119,861,644

*Unaudited; subject to change based on 19-20 operations

Leander Independent School District
General Fund - Fund 199
Summary of Budget Transfers/Amendments
As of November 11, 2020

REVENUES:

Ref #	Offset Function	Organization	Amount	#	Description
57XX				-	
58XX				-	
59XX				-	
TOTAL REVENUES			\$	-	

Other Resources

Ref #	Offset Function	Organization	Amount	Description
TOTAL TRANSFERS IN			\$	-

EXPENDITURES:

Function 11 - Instruction

Ref #	Offset Function	Organization	Amount	Description
492	53	915	16,914	Campus/Department request to move funds
409	23	122	(55)	Campus/Department request to move funds
1188	23	114	(55)	Campus/Department request to move funds
603	23	125	(55)	Campus/Department request to move funds
608	52	111	(147)	Campus/Department request to move funds
1287	52	111	(144)	Campus/Department request to move funds
470	23	111	(111)	Campus/Department request to move funds
347	13	922	(800)	Campus/Department request to move funds
262	13	117	5,900	Campus/Department request to move funds
189	23	111	(89)	Campus/Department request to move funds
481	13	106	(1,837)	Campus/Department request to move funds
25	23	125	(269)	Campus/Department request to move funds
1464	13	877	(1,600)	Campus/Department request to move funds
1204	36	047	56	Campus/Department request to move funds
761	52	119	(1,107)	Campus/Department request to move funds
846	23	048	(600)	Campus/Department request to move funds
708	52	119	(93)	Campus/Department request to move funds
554	13	117	1,577	Campus/Department request to move funds
417	13	922	(500)	Campus/Department request to move funds
39	13	105	(255)	Campus/Department request to move funds
474	23	045	(1,500)	Campus/Department request to move funds
690	52	042	(479)	Campus/Department request to move funds
TOTAL FUNCTION 11			\$	14,751

Leander Independent School District
General Fund - Fund 199
Summary of Budget Transfers/Amendments
As of November 11, 2020

Function 12 - Instructional Resources & Media

Offset		Organization	Amount	Description
Ref #	Function			
			-	Campus/Department request to move funds
TOTAL FUNCTION 12			\$ -	

Function 13 - Staff Development

Offset		Organization	Amount	Description
Ref #	Function			
677	23	102	1,740	Campus/Department request to move funds
	21	871/922	8,670	Campus/Department request to move funds
347	11	922	800	Campus/Department request to move funds
334	31	874	1,200	Campus/Department request to move funds
262	11	117	(5,900)	Campus/Department request to move funds
481	11	106	1,837	Campus/Department request to move funds
1479	52	124	(1,500)	Campus/Department request to move funds
1464	11	877	1,600	Campus/Department request to move funds
1204	36	006	(783)	Campus/Department request to move funds
1204	36	005	(1,208)	Campus/Department request to move funds
1204	36	004	(758)	Campus/Department request to move funds
1204	36	003	(464)	Campus/Department request to move funds
1204	36	002	(464)	Campus/Department request to move funds
1204	36	001	(453)	Campus/Department request to move funds
997	21	922	(600)	Campus/Department request to move funds
554	11	117	(1,577)	Campus/Department request to move funds
417	11	922	500	Campus/Department request to move funds
39	11	105	255	Campus/Department request to move funds
TOTAL FUNCTION 13			\$ 2,895	

Function 21 - Instructional Administration

Offset		Organization	Amount	Description
Ref #	Function			
	13	871/922	(8,670)	Campus/Department request to move funds
997	13	922	600	Campus/Department request to move funds
TOTAL FUNCTION 21			\$ (8,070)	

Leander Independent School District
General Fund - Fund 199
Summary of Budget Transfers/Amendments
As of November 11, 2020

Function 23 - School Administration

Offset		Organization	Amount	Description
Ref #	Function			
677	13	102	(1,740)	Campus/Department request to move funds
409	11	122	55	Campus/Department request to move funds
1188	11	114	55	Campus/Department request to move funds
603	11	125	55	Campus/Department request to move funds
470	11	111	111	Campus/Department request to move funds
189	11	111	89	Campus/Department request to move funds
25	11	125	269	Campus/Department request to move funds
846	11	048	600	Campus/Department request to move funds
474	11	045	1,500	Campus/Department request to move funds
475	52	045	(1,002)	Campus/Department request to move funds
TOTAL FUNCTION 23			\$ (8)	

Function 31 - Guidance & Counseling

Offset		Organization	Amount	Description
Ref #	Function			
334	13	874	(1,200)	Campus/Department request to move funds
TOTAL FUNCTION 31			\$ (1,200)	

Function 32 - Social Services

Offset		Organization	Amount	Description
Ref #	Function			
			-	Campus/Department request to move funds
TOTAL FUNCTION 32			\$ -	

Function 33 - Health Services

Offset		Organization	Amount	Description
Ref #	Function			
190	52	911	600	Campus/Department request to move funds
TOTAL FUNCTION 33			\$ 600	

Function 34 - Student Transportation

Offset		Organization	Amount	Description
Ref #	Function			
			-	
TOTAL FUNCTION 34			\$ -	

Leander Independent School District
General Fund - Fund 199
Summary of Budget Transfers/Amendments
As of November 11, 2020

Function 35 - Food Services

Ref #	Offset Function	Organization	Amount	Description
			-	
TOTAL FUNCTION 35			\$ -	

Function 36 - Co-Curricular Activities

Ref #	Offset Function	Organization	Amount	Description
1204	11	047	(56)	Campus/Department request to move funds
1204	13	006	783	Campus/Department request to move funds
1204	13	005	1,208	Campus/Department request to move funds
1204	13	004	758	Campus/Department request to move funds
1204	13	003	464	Campus/Department request to move funds
1204	13	002	464	Campus/Department request to move funds
1204	13	001	453	Campus/Department request to move funds
TOTAL FUNCTION 36			\$ 4,074	

Function 41 - General Administration

Ref #	Offset Function	Organization	Amount	Description
922	51	749	(826)	Campus/Department request to move funds
TOTAL FUNCTION 41			\$ (826)	

Function 51 - Plant Maintenance & Operations

Ref #	Offset Function	Organization	Amount	Description
922	41	749	826	Campus/Department request to move funds
TOTAL FUNCTION 51			\$ 826	

Function 52 - Security

Ref #	Offset Function	Organization	Amount	Description
608	11	111	147	Campus/Department request to move funds
1287	11	111	144	Campus/Department request to move funds
190	33	911	(600)	Campus/Department request to move funds
1479	13	124	1,500	Campus/Department request to move funds
761	11	119	1,107	Campus/Department request to move funds
708	11	119	93	Campus/Department request to move funds
475	23	045	1,002	Campus/Department request to move funds
690	11	042	479	Campus/Department request to move funds
TOTAL FUNCTION 52			114 \$ 3,872	

Leander Independent School District
General Fund - Fund 199
Summary of Budget Transfers/Amendments
As of November 11, 2020

Function 53 - Data Processing

Ref #	Offset Function	Organization	Amount	Description
492	11	915	(16,914)	Campus/Department request to move funds
TOTAL FUNCTION 53			\$ (16,914)	

Function 61 - Community Services

Ref #	Offset Function	Organization	Amount	Description
			-	Campus/Department request to move funds
TOTAL FUNCTION 61			\$ -	

Function 71 - Debt Service

Ref #	Offset Function	Organization	Amount	Description
			-	
TOTAL FUNCTION 71			\$ -	

Function 81 - Capital Outlay

Ref #	Offset Function	Organization	Amount	Description
			-	
TOTAL FUNCTION 81			\$ -	

Function 91 - Contracted Instruction Services

Ref #	Offset Function	Organization	Amount	Description
			-	
TOTAL FUNCTION 91			\$ -	

Function 95 - JJAEP

Ref #	Offset Function	Organization	Amount	Description
			-	Campus/Department request to move funds
TOTAL FUNCTION 95			\$ -	

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

Ref #	Offset Function	Organization	Amount	Description
			-	
TOTAL FUNCTION 99			\$ -	

Leander Independent School District
General Fund - Fund 199
Summary of Budget Transfers/Amendments
As of November 11, 2020

Transfers Out/Other Uses

Ref #	Offset Function	Organization	Amount	Description
			-	Campus/Department request to move funds
TOTAL TRANSFERS OUT			\$ -	
TOTAL EXPENDITURES			\$ -	
INCREASE/(DECREASE) TO FUND BALANCE			\$ -	

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Public Hearing for the 2020-2021 Targeted Improvement Plan for Camacho Elementary and the Targeted Improvement Embedded in the Campus Improvement Plan for Pleasant Hill, Giddens and Jim Plain Elementary Schools	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Sarah Grissom	
Attachments:	Targeted Improvement Plan for Camacho Elementary Campus Improvement Plan for Giddens Elementary Campus Improvement Plan for Jim Plain Elementary Campus Improvement Plan for Pleasant Hill Elementary	

Background Information:

To provide background for our Board and community, in 2020, school districts and campuses did not receive a state accountability rating label of A-F due to the impact of COVID on the public-school system. However, as required by the TX Education Agency, any campus in 2019 who received:

- a rating of D or F in one or more of the 3 domains in state accountability or
- received an overall rating of D or F

is required to continue to implement previously determined interventions to help ensure progress for the campus. These interventions are included in this year's Campus Improvement Plan or the Targeted Improvement Plan for each campus. In 2019, based on State Accountability ratings, Leander ISD had:

- three campuses who received a D in a domain (Pleasant Hill, Giddens, Jim Plain)
- one campus who received an overall D rating (Camacho – must complete the Targeted Improvement Plan)

This evening, as required by the Texas Education Code, the Board will review and approve the Campus Improvement Plan or Targeted Improvement Plan, containing interventions to promote student progress, for each of the four campuses. Additionally, the Board will conduct a public hearing to solicit input on the plans submitted by the four campuses.

Administrative Recommendation:

N/A

Sample Motion:

N/A

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or F or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Christine Camacho Elementary

Sarah Grissom, Area Superintendent

Campus Number:

Superintendent Name:

Dr. Bruce Gearing

2-Oct-20



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Leander ISD	Campus Name	Christine Camacho Elementary	Superintendent	Dr. Bruce Gearing	Principal	Gena' Fleming
District Number	246913	Campus Number	246913125	District Coordinator of School Improvement (DCSI)	Sarah Grissom	ESC Number	13
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Gena' Fleming October 2, 2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 2020-2021 school year, our campus will increase our Approaches score from a 71 to a 77, Meets score from a 36 to a 47, and a Masters score of 16 to a 17. Increase the percentage of students performing at the Approaches level in reading, math, writing, and science by 3%. Rationale: We are focusing on core instruction, high yield instructional practices, and focusing on growing students from Approaches to Meets, and Meets to Masters. Domain 2B: For the 2020-2021 school year, our campus will increase the scale score from a 70 to a 72. Rationale: In 2019-2020, we increased the amount of students that moved from Accomplished to Meets or Meets to Masters. We will continue with that movement to increase our scores. Increase the percentage of students in the All Students, Hispanic, White, Eco Dis, ELL and SPED student groups by 3% on the Meets level on STAAR in Reading and Math. Domain 3: For the 2020-2021 school year, our campus will increase the raw score from a 34 to a 48 to get a C in this domain. Rationale: We will focus on our subgroups, specifically in math and reading.
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QUESTIONS	What changes in student group and subject performance are included in these goals?	Domain 1: We are targeting All Students, White, Hispanic, Eco Dis, ELL and SPED, specifically in math. Domain 2: We are prioritizing all students to achieve Meets. Domain 3: We are prioritizing our Eco Dis students and their achievement, specifically in math.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3

Rationale	Our campus is working on creating lesson plans aligned with district curriculum, reflect a clear learning target and activities to meet that learning target, and includes formative assessment. Campus Admin are giving feedback on lesson plans which includes the content, rigor, and pacing.	Our campus is working on creating lesson plans aligned with district curriculum, reflect a clear learning target and activities to meet that learning target, and includes formative assessment. Campus Admin are giving feedback on lesson plans which includes the content, rigor, and pacing.	Our campus continues to work on creating lesson plans aligned with district curriculum, reflect a clear learning target and activities to meet that learning target, and includes formative assessment. Campus Admin are giving feedback on lesson plans which includes the content, rigor, and pacing.
How will the campus build capacity in this area? Who will you partner with?	We are continuing our work from last year to create daily lesson plans that explain the what, how, and why of their learning.	We will continue to empower PLC Facilitators and work with district curriculum staff to create Pre-Assessments, Summative, and common assessments for each unit.	We are partnering with district curriculum to work on creating rigorous lessons that meet the need of our high performing students.
Barriers to Address throughout this year	Time in PLCs to develop high quality lesson plans. Time for Admin to provide timely feedback to teams.	Time in PLCs to develop quality common assessments.	Timely development of PLC agendas to review data. Time to reteach in the classroom and prioritizing those reteaching opportunities.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	These priorities will be reviewed with our community at our Site-Based Planning Committee meetings, and will invite them to give feedback.	These priorities will be reviewed with our community at our Site-Based Planning Committee meetings, and will invite them to give feedback.	These priorities will be reviewed with our community at our Site-Based Planning Committee meetings, and will invite them to give feedback.
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and
District Commitment Theory of Action	If....then,	If....then,	If....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd-5th	All	Reading	Approaches	STAAR	79		CBA 1	65		CBA 2	68		Released STAAR	85		85
		3rd-5th	All	Reading	Meets	STAAR	41								Released STAAR	50		50
		3rd-5th	All	Reading	Masters	STAAR	20								Released STAAR	25		25
		3rd-5th	All	Mathematics	Approaches	STAAR	70		CBA 1	68		CBA 2	61		Released STAAR	80		80
		3rd-5th	All	Mathematics	Meets	STAAR	36								Released STAAR	45		45
		3rd-5th	All	Mathematics	Masters	STAAR	18								Released STAAR	23		23
		5th	All	Science	Approaches	STAAR	68		CBA 1	68		CBA 2	68		Released STAAR	75		75
		5th	All	Science	Meets	STAAR	35								Released STAAR	45		45
		5th	All	Science	Masters	STAAR	12								Released STAAR	17		17
		4th	All	Writing	Approaches	STAAR	53		CBA 1	60		CBA 2	50		Released STAAR	65		65
		4th	All	Writing	Meets	STAAR	19								Released STAAR	30		30
		4th	All	Writing	Masters	STAAR	3								Released STAAR	10		10
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	Econ Disadv	Reading	Meets	STAAR	34		CBA 1	63		CBA 2	68		Released STAAR	44		44
		3rd-5th	Econ Disadv	Mathematics	Meets	STAAR	32		CBA 1	66		CBA 2	58		Released STAAR	32		32
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	Special Ed (Current)	Reading	Approaches	STAAR	49		CBA 1	54		CBA 2	58		Released STAAR	55		55
		3rd-5th	Special Ed (Current)	Mathematics	Approaches	STAAR	42		CBA 1	51		CBA 2	50		Released STAAR	48		48
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS			CBA 1			CBA 2			Released STAAR			

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and how to reteach students until all students demonstrate mastery of essential outcomes. Teams will collaborate on the use of best instructional practices to meet the needs of all learners (differentiation). Lesson plans will be refined to reflect the re teach and extension opportunities during the school day.
Desired 90-day Outcome	Our goal is to have complete lesson plans in place and clear learning targets that will ensure a guaranteed and viable curriculum that meets the needs of all learners.	We aim to ensure that the lessons that are being implemented with fidelity and the written, taught, and assessed curriculum are in alignment. We would like to see quality pre-assessments and common assessments based on essential outcomes and that all students are making progress.	Our goal is to streamline and efficiently look at baseline, ISIP, and CBA data to provide intervention and extension opportunities based on the needs of students. We want to participate in rich conversations during our PLC around instructional strategies and make instructional decisions based on available data.
Barriers to Address During this Cycle	Teachers are still unclear on how to write effective learning targets that explain the what, how, and why they are learning the content each day.	COVID changes and the changes that have revolved around them.	Continued learning in regards to extension activities, which will be based upon essential outcomes for each unit.
District Actions for this Cycle	Revisit how to write effective learning targets.	Partnering with Curriculum Specialists for walk-throughs and constructive feedback to administration to share with teachers.	Providing data in a timely manner after district assessments. Assistance with creating extension activities for each essential outcome.
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus administration will monitor the PLC planning process and will give specific feedback on the lesson planning documents at least 2 times per nine weeks, including essential outcomes, common assessments, curriculum mapping process each 9-weeks for language arts and mathematics including unit maps, lesson plans, and implementation of STEM components.	5.1	Each nine weeks.	Completed lesson plans.	Principal, Assistant Principal, Instructional Coach	Evidence of feedback on lesson plans.	End of each nine weeks.		
Leadership team will develop a systematic walkthrough form based on questioning and cooperative learning to measure specific progress.	5.1	Fall Semester	Sample walk-through forms, campus goals	Principal, Assistant Principal, Leadership Team	Completed walk-through form	End of October		
District and campus staff will track Reading & Mathematics growth throughout the course of the school year (student, class, teacher, grade level, campus). Campus admin will provide opportunities for grade levels to share evidence of student learning through PLCs.	5.3	Fall Semester	Data from essential outcomes, ISIP, campus and district assessments.	Principal, Assistant Principal, Instructional Coach, District Support	Data binder, electronic data disaggregation, PLC Agendas	After each district assessment.		
Campus will implement and participate in monthly vertical PLC meetings to increase conversation on the needs of the campus and streamlining instructional strategies.	4.1	Fall Semester	Data from previous year (STAAR, CBA, Checkpoints)	Principal, Assistant Principal, Instructional Coach, Teachers	Vertical PLC Agenda. Campus identified focus TEKS at the grade level and campus level that will	End of first semester.		
Campus administration team will monitor the implementation of the written and taught curriculum through lesson plans, classroom visits and PLC meetings.	4.1	Fall Semester	Walk-through form(s) to provide targeted feedback.	Principal, Assistant Principal, Instructional Coach	Time built into Admin schedules, summary of feedback given to teachers.	End of first semester.		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and how to reteach students until all students demonstrate mastery of essential outcomes. Teams will collaborate on the use of best instructional practices to meet the needs of all learners (differentiation). Lesson plans will be refined to reflect the re-teach and extension opportunities during the
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle -								
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.								
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and how to reteach students until all students demonstrate mastery of essential outcomes. Teams will collaborate on the use of best instructional practices to meet the needs of all learners (differentiation). Lesson plans will be refined to reflect the re-teach and extension opportunities during the
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here:

<https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			
ACTION PLAN			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Leander Independent School District

Giddens Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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Vision

Engage, Inspire, Achieve for lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Giddens Elementary finished the 2019-20 school year with 544 students. Student enrollment per grade level for 2019-20: Early Learning Environment-14, PreK- 71, Kinder-79, First-79, Second-72, Third-88, Fourth-66, Fifth-75. In 2019-2020, our Kindergarten team had 4 teachers- all of whom have taught at Giddens in previous years. Our first and second grade teams had 5 teachers which kept the class sizes smaller. The 5th second grade position was given from Area Superintendents due to high needs in Special Education/behavior as well as low academics. Our 3rd, 4th, and 5th grades all had four sections. Kinder through third grade were taught in a self-contained setting and Fourth and Fifth grades were departmentalized. For 2020-2021, we have 3 teachers in PreK, 4 teachers in every pod K-4, 5 in Fourth grade and 3 in Fifth grade.

Our Ethnicity breakdown was Asian 18 students, Black 57 students, Hispanic/Latino 214 students, American Indian 0 student, Two or more races 34 students, Hawaiian or Pacific Islander 5 students, and White 221 students. Of those students, 296 were Economically Disadvantaged and 99 were students receiving Special Education services.

Demographics Strengths

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Due to Covid 19 in the Spring of 2020, we will be using the strengths and problem statements previously identified and will continue our improvement efforts previously stated.

- Dedicated staff meeting the needs of ALL students
- Decreased the percentage of students who DID NOT MEET standard for the "White" subgroup by 18% in 4th grade Reading.
- Decreased the percentage of Title One students who DID NOT MEET standard in 4th grade (60% of 15 students) to (26% of 27 students) in 5th grade Reading. (same cohort)
- Decreased the percentage of At-Risk students who DID NOT MEET standard by 29% in 3rd grade Reading.
- Decreased the percentage of Hispanic students who DID NOT MEET standard by 13% in the same cohort from 3rd grade to 4th grade Math.
- Decreased the percentage of Title One students same cohort who DID NOT MEET standard by 26% from 4th grade to 5th grade Math.
- Increased the percentage of "All Students" who APPROACHES standard BY 8% in 4th grade Writing.
- Increased the percentage of At-Risk students who APPROACHES standard by 5% in 5th grade Science.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% **Root Cause:** Need to be aware of the student groups when creating intervention groups and small group instruction groups

Student Learning

Student Learning Summary

Giddens teachers continue to work in PLCs to collaborate and create essential outcomes, create common assessments, analyze data, and make educational decisions based upon that data. We utilize the LISD curriculum documents to guide our process. We continue to learn more about effective Professional Learning Communities and have worked deeply in vertical teams to identify areas of need in each core subject as well as effective teaching strategies to improve instruction. We identified Texas Essential Knowledge and Skills that our students did not perform well on and then created committees to analyze best practices to improve those on future formal and informal assessments. We will continue to monitor the implementation of that work during the 2020-2021 school year by partnering with our District Curriculum specialists regularly to analyze data and plan for instruction. Our STAAR scores do not reflect the amount of work that teachers have dedicated to student growth.

Student Learning Strengths

Due to Covid 19 in the Spring of 2020, we will be using the strengths and problem statements previously identified and will continue our improvement efforts previously stated.

- Increased the percentage of ALL STUDENTS (same cohort) who achieved MET STANDARD by 4% from Third to Fourth Grade Reading STAAR.
- Increased the percentage of ALL STUDENTS (same cohort) who achieved APPROACHES by 4% from Third to Fourth Grade Math STAAR.
- Increased the percentage of ALL STUDENTS (same cohort) who MET STANDARD by 7% from Fourth to Fifth Grade Reading STAAR.
- Increased the percentage of ALL STUDENTS (same cohort) who MET STANDARD by 8% from Fourth to Fifth Grade Math STAAR.
- Increased the percentage of ALL STUDENTS who achieved MASTERS by 7% in Fifth Grade Science.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 43% of ALL STUDENTS did not meet grade level expectations in 4th grade Writing **Root Cause:** Need to focus on writing conferences during writer's workshop in Kindergarten through Fifth grade

School Processes & Programs

School Processes & Programs Summary

We will continue our work with our Leadership Team and our vertical teams to identify and monitor teaching strategies and student learning. We are creating a 3 year plan to organize our improvement efforts for sustainability. Our grade level teams will continue to utilize the district curriculum documents and identify essential outcomes, create common assessments, plan engaging lessons, analyze data, and provide intervention and challenge as needed for students. We have implemented specific protocols for each of these processes to be documented in PLC Team Drives. We are strategically planning to partner with our district curriculum specialists to strengthen these processes and are planning a specific schedule to coordinate these efforts.

Giddens Elementary has 57 grade level and Special program staff members and 10 Instructional Assistants. Of the 41 respondents to the staff engagement survey, 41% are New Hires (with 0-2 years), 37% are Experienced (3-10 years) 22% are Very Experienced (11+ years). We have 25 grade level teachers from Kinder-Fifth grade, 3 teachers in our PreK community, 11-Special Education Teachers, 11-Instructional Assistants, 2 SRP teachers, an Intervention Specialist, 1 ESL teacher, 1 Dyslexia Teacher, a Quest teacher, and 4 PE/Fine Arts teachers.

School Processes & Programs Strengths

- 93% of my teachers agree/strongly agree "My work group cooperates to get the job done."
- 90% of my teachers agree/strongly agree "I believe I have a career with this school/district."
- 88% of my teachers agree/strongly agree "I am proud to tell people I work for this organization."
- 90% of my teachers agree/strongly agree "My director/principal gives me the opportunity to do my best work."
- 88% of my teachers agree/strongly agree "I know how my work impacts others in the organization."
- 93% of my teachers agree/strongly agree "My students understand the daily learning targets."

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While the percentages in the problem statements below are low, they each increased from the previous year between 14% and 18%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 70% of our students set learning goals and track progress towards mastery of skills **Root Cause:** Need a system for students to set goals for essential outcomes and monitor their progress

Perceptions

Perceptions Summary

Giddens Elementary is a small neighborhood School Wide Title 1 campus. We encourage family involvement through many different events during the year such as: Literacy Night, STEM night, Grade Level performances, Costume Ball, Talent show, Sock Hop, Movie nights, PreK information nights, Special Education information nights, Watchdog events, PTA meetings, and more! Over all, teachers, students, and families enjoy being a Giddens Jaguar. Our teachers work hard to meet the needs of all students on campus and want to do the very best for each of them. We are analyzing systems for improvement and are utilizing tools and protocols to fine tune our systems. We noticed a large growth in positivity this year in mindset and attitude and the school feels like a large family!

Perceptions Strengths

Due to Covid 19 in the Spring of 2020, we will be using the strengths and problem statements previously identified and will continue our improvement efforts previously stated.

- 95% of Parents report "Strongly Agree or Agree" on the Engagement survey "There is a teacher, counselor, or other staff member who will respond to my child's concerns."
- 90% of Parents report "Strongly Agree or Agree" on the Engagement survey "My child is safe at school."
- 89% of Parents report "Strongly Agree or Agree" on the Engagement survey "My child receives support when he or she is struggling to learn." 142
- 88% of Parents report "Strongly Agree or Agree" on the Engagement survey "Students in my child's school are treated fairly regardless of their backgrounds and differences."
- 92% of Teachers are in agreement that "My work group cooperates to get the job done" on the teacher engagement survey.
- 92% of Teachers are in agreement that "I know how my work impacts others in this organization."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 53% parents disagree or strongly disagree on the 2019 Parent survey that "students do not threaten or bully each other in this school." **Root Cause:** Need to educate about the difference between conflict and bullying and how to support both.

Priority Problem Statements

Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32%

Root Cause 1: Need to be aware of the student groups when creating intervention groups and small group instruction groups

Problem Statement 1 Areas: Demographics

Problem Statement 2: 43% of ALL STUDENTS did not meet grade level expectations in 4th grade Writing

Root Cause 2: Need to focus on writing conferences during writer's workshop in Kindergarten through Fifth grade

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 70% of our students set learning goals and track progress towards mastery of skills

Root Cause 3: Need a system for students to set goals for essential outcomes and monitor their progress

Problem Statement 3 Areas: School Processes & Programs

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Problem Statement 4: 53% parents disagree or strongly disagree on the 2019 Parent survey that "students do not threaten or bully each other in this school."

Root Cause 4: Need to educate about the difference between conflict and bullying and how to support both.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

Goals

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of all 4th grade students meeting APPROACHES level by 3% points in Writing, currently the 2019 APPROACHES level is 59%

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Accountability Report; STAAR Performance Data Table- Writing; All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Host a Family Literacy Night to support the Home-School connection of Reading and Writing, and provide resources for students to use at home for skill reinforcement. Strategy's Expected Result/Impact: Percentage of parents who rate the overall quality of the English/Language Arts program as "Excellent" or "Good" on the end of year parent survey to increase from 86% to at least 89%. Staff Responsible for Monitoring: Administration, Classroom Teachers, Title 1 Teacher, Instructional Coach Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	Jun
Strategy 2: Teachers will use assessment data and writing conference data to identify students in each student group and monitor progress of each through the use of classroom data trackers. Data will be analyzed once per nine weeks minimum to make changes in strategies or flex grouping Strategy's Expected Result/Impact: Strategic data tracker discussions and documentation of progress using district benchmarks, Common Assessment Data, writing conference data, and SLO data. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional Coach Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will attend Writing in Science to utilize writing strategies cross curricular. Strategy's Expected Result/Impact: Improve teacher capacity to incorporate writing cross curricular in Science Staff Responsible for Monitoring: Administration, IC, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Writing Vertical team will focus on vertical essential outcomes to support ongoing writing instruction K-5 using Lucy Caulkins rubrics through writing conferences. Strategy's Expected Result/Impact: Focused instruction using district resources to improve student writing. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and writing teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement full day PreK which includes high-quality components to ensure that students participating in PreK are ready for Kindergarten. Strategy's Expected Result/Impact: Increase percent of students scoring Kindergarten Ready as reported on the Texas Academic Performance Report. (53%+) Staff Responsible for Monitoring: PreK Staff Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

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Student Learning
Problem Statement 1: 43% of ALL STUDENTS did not meet grade level expectations in 4th grade Writing Root Cause: Need to focus on writing conferences during writer's workshop in Kindergarten through Fifth grade
School Processes & Programs
Problem Statement 1: 70% of our students set learning goals and track progress towards mastery of skills Root Cause: Need a system for students to set goals for essential outcomes and monitor their progress

Goal 1: Maximize academic growth for each student.

Performance Objective 2: Increase the percentage of all students meeting APPROACHES level by 3% points in Math . Baseline on Accountability 2019 STAAR Performance Data Table- all students is 71%.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Accountability Report; STAAR Performance Data Table- Math; All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Host a Family STEM Night to support the Home-School connection of computation and problem solving skills and provide resources for students to use at home for skill reinforcement. Strategy's Expected Result/Impact: Percentage of parents who rate the overall quality of the Math program as "Excellent" or "Good" on the end of year parent survey to increase from 87% to at least 90% Staff Responsible for Monitoring: Title One Teacher, classroom teachers, Administration Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Interventionists will provide intervention to students who qualify for additional academic support. Strategy's Expected Result/Impact: Students will receive appropriate interventions to increase student learning. Staff Responsible for Monitoring: Campus interventionist, Administration Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will use assessment data to identify students in each student group and monitor progress of each through the use of classroom data trackers. Data will be analyzed once per 9 weeks minimum to make changes in strategies and/or flex grouping. Utilize Dream Box and Bridges Intervention Kit for specific skill reteach for students during small group instruction. Dream Box and Bridges training to be offered during Giddens University. Strategy's Expected Result/Impact: Students will receive appropriate interventions to increase student learning. Staff Responsible for Monitoring: Interventionist, Grade level Teachers, Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Math Vertical team will focus on vertical essential outcomes to support ongoing Math instruction PreK-5 using Bridges, Common Assessment Data, Dream Box and Benchmark data. Strategy's Expected Result/Impact: Focused attention to essential outcomes for success for all students Staff Responsible for Monitoring: Vertical Team members, Principal, Assistant Principal, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% Root Cause: Need to be aware of the student groups when creating intervention groups and small group instruction groups
School Processes & Programs
Problem Statement 1: 70% of our students set learning goals and track progress towards mastery of skills Root Cause: Need a system for students to set goals for essential outcomes and monitor their progress

Goal 1: Maximize academic growth for each student.

Performance Objective 3: Increase the percentage of all 5th grade students meeting APPROACHES level by 3% points in Science (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 63%.)

Targeted or ESF High Priority

Evaluation Data Sources: Accountability 2021 Report; STAAR Performance Data Table- Science- All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Host a Family STEM Night to support the Home-School connection of Science skills and provide resources for students to use at home for skill reinforcement. Strategy's Expected Result/Impact: Percentage of parents who rate the overall quality of the Science program as "Excellent" or "Good" on the end of year parent survey to increase from 82% to at least 85%. Staff Responsible for Monitoring: Title One teacher, Administration, Classroom teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science Vertical Team will plan for and monitor implementation of Science Data Notebooks for data collection, drawings, tables, vocabulary, and written expression in Science PreK-5. Strategy's Expected Result/Impact: Documentation of use of Writing in Science techniques in student Science Data Notebooks and Documentation in teacher planning in PLCs and lesson plans for the use of data notebooks and other writing samples in Science. Staff Responsible for Monitoring: Classroom teachers, Administration, and Instructional Coach Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will attend Writing in Science to utilize writing strategies cross curricularly. Strategy's Expected Result/Impact: Increased capacity of teachers to incorporate writing into Science journals Staff Responsible for Monitoring: Administration, IC, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% Root Cause: Need to be aware of the student groups when creating intervention groups and small group instruction groups

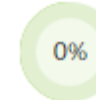
Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in Kindergarten through 5th grade by 5%.

Evaluation Data Sources: District ISIP Reading Assessment from Istation from BOY to EOY. 2020 BOY current Tier 1 Baseline:

K-56%
1st-63%
2nd-70%
3rd-54%
4th-48%
5th-64%

Summative Evaluation: None

Strategy 1: Teachers will use assessment data to identify students in each group and monitor progress of each through the use of classroom data trackers. Data will be analyzed once per 9 weeks minimum to make changes in strategies or flex grouping. Students will receive differentiated small group instruction focused on specific student needs. Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability Staff Responsible for Monitoring: Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June 15
Strategy 2: Students will utilize iStation online system to address reading and comprehension needs during the school day (at least 30 mins per week) as well as have access for home use. Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability. Staff Responsible for Monitoring: Administration, Instructional Coach, and Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize Raz Kids Plus to enhance virtual guided reading groups. Strategy's Expected Result/Impact: Virtual students will have more options for appropriate leveled readers for guided reading. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 70% of our students set learning goals and track progress towards mastery of skills Root Cause: Need a system for students to set goals for essential outcomes and monitor their progress

Goal 2: Prepare each student for college and career success.

Performance Objective 2: Increase the percentage of All Students reaching Meets grade level standard or above in Reading on STAAR by 5% points.
(Baseline: Acct 2019 STAAR Performance Data Table- All Students at 45%)

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability Report for All Students ELA currently at 45% reaching Meets grade level standard or above; STAAR Performance Data Table- Reading; All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Students will receive differentiated small group instruction focused on specific student needs Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability Staff Responsible for Monitoring: Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will utilize iStation online system to address reading and comprehension needs during the school day as well as have access for home use. Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability. Staff Responsible for Monitoring: Administration, Instructional Coach, and Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Intervention specialists along with classroom teachers will monitor performance of students who are on track for Meets or Masters for 2021 STAAR Reading.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% Root Cause: Need to be aware of the student groups when creating intervention groups and small group instruction groups

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Sources: FitnessGram test results and Campus CATCH plan development and implementation

Summative Evaluation: None

Strategy 1: Administer FitnessGram to all students. Strategy's Expected Result/Impact: Campus CATCH Team & PE Teacher will analyze FitnessGram test results to identify gaps in instruction and areas of success. Staff Responsible for Monitoring: PE Teacher, Principal, Campus CATCH Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity in PE class. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met, and students have the opportunity to be physically active. Staff Responsible for Monitoring: PE Teacher and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff PE classes at a student to adult ratio of 45 to 1. Strategy's Expected Result/Impact: A 45 to 1 student to staff ratio ensure the safety of students and effectiveness of the PE program. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Leander ISD Quality Recess Guidelines. Strategy's Expected Result/Impact: Quality Recess Guidelines provide for a safe, equitable, and consistent recess experience for all students. Staff Responsible for Monitoring: Teachers and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus CATCH Teams meet at least 4 times per year. Strategy's Expected Result/Impact: Campus CATCH teams will meet to identify health and wellness goals on campus and work to promote physical activity and healthy living. Staff Responsible for Monitoring: Assistant Athletic Director, Principal, Cafeteria Representative, and PE Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Inspire the whole child.

Performance Objective 2: 90% of students in grades 3-5 will be able to identify at least 3 strategies to utilize in order to self-regulate emotions.

Evaluation Data Sources: Survey results

Summative Evaluation: None

Strategy 1: Implement the Second Step Program purchased by the district with fidelity to increase positive student behavior. Strategy's Expected Result/Impact: Observation by administration of Second Step lessons in the classroom and common use of language strategies used throughout the campus. Staff Responsible for Monitoring: Whole Child vertical team members, Counselor, Administration Title I Schoolwide Elements: 2.5 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Revisit and Implement strategies to improve our Campus-wide Positive Behavior system Strategy's Expected Result/Impact: Increased learning time by limiting classroom disruptions. Staff Responsible for Monitoring: Administration and all school staff Title I Schoolwide Elements: 2.5 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June 155
Strategy 3: Provide training and support to Giddens Bus Drivers to ensure consistency of behavior expectations on school property. Strategy's Expected Result/Impact: Increased classroom time by decreasing time to address bus office referrals. Staff Responsible for Monitoring: Administration and Bus Drivers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 53% parents disagree or strongly disagree on the 2019 Parent survey that "students do not threaten or bully each other in this school." Root Cause: Need to educate about the difference between conflict and bullying and how to support both.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who respond "Strongly Agree" or "Agree" by 3% to the question on the student survey: "Classroom activities keep me challenged in my learning" (Currently at 78%)

Evaluation Data Sources: Student Climate Survey by K12 Insight

Summative Evaluation: None

Strategy 1: Utilize Kagan Structures for Cooperative learning to increase student to student discourse. Provide online Kagan training for 6 staff members. Strategy's Expected Result/Impact: Documentation of discussions in PLCs to incorporate Kagan structures in lesson planning. As well as modeling strategies in various faculty meetings throughout the year. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional Coach Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Partner with Curriculum Specialists throughout the year for guidance on planning for the TEKS as well as analyzing data and participating in classroom walk throughs. 2nd grade will partner with District support staff for Challenge for All because of the removal of PACE at this grade level. Strategy's Expected Result/Impact: Increase student achievement by monitoring classroom activities aligned to TEKS. Staff Responsible for Monitoring: Administration, Instructional Coach, and District Curriculum specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	156 June
Strategy 3: Utilize Depth of Knowledge components that will engage students with adequate tasks to meet the rigor of grade level TEKS Strategy's Expected Result/Impact: Students will be deeper engaged in learning at a level of high rigor Staff Responsible for Monitoring: Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Develop and implement specific strategies utilizing the PLC structures and processes.

Evaluation Data Sources: Team agendas, data trackers, and anecdotal notes from goal setting and progress monitoring through the PLC cycle

Summative Evaluation: None

Strategy 1: Establish a weekly time for teams to work through the Dufour PLC model to increase student achievement, including use of Essential Units of Study through curriculum mapping. Strategy's Expected Result/Impact: Use of protocols for agendas, Essential Outcomes, Common Assessments and analyzing the data connected to those throughout the year to monitor student progress. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who respond "Agree" or "Strongly Agree" on the question on the engagement survey "I am provided with adequate and timely communication" from 81% to 84%

Evaluation Data Sources: Community Engagement Survey

Summative Evaluation: None

Strategy 1: "Weekly news from the Principal" newsletter sent weekly to include upcoming dates and information about the school Strategy's Expected Result/Impact: Provide timely information to parents. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will send communication through website and/or newsletter to parents once per week at a minimum. Strategy's Expected Result/Impact: Provide timely information to parents Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				158

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
4	1	2	Partner with Curriculum Specialists throughout the year for guidance on planning for the TEKS as well as analyzing data and participating in classroom walk throughs. 2nd grade will partner with District support staff for Challenge for All because of the removal of PACE at this grade level.
5	1	1	Establish a weekly time for teams to work through the Dufour PLC model to increase student achievement, including use of Essential Units of Study through curriculum mapping.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Students will utilize iStation online system to address reading and comprehension needs during the school day (at least 30 mins per week) as well as have access for home use.
4	1	2	Partner with Curriculum Specialists throughout the year for guidance on planning for the TEKS as well as analyzing data and participating in classroom walk throughs. 2nd grade will partner with District support staff for Challenge for All because of the removal of PACE at this grade level.
5	1	1	Establish a weekly time for teams to work through the Dufour PLC model to increase student achievement, including use of Essential Units of Study through curriculum mapping.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment of the whole school, utilizing multiple data sources, is conducted on an annual basis. Input from various stakeholders, including parent, administrators, teachers, and community members, is obtained via surveys, SBDM committee meeting participation, etc. Areas included in the assessment include demographics, student achievement, school processes and programs, and perceptions.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Based on the comprehensive needs assessment findings, a campus improvement plan is developed on an annual basis. Throughout the year the plan is monitored and revised to best support student achievement and related initiatives. Input from various stakeholders, including parents, administrators, teachers, and community members, is obtained via surveys and SBDM Committee meeting participation. Parents are given adequate notice of meeting dates and participation is welcomed and encouraged. Copies of the campus improvement plan are posted on the district's website.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. We meet with the leadership team to discuss progress and they gather feedback from their teams to discuss in our meetings.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Assessment data and on-going progress monitoring is utilized to determine students in need of academic support. We utilize common assessments as well as district assessments to monitor the progress of all students. The classroom teacher and support staff work together to provide accelerated instruction in various formats. Parents are provided strategies and resources to support learning through our content area night events and/or from the classroom teacher as needed.

2.5: Increased learning time and well-rounded education

Opportunities for student learning are provided in multiple settings and additional time is allocated for intervention and challenge based on student need. We have a flexible small groups that are dedicated to literacy and math instruction at all levels: on level, intervention, and challenge. In addition, teachers differentiate instruction to meet the needs of

their students and use FLEX time to address those needs.

2.6: Address needs of all students, particularly at-risk

The campus improvement plan includes strategies to support all students, especially students who are failing, or at-risk of failing, to meet the State academic standards. Those students receive additional support through extra time and/or extra personnel attending to those needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement.

3.2: Offer flexible number of parent involvement meetings

Multiple opportunities for meetings are offered at various times during the day to accommodate schedules and encourage participation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chrysty Lockhart	Interventionist	211	1
Deborah Carter	Instructional assistant	PreK	1
Elizabeth Hudson	Instructional assistant	PreK	1
Sarah Mowatt	Interventionist	211	1
vacant	Instructional assistant	PreK	1

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Addendums

Leander Independent School District

Giddens Elementary

2019-2020 Summative Evaluation

Accountability Rating: C



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Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of all 4th grade students meeting APPROACHES level by 3% points in Writing, currently the 2019 Approaches level is 59%

Evaluation Data Source(s) 1: 2020 STAAR Accountability Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to measure progress as intended due to Covid-19

Performance Objective 2: Increase the percentage of all students meeting APPROACHES level by 3% points in Math . Baseline on Accountability 2019 STAAR Performance Data Table- all students is 71%.

Evaluation Data Source(s) 2: 2020 STAAR Accountability Report; STAAR Performance Data Table- Math; All Students

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

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Next Year's Recommendation 2: Unable to measure progress as intended due to Covid-19

Performance Objective 3: Increase the percentage of all 5th grade students meeting APPROACHES level by 3% points in Science (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 63%.)

Evaluation Data Source(s) 3: Accountability 2020 Report; STAAR Performance Data Table- Science- All Students.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Unable to measure progress as intended due to Covid-19

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in Kindergarten through 5th grade by 5%.

Evaluation Data Source(s) 1: District ISIP Reading Assessment from Istation from BOY to EOY. 2019 BOY current Tier 1 Baseline:
K-62%
1-54%
2-62%
3-51%
4-64%
5-69%

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to get EOY data to measure as intended, however MOY data shows making significant progress.

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Performance Objective 2: Increase the percentage of All Students reaching Meets grade level standard or above in Reading on STAAR by 5% points. (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 45%)

Evaluation Data Source(s) 2: TEA Accountability Report for All Students ELA currently at 45% reaching Meets grade level standard or above

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Unable to measure as intended due to Covid-19

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Source(s) 1: FitnessGram test results and Campus CATCH plan development and implementation

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue in the 20-21 School year.

Performance Objective 2: 90% of students in grades 3-5 will be able to identify at least 3 strategies to utilize in order to regulate emotions.

Evaluation Data Source(s) 2: Survey results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Unable to measure progress as intended because of Covid-19

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Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who respond "Strongly Agree" or "Agree" by 3% to the question on the student survey: "Classroom activities keep me challenged in my learning" (Currently at 78%)

Evaluation Data Source(s) 1: Student Climate Survey by K12 Insight

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to measure progress as intended due to Covid-19

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Develop and implement specific strategies utilizing the PLC structures and processes.

Evaluation Data Source(s) 1: Team agendas, data trackers, and anecdotal notes from goal setting and progress monitoring through the PLC cycle

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue systems for PLC structures and processes for grade level teams as well as content area vertical teams.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who respond "Agree" or "Strongly Agree" on the question on the engagement survey "I am provided with adequate and timely communication" from 81% to 84%

Evaluation Data Source(s) 1: Community Engagement Survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to measure progress as intended due to Covid- 19

Leander Independent School District

Plain Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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Vision

Engage, Inspire, Achieve for lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for Jim Plain was 624 for the 2019-2020 school year. Twenty-two percent of students were coded economically disadvantaged, and 4% were coded ELL. Fifty-one students participated in SRP, 60 participated in Quest, 36 in PACE Math, and 32 in PACE Language Arts. Ninety-two (14.7%) students were coded Special Education and 26 (4%) students were coded 504. Sixteen students were served by the dyslexia specialist. Twenty-six students were served by the ESL teacher. Kindergarten had six sections. First had four sections. Second through Fifth grade had five sections. Each morning students had the opportunity to attend Reading Club where staff provided additional reading support. Work Club was also provided each morning by the ESL teacher to offer tutoring and homework support for students. Teachers in third, fourth, and fifth grades provided after school tutoring to struggling students. Temporary Interventionists were used in Third through Fifth grade to provide additional support to struggling students.

Demographics Strengths

Due to COVID 19, STAAR data for 2019-2020 is not available.

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- STAAR Third Grade Reading Approaches increased from 76% in 2018 to 82% in 2019
- STAAR Third Grade Reading Meets increased from 46% in 2018 to 53% in 2019
- STAAR Third Grade Reading Masters increased for 22% in 2018 to 30% in 2019
- STAAR Third Grade Math Approaches increased from 63% in 2018 to 77% in 2019
- STAAR Third Grade Math Meets increased from 32% in 2018 to 45% in 2019
- STAAR Third Grade Math Masters increased from 10% in 2018 to 21% in 2019
- STAAR Fifth Grade Reading Approaches increased from 84% in 2018 to 87% in 2019
- STAAR Fifth Grade Reading Meets increased from 22% in 2018 to 27% in 2019
- STAAR Fifth Grade Reading Hispanic/Latino Approaches increased from 82% in 2018 to 91% in 2019
- STARR Fifth Grade Reading Black or African American Approaches increased from 86% in 2018 to 100% in 2019
- STAAR Fifth Grade Reading Economically Disadvantaged Approaches increased from 76% in 2018 to 80% in 2019
- STAAR Fifth Grade Reading At Risk Approaches increased from 73% in 2018 to 77% in 2019
- STAAR Fifth Grade Math Meets increased from 8% in 2018 to 20% in 2019
- STAAR Fifth Grade Math Hispanic/Latino Approaches increased from 86% in 2018 to 88% in 2019
- STAAR Fifth Grade Math Black or African American Approaches increased from 83% in 2018 to 86% in 2019
- STAAR Fifth Grade Math At Risk Approaches increased from 72% in 2018 to 80% in 2019
- STAAR Fifth Grade Science Meets increased from 29% to 43% in 2019
- STAAR Fifth Grade Science Masters increased from 5% in 2018 to 20% in 2019
- STAAR Fifth Grade Science Hispanic/Latino Approaches increased from 58% in 2018 to 63% in 2019
- STARR Fifth Grade Science Black or African American Approaches increased from 50% in 2018 to 86% in 2019
- Campus-wide focus on DOK leveled questioning and tasks to increase rigor
- Intervention provided before, during, and after school for struggling students
- Faith-based literacy partners provided support to struggling readers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. **Root Cause:** Students need additional opportunities to practice skills to retain the information.

Problem Statement 2 (Prioritized): Science scores continue to be well below the district average. **Root Cause:** Students need additional Science experiences and instruction to broaden their understanding.

Student Learning

Student Learning Summary

Jim Plain Elementary uses the LISD essential units of study when planning for instruction. Each grade level was given additional planning time for each nine weeks. During that time, teachers unpacked TEKS, chose essential outcomes, and wrote common assessments to track student progress in reading and math. Teachers collaborated as a PLC to track student data and create intervention/challenge plans for all students.

Due to COVID 19, STAAR data for 2019-2020 is not available.

- The overall average on STAAR grades 3, 4, and 5 is 81% in Reading and 75% in Math.
- The percentage of students scoring at the mastery level increased in Reading 4th grade by 4% and Writing by 4%.
- The percentage of students scoring at the mastery level increased in Math 4th by 13%.
- Reading STAAR results remained steady at 81% for all students third through fifth grades.
- 3rd grade STAAR results indicate a need for improvement as all scores decreased from 2017.
- 4th grade STAAR results show improvement in reading, from 71% in 2017 to 83% in 2018, and in math, from 56% in 2017 to 75% in 2018.
- Hispanic, Eco Dis and White categories increased on Writing STAAR results.
- The percentage of students served in special education scoring at approaching grade level has remained stagnant for the last three years in Reading, Math, and Science. However, of 37 fourth and fifth grade students served by Special Education 11 met the expected progress measure and 13 exceeded the progress measure on Reading STAAR. On Math STAAR, 14 met the expected progress measure and 9 exceeded the progress measure.
- Eleven students served by Special Education approached on Reading STAAR, 1 met, and 2 mastered. On Math STAAR, 12 approached, 1 met, and 2 mastered. On fifth grade Science STAAR 3 students served by Special Education approached. Two fourth grade students approached on Writing STAAR and two met standard.

Student Learning Strengths

Due to COVID 19, STAAR data for 2019-2020 is not available.

- STAAR Third Grade Reading Approaches increased from 76% in 2018 to 82% in 2019
- STAAR Third Grade Reading Meets increased from 46% in 2018 to 53% in 2019
- STAAR Third Grade Reading Masters increased for 22% in 2018 to 30% in 2019
- STAAR Third Grade Math Approaches increased from 63% in 2018 to 77% in 2019
- STAAR Third Grade Math Meets increased from 32% in 2018 to 45% in 2019
- STAAR Third Grade Math Masters increased from 10% in 2018 to 21% in 2019
- STAAR Fifth Grade Reading Approaches increased from 84% in 2018 to 87% in 2019
- STAAR Fifth Grade Reading Meets increased from 22% in 2018 to 27% in 2019
- STAAR Fifth Grade Math Meets increased from 8% in 2018 to 20% in 2019
- STAAR Fifth Grade Science Meets increased from 29% to 43% in 2019
- STAAR Fifth Grade Science Masters increased from 5% in 2018 to 20% in 2019

The percentage of students scoring at the mastery level on STAAR in all grades/subjects has increased for the last four years:

- 2014 - 9%

- 2015 - 11%
- 2016 - 13%
- 2017 - 14%
- 2018 - 15%
- 2019 - 24%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth grade STAAR Reading scores decreased from 83% to 72%. **Root Cause:** This cohort of students needs additional support in all subject areas.

Problem Statement 2 (Prioritized): Special education students are not meeting grade level expectations in all grades/subjects. **Root Cause:** Students need additional opportunities to practice skills to retain the information.

Problem Statement 3 (Prioritized): Additional students need to perform at the meets and masters level on all STAAR. **Root Cause:** Students need additional goal setting and challenge to attain meets/masters on STAAR.

Problem Statement 4 (Prioritized): While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. **Root Cause:** Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.

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Problem Statement 5 (Prioritized): Fourth grade STAAR Math scores decreased from 75% to 66%. **Root Cause:** This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Problem Statement 6 (Prioritized): 4th grade writing scores remained at 66%. **Root Cause:** The passion for writing needs to be instilled in students to inspire them to write.

School Processes & Programs

School Processes & Programs Summary

Jim Plain Elementary operates as a Professional Learning Community (PLC). Within that community, the staff is continuously improving through professional learning, collaboration and planning for instruction. PLC Facilitators lead their teams in planning for instruction from unpacking the TEKS and choosing Essential Outcomes to daily planning. The Instructional Coach and LISD Teaching and Learning provide content support to new to district, new to profession, and new to grade level teachers. JPE Administrators support teams by attending their meetings and providing materials, feedback and support. New to profession teachers are assigned a mentor to guide them through their first two years in the district. The LEADS Evaluation system provides an opportunity for teachers to choose a professional and personal goal to track throughout the year and share with the PLC.

Teachers provide academic support to students in the classroom, during flex and lunch, as well as after school. In addition, teachers sponsored Run Club, Book Club, Honor Choir, Coding, and Math Pentathlon students had the opportunity to participate in after school programs such as soccer, art, Legos, and finance provided by vendors.

This year, each teacher provided a club for students the last Friday of each month. Students were able to choose which club they wanted to attend. They participated in art, Legos, dance, making friendship bracelets, yoga, STEM, Kindness, Zen coloring, play dough, sign language, puzzles, games, kickball, and cheer.

School Processes & Programs Strengths

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Program Strengths for students:

- Science Night and Science Fair
- Math Pentathlon
- Grade Level Performing Arts Performances
- Reflections
- Run Club
- Book Club
- Honor Choir
- Art Show
- No Place for Hate designation

Program Strengths for staff:

- Mentoring New to profession teachers
- PLC Facilitators
- DOK (Rigor and Challenge) Professional Learning
- Power of Ten (Writing) Professional Learning
- Kagan (Engagement) Professional Learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams. **Root Cause:** The fluctuation in student population.

Perceptions

Perceptions Summary

Our mission at Jim Plain Elementary is to maintain a culture of kindness and respect by encouraging community collaboration. We foster an environment to promote resilient leaders, progressing into passionate life long learners. We are building strong academic and social foundations, to ensure future success. Jim Plain Elementary promotes a culture of kindness and student growth through opportunities such as C2, No Place for Hate, Second Step, Reading Club, Work Club, Math Pentathlon, Science Night, Science Fair, Grade Level performances and Honor Choir, as well as, Run Club, PTA Reflections, Math and Literacy Nights, author visits, QUEST Fair, Field Day, various field trips, and the College Float Parade.

We continue to promote regular attendance and recognize students each nine weeks for perfect attendance. To promote a positive, kind culture, students are recognized for following the 10 Ethical Principles and model behavior. Second Step continues to be the support we provide students to promote social/emotional growth.

We promote communication with parents through the Plain Insider, Twitter, Facebook, weekly classroom newsletters, principal weekly newsletter, phone calls, emails, and conferences.

Perceptions Strengths

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2019 Climate Survey Data

- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that there is a teacher, counselor, or other staff member who will listen to their child's concerns.
- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that the principal responds to their concerns in a professional manner.
- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that the assistant principal responds to their concerns in a professional manner.
- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that the counselor is courteous and listens to their concerns.
- According to Parent Climate Survey 97% of parents completing the survey agree or strongly agree that teachers set high learning expectations for their child.
- According to Parent Climate Survey 94% of parents completing the survey agree or strongly agree that their child is being prepared to do well in the next grade or after graduation.
- According to Parent Climate Survey 92% of parents completing the survey agree or strongly agree that their child receives support when he or she is struggling to learn.
- According to Parent Climate Survey 92% of parents completing the survey agree or strongly agree that classroom activities keep their child interested in learning.
- According to the Student Climate Survey 97% of students completing the survey agree or strongly agree that their teachers encourage them to do their best in school.
- According to the Student Climate Survey 95% of students completing the survey agree or strongly agree that the counselor is courteous and listens to my concerns.
- According to the Student Climate Survey 94% of students completing the survey agree or strongly agree that the counselor responds to their concerns in a professional manner.
- According to the Student Climate Survey 94% of students completing the survey agree or strongly agree that the counselor resolves issues fairly.
- According to the Student Climate Survey 93% of students completing the survey agree or strongly agree that the assistant principal responds to their concerns in a professional manner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school. **Root Cause:** Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Priority Problem Statements

Problem Statement 1: Additional students need to perform at the meets and masters level on all STAAR.

Root Cause 1: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR.

Root Cause 2: Students need additional opportunities to practice skills to retain the information.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Fourth grade STAAR Reading scores decreased from 83% to 72%.

Root Cause 3: This cohort of students needs additional support in all subject areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special education students are not meeting grade level expectations in all grades/subjects.

Root Cause 4: Students need additional opportunities to practice skills to retain the information.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach.

Root Cause 5: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Fourth grade STAAR Math scores decreased from 75% to 66%.

Root Cause 6: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Science scores continue to be well below the district average.

Root Cause 7: Students need additional Science experiences and instruction to broaden their understanding.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 4th grade writing scores remained at 66%.

Root Cause 8: The passion for writing needs to be instilled in students to inspire them to write.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school.

Root Cause 9: Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams.

Root Cause 10: The fluctuation in student population.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Professional development needs assessment data

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Goals

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of tests for all students that reach the "Meets" proficiency level of STAAR in Reading from 51% to 53%.
Evaluation Source: STAAR Performance Data Tables Reading - Student Achievement All Students, White, Special Education

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results
Reading 2019
Reading 3rd 82% approaches, 53% meets
Reading 4th 72% approaches, 43% meets
Reading 5th 87% approaches, 27% meets

Summative Evaluation: None

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Strategy 1: Teachers provide accelerated instruction to at risk students who did not meet standard on state assessments in reading. Strategy's Expected Result/Impact: Improved academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: Third, Fourth, and Fifth grade Teachers and RtI Coordinator Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC will analyze data and identify students who need intervention and respond using Istation, Blast, and Fountas and Pinnell leveled readers. Strategy's Expected Result/Impact: Improved academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers, and RtI Coordinator Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special Education teachers will attend PLC grade level meetings bi-monthly with the grade level they are assigned and support to ensure understanding of grade level curriculum and student expectations. Strategy's Expected Result/Impact: Students served by Special Education will receive instruction to impact reading achievement. Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, RtI Coordinator Problem Statements: Demographics 1 - Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Special Education teachers will collaborate weekly with General Education teachers to scaffold instruction to meet student goals. Strategy's Expected Result/Impact: Students served by Special Education will receive instruction to impact reading achievement. Staff Responsible for Monitoring: Special Education Teachers, General Education Inclusion Teachers Problem Statements: Demographics 1 - Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will utilize Raz Plus to provide additional reading materials, instruction and assessments for virtual learners. Strategy's Expected Result/Impact: Improved academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Goal 1: Maximize academic growth for each student.

Performance Objective 2: Increase the percent of tests for all student groups that reach the "Meets" proficiency level of STAAR in Math from 45% to 47%.

Evaluation Source: STAAR Performance Data Table- Math; All Students, White, Special Education

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results

Math 2019

3rd math 77% approaches, 45% meets

4th math 66% approaches, 37% meets

5th math 86% approaches, 20% meets

Summative Evaluation: None

Strategy 1: PLC will analyze data and identify students who need intervention and respond using Bridges Intervention Kits. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 1 - Student Learning 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC will use Dreambox data reports to create customized lessons and pathways for all students. Strategy's Expected Result/Impact: Increased achievement for struggling, on level, and above level students Staff Responsible for Monitoring: General Education Teachers Problem Statements: Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Goal 1: Maximize academic growth for each student.

Performance Objective 3: Increase the percent of tests for fourth grade students that reach the "Meets" proficiency level of STAAR in Writing from 34%to 36%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Sources:

4th Writing 2019

67% approaches, 34% meets

Summative Evaluation: None

Strategy 1: Teachers will use Lucy Calkins to provide writing instruction to students. Strategy's Expected Result/Impact: Improved academic performances on writing assessments and STAAR Writing. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Demographics 1 - Student Learning 2, 5, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue 189				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.
Problem Statement 6: 4th grade writing scores remained at 66%. Root Cause: The passion for writing needs to be instilled in students to inspire them to write.

Goal 1: Maximize academic growth for each student.

Performance Objective 4: Increase the percent of tests for fifth grade students that reach the "Meets" proficiency level of STAAR in Science from 43% to 45%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Sources: 5th Science 2019

71% approaches, 43% meets

Summative Evaluation: None

Strategy 1: Science teachers will provide additional activities around science vocabulary. Strategy's Expected Result/Impact: Students will have a deeper understanding of science concepts. Staff Responsible for Monitoring: Principal, Assistant Principal, Science Teachers Problem Statements: Demographics 1, 2 - Student Learning 3, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science teachers will provide manipulatives available at curbside pick up to virtual students for hands-on science experiments at home. Strategy's Expected Result/Impact: Equal opportunity for virtual students to participate Science which will deepen their understanding of concepts. Staff Responsible for Monitoring: Principal, Assistant Principal, Science Teachers Problem Statements: Demographics 1, 2 - Student Learning 2, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 2: Science scores continue to be well below the district average. Root Cause: Students need additional Science experiences and instruction to broaden their understanding.
Student Learning
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.
Problem Statement 4: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. Root Cause: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase percent of students reading on or above grade level in grades K through 5th by 3%.

Evaluation Source: Running Records

Evaluation Data Sources: EOY 2018: Running Records K-5 81%

BOY 2020: Provisional Running Records K-5 76%

Summative Evaluation: None

Strategy 1: Analyze data to understand all student needs and provide intervention and challenge in reading with specific IStation or Blast support. Strategy's Expected Result/Impact: Students receive intervention and challenge to impact their reading achievement. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers provide accelerated instruction to students who are performing below level in reading. Strategy's Expected Result/Impact: Students receive intervention to impact their reading achievement. Staff Responsible for Monitoring: General Education Teachers, SRP, RtI Coordinator Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			191
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide RAZ online books for K-2 virtual teachers. Strategy's Expected Result/Impact: Insure books are provided to virtual learners to increase reading achievement. Staff Responsible for Monitoring: General Education Virtual Teachers K-2 Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to

Goal 2: Prepare each student for college and career success.

Performance Objective 2: Increase the number of tests for Jim Plain students that reach the "Masters" proficiency level from 24% to 26% across all content areas and grades as reported by the 2020 State Accountability Tables for Student Achievement

Evaluation source: State Accountability Data Tables - Domain 1

Evaluation Data Sources: 2019

3rd Reading 30% masters
 4th Reading 24% masters
 5th Reading 9% masters
 3rd Math 21% masters
 4th Math 19% masters
 5th Math 10% masters
 4th Writing 8% masters
 5th Science 20% masters

Summative Evaluation: None

Strategy 1: Provide teachers with DOK Level 1-4 Sentence Stem professional learning to increase rigor and level of questioning. Strategy's Expected Result/Impact: Improved instruction to increase academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: Principal, Teachers Problem Statements: Demographics 2 - Student Learning 1, 3, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide LA and Math support for teams and time to utilize district specialists. Strategy's Expected Result/Impact: Improved instruction to increase academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Demographics 2 - Student Learning 1, 3, 4, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Science scores continue to be well below the district average. Root Cause: Students need additional Science experiences and instruction to broaden their understanding.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Problem Statement 4: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. Root Cause: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.
Problem Statement 6: 4th grade writing scores remained at 66%. Root Cause: The passion for writing needs to be instilled in students to inspire them to write.

Goal 2: Prepare each student for college and career success.

Performance Objective 3: Increase percent of students reading on or above grade level in third grade by 2%.

Evaluation Data Sources: Evaluation Source:
Running Records Baseline 2019 3rd 9 weeks data 80%

Summative Evaluation: None

Strategy 1: Third grade teachers are collaborating in PLC to identify specific behaviors of successful readers to brainstorm ideas to improve those behaviors in all students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Third grade teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

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Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Goal 2: Prepare each student for college and career success.

Performance Objective 4: Increase percent of students performing on or above grade level in math in third grade by 2%.

Evaluation Source: CBAs, STAAR data

Evaluation Data Sources: Evaluation Source: CBAs, STAAR data

Baseline CBA2 42 % approaches, 36% meets, 16% masters

Spring Assessment 44% approaches, 20% meets, 6% masters

Summative Evaluation: None

Strategy 1: Teachers are collaborating in PLC to identify specific behaviors displayed by students who are successful with key mathematical concepts and seek to develop those behaviors with all students. Strategy's Expected Result/Impact: Evaluation Source: CBAs, STAAR data Staff Responsible for Monitoring: Third grade teachers Problem Statements: Demographics 1 - Student Learning 3, 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Sources: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation: None

Strategy 1: Administer FitnessGram to all students. Strategy's Expected Result/Impact: Campus CATCH Team & PE Teacher will analyze FitnessGram test results to identify gaps in instruction and areas of success. Staff Responsible for Monitoring: PE Teacher, Principal, Campus CATCH Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity in PE class. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met, and students have the opportunity to be physically active. Staff Responsible for Monitoring: PE Teacher and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff PE classes at a student to adult ratio of 45 to 1. Strategy's Expected Result/Impact: A 45 to 1 student to staff ratio ensure the safety of students and effectiveness of the PE program. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Leander ISD Quality Recess Guidelines. Strategy's Expected Result/Impact: Quality Recess Guidelines provide for a safe, equitable, and consistent recess experience for all students. Staff Responsible for Monitoring: Teachers and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus CATCH Teams meet at least 4 times per year. Strategy's Expected Result/Impact: Campus CATCH teams will meet to identify health and wellness goals on campus and work to promote physical activity and healthy living. Staff Responsible for Monitoring: Assistant Athletic Director, Principal, Cafeteria Representative, and PE Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Promote physical fitness and health through student participation in team building activities and the APEX Glow Run. Strategy's Expected Result/Impact: Encourage fitness and perseverance Staff Responsible for Monitoring: Principal, Assistant Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Inspire the whole child.

Performance Objective 2: Improve behavior as evidenced by reduced office referrals.

Evaluation Data Sources: 2020 Discipline data office referrals
Kinder 25, 1st 25, 2nd 11, 3rd 34, 4th 36, 5th 31

Summative Evaluation: None

Strategy 1: Teachers will provide Second Step lessons in the classroom daily with fifteen minutes devoted in the schedule to explicitly teach social emotional strategies to students. Strategy's Expected Result/Impact: Students will use social emotional strategies to positively impact their learning and understanding of the world around them. Staff Responsible for Monitoring: Principal, AP, Teachers Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Master Schedule will include 15 minutes each day for Second Step Lessons. Strategy's Expected Result/Impact: Teachers will use instructional time to implement Second Step. Staff Responsible for Monitoring: Classroom Teachers, Principal, AP, Counselor Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Assistant Principal will incorporate Second Step language when conferencing with students in the office. Strategy's Expected Result/Impact: Discipline data will be analyzed and addressed to provide maximum learning opportunities for students. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school. Root Cause: Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful, learning opportunities for students.

Evaluation Data Sources: Club Rosters - All students K-5 participated in clubs

Performing and Visual Arts Performances and Exhibitions - All grade levels participated in at least one performance

Summative Evaluation: None

Strategy 1: Teachers participate in book study Innovate Inside the Box for professional learning to implement new strategies in the classroom that promote student voice and choice. Strategy's Expected Result/Impact: Increased student engagement Increased student achievement Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reinstate Clubs and Performances in spring semester Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: All Staff Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Follow PLC commitments with teams led by PLC Facilitators to ensure growth along the continuum.

Evaluation Data Sources: Baseline: Plain_PLC Reflections 2019

Commitment 1: Student Learning as our Primary Purpose 20.4

Commitment 2: Collaborative Culture as our Primary Practice 21.9

Commitment 3: Performance Results as our Primary Measure 19.8

Summative Evaluation: None

Strategy 1: General Education and Special Education Teachers and Instructional Coach will participate in collaborative meeting times during the day to answer the four questions of a PLC. Strategy's Expected Result/Impact: Teachers will analyze data and target instruction. Staff Responsible for Monitoring: General Education and Special Education Teachers, Instructional Coach, Principal, Assistant Principal Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize the curriculum department to provide professional development in the areas listed: Bridges and Imagine Math for math, Istation and Running Record for reading, Kagan Thinking Skills for engagement and DOK for critical thinking. Strategy's Expected Result/Impact: Increase teacher understanding and impact student achievement. Staff Responsible for Monitoring: Principal, Instructional Coach, District Curriculum Staff, SRP teachers Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Each grade level has a teacher in the role of PLC Facilitator that guides the grade level meetings and ensures the work of a PLC is followed. Strategy's Expected Result/Impact: Improve the work of PLC and impact student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level PLC Facilitators Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: PLC Facilitators follow the guidelines created to outline the responsibilities of PLC Facilitators to ensure high functioning team PLCs K-5. Strategy's Expected Result/Impact: Improve the work of PLC and impact student achievement Staff Responsible for Monitoring: Principal, Instructional Coach, Grade Level PLC Facilitators Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Instructional Coach and PLC Facilitators create shared documents to house all PLC agendas and data from the work of grade level PLCs. Strategy's Expected Result/Impact: Efficient work of PLC to track student growth Staff Responsible for Monitoring: Instructional Coach, PLC Facilitators, and grade level PLCs	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.	
Problem Statement 2: Science scores continue to be well below the district average. Root Cause: Students need additional Science experiences and instruction to broaden their understanding.	
Student Learning	
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.	
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.	
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.	
Problem Statement 4: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. Root Cause: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.	
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.	
Problem Statement 6: 4th grade writing scores remained at 66%. Root Cause: The passion for writing needs to be instilled in students to inspire them to write.	201
School Processes & Programs	
Problem Statement 1: The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams. Root Cause: The fluctuation in student population.	

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 2: Provide professional learning to increase effectiveness of employees as measured by LEADS walkthroughs showing implementation of PL.

Evaluation Data Sources: LEADS walkthroughs
Implementation of PL presented by District Curriculum Coordinators
Implementation of Innovate Inside the Box (campus-wide book study)

Summative Evaluation: None

Strategy 1: Teachers participate in book study, Innovate Inside the Box to implement new learning strategies in the classroom. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Principal, Instructional Coach, and Mentor Teachers meet regularly with new to profession and new to district teachers to ensure their success. Strategy's Expected Result/Impact: Increased teacher preparedness Staff Responsible for Monitoring: Principal, Instructional Coach, Mentor Teachers Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams. Root Cause: The fluctuation in student population.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Communicate with our stakeholders to enhance our relationship with our community using Remind campus-wide.

Evaluation Data Sources: Survey data
Response to Communication that requires action
Attendance at advertised events

Summative Evaluation: None

Strategy 1: Weekly communications: Teacher Newsletter with classroom happenings and calendar of events, Principal Smore with updates, positive campus culture of kindness and acceptance and calendar of events, Weekly updates on Marquee, website, Facebook and Twitter Strategy's Expected Result/Impact: Increased community support, increased volunteers, increased attendance at events, increased parent involvement with academics Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				203

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school. Root Cause: Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Addendums

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Leander Independent School District

Plain Elementary

2019-2020 Summative Evaluation

Accountability Rating: C



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Vision

Engage, Inspire, Achieve for lifelong success.

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of tests for all students that reach the "Approaches" proficiency level of STAAR in Reading from 82% to 87% and the higher "Meets" proficiency level from 51% to 56%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 1: STAAR Results

Reading 2019

Reading 3rd 82% approaches, 53% meets

Reading 4th 72% approaches, 43% meets

Reading 5th 87% approaches, 27% meets

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal next year.

Performance Objective 2: Increase the percent of tests for all students groups that reach the "Approaches" proficiency level of STAAR in Math from 78% to 83% and the higher "Meets" proficiency level from 45% to 50%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 2: STAAR Results

Math 2019

3rd math 77% approaches, 45% meets

4th math 66% approaches, 37% meets

5th math 86% approaches, 20% meets

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal next year.

Performance Objective 3: Increase the percent of tests for fourth grade students that reach the "Approaches" proficiency level of STAAR in Writing from 67% to 73% and the higher "Meets" proficiency level from 34% to 37%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 3:

4th Writing 2019

67% approaches, 34% meets

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue goal next year.

Performance Objective 4: Increase the percentage of tests for fifth grade students that reach the "Approaches" proficiency level of STAAR in Science from 69% to 74% and the higher "Meets" proficiency level from 43% to 48%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 4: STAAR Results

Science 2019:

69% approaches, 43% meets

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue goal next year.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase percent of students reading on or above grade level in grades K through 5th by 3%.

Evaluation Source: Running Records

Evaluation Data Source(s) 1: 2018: Running Records K-5 81%

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal next year.

Performance Objective 2: Increase the number of tests for Jim Plain students that reach the "Masters" proficiency level from 24% to 30% across all content areas and grades as reported by the 2020 State Accountability Tables for Student Achievement

Evaluation source: State Accountability Data Tables - Domain 1

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Evaluation Data Source(s) 2: 2019

3rd Reading 30% masters

4th Reading 24% masters

5th Reading 9% masters

3rd Math 21% masters

4th Math 19% masters

5th Math 10% masters

4th Writing 8% masters

5th Science 20% masters

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal next year.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Source(s) 1: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to implement SEL and find additional resources to promote success of the whole child.

Performance Objective 2: Improve behavior as evidenced by reduced office referrals.

Evaluation Data Source(s) 2:

2019 Discipline data office referrals

Kinder 25, 1st 25, 2nd 11, 3rd 34, 4th 36, 5th 31

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Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to implement SEL and find additional opportunities for students to practice self-regulation.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percent of classroom walkthroughs that demonstrate evidence that classroom activities are aligned to the expectation in the TEKS and the LISD Curriculum Documents by 3%.

Evaluation Data Source(s) 1: 2019 Walkthrough Data - 87% aligned

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue next year.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Follow PLC commitments with teams led by PLC Facilitators to create norms, unpack TEKS for each EUS, write common assessments, analyze data, and plan for student intervention/challenge.

Evaluation Data Source(s) 1: Team Drives in Google

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to utilize what has been created and provide PL to new hires to ensure PLC is highly functioning.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Communicate with our stakeholders to enhance our relationship with our community.

Evaluation Data Source(s) 1: Communications shared with stakeholders and their responses; Attendance at events;

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to explore new platforms for communicating well with all stakeholders.

Leander Independent School District

Pleasant Hill Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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Vision

Engage, Inspire, Achieve for lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pleasant Hill Elementary is home to 678 students. Each grade level averages 5-6 classrooms servicing a diverse group of students. The campus employs 36 grade level teachers, 5 special program teachers, 11 special education teachers, 4 PE/Fine Arts teachers, 1 nurse, 1 counselor, and 16 instructional assistants. We proudly serve:

Ethnic breakdown for 2019-20 is:

- African American = 3.8%
- Asian = 2.7%
- Hispanic = 26.8%
- Two or More = 7.5%
- American Indian = 0.3%
- White = 59.0%

Approximately 29.3% of our students are considered Economically Disadvantaged which represents a slight increase over the previous year.

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At Pleasant Hill we have a large special education population and we provide a wide-variety of programs to support our students. We have the following special education programs at Pleasant Hill: Training for Academic Success in the Classroom (TASC), Early Learning Environment (ELE), Early Structured Learning Environment (ESLE), Structured Learning Environment (SLE), Individual Community Academic Program (ICAP), Social Communication Supports and Services (SCSS), and inclusion support. These programs support approximately 19.4% of our students who are receiving services in 2019-2020.

At the beginning of the 2020-21 school year, we have the following number of students in our other support programs and services:

- Dyslexia- 18
- English as a Second Language (ESL)- 23
- Programs for Advancement, Challenge & Enrichment (PACE) Math- 60
- Quality Utilization and Enrichment of Student Talents (QUEST)- 58
- Supplemental Reading Program (SRP)- not yet determined

We have a very experienced and tenured staff at Pleasant Hill. The majority of our staff have not only been teaching for more than five years, most of their years have been teaching at Pleasant Hill. This year we will have 3 Texas State Fellows on our staff. We are a very close group and pride ourselves on the care and concern we have for each other and our students.

Demographics Strengths

At Pleasant Hill, we have the following demographic strengths:

- We have a very strong sense of family and community.

- We work together to provide our students with everything they need to be successful.
- We include and care for all students.

As for our demographics, we show the following growth in specific groups (due to Covid, we have utilized STAAR data from 2019)

- Economically Disadvantaged- The 2019 3rd grade STAAR Reading the gap was closed and economically disadvantaged students out performed the grade level by 4%. The 2019 3rd grade STAAR math gap was decreased by 2%.
- Hispanic Students- on 2019 STAAR Reading, students in 3rd showed growth at the approaches level (3rd- 89%)
- Special Education- on 2019 STAAR Reading, students in 3rd and 5th grade showed growth at the approaches level (3rd- 67%, 5th- 58%). Also, on the 2019 STAAR math, students in the 3rd and 4th grade showed growth at the approaches level (3rd- 42%, 4th- 63%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. **Root Cause:** Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Student Learning

Student Learning Summary

Pleasant Hill Elementary utilizes the district essential units of study, which are centered around the TEKS, when planning for student learning. We are going to continue focusing on student growth and improve student achievement. We have shown growth in students approaching/or meeting passing standard on STAAR, with the exception of 4th grade reading and writing. We have a campus-wide focus and will continue the work with our Professional Learning Community (PLC) guiding coalition and leadership team. As a campus, we will continue to collaborate on strategically using student data to provide intervention and challenge.

Although we are not satisfied with the percent of students that are meeting standards on STAAR, we have seen improvement in the amount of growth our students are making. Based on the Accountability Academic growth report, of 49 students who did not meet approaches last year in reading and math, almost half improved and met the approaches level and of the students that did not meet approaches almost all met or exceeded their growth expectations.

Under the revised Texas School Accountability System, Pleasant Hill Elementary obtained an overall rating of "Met Standard" with an overall score of 73% which will equate to a letter grade of "C" in the future.

Based on this analysis, Pleasant Hill met standard on two domains, but did not meet the standard on the Academic Growth (2A) and Relative Performance (2B) in Domain 2. This means that we are not performing as well across academic (STAAR) measures as other campuses with similar demographics.

Pleasant Hill met all targets for all student groups in Domain 3: Closing the Gap in Reading. We however, missed the target in mathematics for the all student group, Hispanic, White, Economically Disadvantaged, Continuously and Non-Continuously enrolled student groups for both academic achievement and growth in math. This is a significant area for improvement for the campus moving forward. In addition, the percent of students meeting the "meets" and "masters" level is below the state's targets of 60% and 30% in all content areas, particularly in Writing and Science.

Student Learning Strengths

Strengths in Academic Achievement are noted in following:

- All grade levels improved the amount of students on tier 3 according to the ISIP (BOY and MOY) with the exception of 5th grade that remained the same (5%)
- 4th grade reading had a 7% increase at the approaches level, 4th grade math had a 9% increase at the approaches level, and 4th grade writing had a 7% increase at the approached level according to STAAR.
- Students receiving Special Education services increased from 20% to 63% in 4th grade math at the approaches level.
- Students receiving Special Education services in 3rd grade increased in both reading and math at the approaches level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th and 5th grade Reading and 4th grade Writing STAAR scores/percentage of students approaching/meeting passing standard is below expectation and has continued to remain below expectations over the past few years. **Root Cause:** A need for training on the written curriculum, including the use of collaborative common assessments consistently and with fidelity.

Problem Statement 2 (Prioritized): Students are not making adequate progress on STAAR in mathematics in the approaches, meets, or masters level. **Root Cause:** Need for training and monitoring processes for district provided curriculum and using resources consistently and with fidelity across the campus.

School Processes & Programs

School Processes & Programs Summary

Through the cycle of professional learning communities (PLCs), Pleasant Hill utilizes the Texas Essential Knowledge and Skills (TEKS) and EUS (Essential Units of Study) to collaboratively plan for learning and ensure that ALL students have access to a guaranteed and viable curriculum. Our PLCs meet once a week with a focus on student learning and using the PLC process/questions to guide their collaboration. The instructional coach, principal and assistant principal are all available as resources, as well as other campus staff to support ALL students. Each grade level team has a PLC Facilitator that is committed to continue our learning and help move our PLCs further for the 2019-2020 school year. This year we will continue to strengthen core instruction and PLCs by providing intentional staff development to help each staff member grow in their understanding of curriculum, assessment and collaboration. Pleasant Hill has several special programs to support our students, such as: ESL (English as a Second Language) teacher, QUEST teacher, Dyslexia teacher, 2.5 SRP (Supplemental Reading Program) teachers, three resource/inclusion teachers, four Specials teachers (PE, Performing Arts, Visual Art, and Library), and five other special education programs with 16 instructional assistants to support our students.

School Processes & Programs Strengths

Campus Processes:

- Weekly PLC meetings per grade level
- Monthly PLC facilitator committee meetings
- SRP Jump Start programs at the beginning of the year for struggling readers
- Additional SRP small groups before school from 7:20-7:50am (suspended right now due to Covid-19)
- No Place for Hate designation
- C2 club and activities open to all students
- Healthy Husky Night
- Paws on Print community literacy outreach
- Husky Garden lessons and involvement
- Morning Work-Outs (not during Covid-19)
- Multiple after-school activities within our fine arts/PE programs (suspended right now due to Covid-19)
- Activities being developed by staff to provide asynchronous programs for virtual students

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Employee Survey Strengths:

- Teachers understand how their work impacts others in the organization
- Teachers work cooperatively to get the job done
- Support is available for technologies we use
- Teachers regularly use performance data to improve the quality of student achievement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class. **Root Cause:** Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.

Problem Statement 2 (Prioritized): Per teacher survey data, only 61% of teachers feel that the workplace encourages open and honest communication. **Root Cause:** There is not a system in place to provide open and honest feedback to administration and/or other colleagues.

Perceptions

Perceptions Summary

For the 2019-2020 school year we spent a lot of time as a campus really looking at what we believe about education and our students. We developed a new committee to look at our mission statement and vision for Pleasant Hill Elementary. We met as a campus in small groups which were lead by our three mission and vision teacher facilitators. We were developing our new mission, vision, and values when Covid-19 hit our district. For this school year, we would like to pick up that work where we left off and continue moving forward. This work will also assist us in response to a need on our targeted improvement plan from TEA.

Pleasant Hill has led the way in building a culture of kindness and acceptance for ALL students. We have opportunities for our students to be involved and informed through opportunities such as: C2, No Place for Hate, Second Step, Leaders of the Pack, Garden Club, Performing Arts Musical, Percussion Club, Silver Shoe, intramurals, school-wide assemblies, family nights, field day, field trips and a variety of other academic based opportunities in classrooms.

We continue to promote regular attendance and being on time to school. This year we are going to recognize perfect attendance through our school-wide assemblies. Our 2019-2020 attendance rate was 97.2%.

We promote communication with parents through News from the Hill, Remind 101, Google Classroom, See Saw, classroom newsletters, PTA newsletters and emails, phone calls, emails and conferences. We also use Twitter and Facebook to communicate school events and just in time information. New last year, we implemented a monthly memo from the principal, Ms. Robbins and a monthly time set aside on campus for parents to speak with administrators about what is happening on campus, hot topics, or ask any questions that they would like. We hope that these changes and on-going efforts will boost communication at Pleasant Hill. We are also going to provide a teacher input/communication process to offer feedback on and to the administrators. Our monthly Zoom's with the administrators will restart in January 2021 to reconnect with families and answer any questions needed.

Perceptions Strengths

Due to Covid-19, many of our survey data points are not available. The data below was reported in 2018-2019.

Student Survey:

- 95% of our students feel that their teachers encourage them to do the best they can in school
- 90% of our students feel safe in the classroom
- 87% of our students feel there are adults on campus who will listen and respond to their needs and concerns
- 89% of our students feel our teachers and staff treat students fairly regardless of their backgrounds and differences
- The majority of our students feel our administrators and counselor helps them, is fair, professional and listens to their problems and concerns.

Parent Survey:

- 93% of our parents feel that their child is safe at school
- 93% of our parents feel that there is a teacher, counselor, or other staff member who will listen and respond to their child's needs
- 91% of our parents feel teachers and students respect one another in our school
- Many of our parents feel that the administrators and counselor provide adequate and timely communication, listens to concerns, are professional and resolve issues in a fair manner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. **Root Cause:** Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Priority Problem Statements

Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments.

Root Cause 1: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 4th and 5th grade Reading and 4th grade Writing STAAR scores/percentage of students approaching/meeting passing standard is below expectation and has continued to remain below expectations over the past few years.

Root Cause 2: A need for training on the written curriculum, including the use of collaborative common assessments consistently and with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are not making adequate progress on STAAR in mathematics in the approaches, meets, or masters level.

Root Cause 3: Need for training and monitoring processes for district provided curriculum and using resources consistently and with fidelity across the campus.

Problem Statement 3 Areas: Student Learning

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Problem Statement 4: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary.

Root Cause 4: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class.

Root Cause 5: Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Per teacher survey data, only 61% of teachers feel that the workplace encourages open and honest communication.

Root Cause 6: There is not a system in place to provide open and honest feedback to administration and/or other colleagues.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

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Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase accountability academic growth score from school progress domain in MATH.

Math 2019 score=

72%

Math 2020- no STAAR administered

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data

Dreambox Data (in-person students)

District Benchmark data

Summative Evaluation: None

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Strategy 1: District math facilitators will attend grade level PLC meetings to provide data protocols to dig deeper into math data from district baselines and assessments. Strategy's Expected Result/Impact: By looking at data more closely, teachers will be better informed for instructional practices and lesson planning to grow all students in math. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, district math facilitators, teachers Additional Targeted Support Strategy Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. Root Cause: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Goal 1: Maximize academic growth for each student.

Performance Objective 2: Increase accountability academic growth score from school progress domain in READING.

Reading 2019 score=

58%

Reading 2020 scores= no STAAR administered

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

District Benchmark Data

iStation Data (in-person students)

Summative Evaluation: None

Strategy 1: Dedicated time for guided reading in the master schedule that is aligned to the recommended district minutes. Strategy's Expected Result/Impact: Students will receive guided reading every day for the recommended minutes. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				227
Strategy 2: Teachers and support staff will continue to receive district training on our newly adopted Language Arts resources. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: District Language Arts facilitators, Principal, Assistant Principal, and Instructional Coach Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will continue to receive training and strategies on how to administer running records in a virtual learning environment. Strategy's Expected Result/Impact: Timely data to support reading strategies and support. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SRP teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. Root Cause: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Close the achievement gap by engaging every student in relevant learning that will lead to narrowing of the gap between students who are economically disadvantaged and all students according to the accountability academic achievement score from school progress domain one.

For MATH- Exceed the target of 36%.

For READING- Exceed the target of 33%.

No 2020 STAAR data due to Covid-19.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results

STAAR Summary Reports

2020 Accountability Reports

Summative Evaluation: None

Strategy 1: Each grade level team and support program will have a representative participate in the vertical MATH or ELA committee each month. Strategy's Expected Result/Impact: Deeper understanding of vertical alignment with curriculum and specific subject matter strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Committee Facilitators Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. Root Cause: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Goal 2: Prepare each student for college and career success.

Performance Objective 2: Increase our percentage of students at the approaches level in fourth grade writing on the STAAR test. Increase to 70% at approaches and increase the number of students at masters to 10%.

Evaluation Data Sources: STAAR data

Summative Evaluation: None

Strategy 1: As a campus, we will provide professional development opportunities in writing. Teachers can share how they use specific strategies they learned during PD at meetings. Strategy's Expected Result/Impact: Students will receive writing instruction based on strategies learned during professional development. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers participate in professional development in either Writer's Workshop, Choose Your Learning session, and/or VEL Academy to learn effective writing strategies to integrate into their curriculum (dependent on instructional environment). Depending on how they are departmentalized, teachers must attend one training. Strategy's Expected Result/Impact: Students will benefit from effective strategies in writing. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Language Arts facilitators, Science Facilitators, Teachers Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: As a non-negotiable, teachers will incorporate Writer's Workshop into the daily lesson planning (using the district curriculum for guidance). Strategy's Expected Result/Impact: Students will benefit from a vertically aligned research-based strategy for writing. Staff Responsible for Monitoring: Principal, AP, Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Grade levels will have at least one person per team participate on the vertical Language Arts/Writing committee. Strategy's Expected Result/Impact: Teachers will benefit from the monthly conversations, planning and professional development surrounding writing. They will share new learning with teams, which will benefit all students. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Team Leader	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 4th and 5th grade Reading and 4th grade Writing STAAR scores/percentage of students approaching/meeting passing standard is below expectation and has continued to remain below expectations over the past few years. Root Cause: A need for training on the written curriculum, including the use of collaborative common assessments consistently and with fidelity.

Goal 2: Prepare each student for college and career success.

Performance Objective 3: Increase the overall number of students reaching the meets and masters level on 5th grade STAAR MATH, READING, and SCIENCE.

2019 STAAR Results (% of students at meets and masters):

Math-

Meets- 43%

Masters- 18%

Reading-

Meets- 49%

Masters- 20%

Science-

Meets- 27%

Masters-6%

NO STAAR data for 2020

Evaluation Data Sources: 2021 STAAR Summary Reports

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Summative Evaluation: None

Strategy 1: All teachers will offer consistent small group time with research-based resources for intervention and challenge for all students. Strategy's Expected Result/Impact: Students will benefit from more opportunities for extension and challenge in all subject areas and at all levels. Staff Responsible for Monitoring: Principal, AP, and Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will look at other opportunities for students to receive extension or challenge in multiple areas while being mindful of Covid-19 protocols. Strategy's Expected Result/Impact: Through offering multiple opportunities, we can reach more students with different talents and needs in several areas of interests. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers and some parent volunteers (if possible).	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Sources: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation: None

Strategy 1: Administer FitnessGram to all students. Strategy's Expected Result/Impact: Campus CATCH Team & PE Teacher will analyze FitnessGram test results to identify gaps in instruction and areas of success. Staff Responsible for Monitoring: PE Teacher, Principal, Campus CATCH Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity in PE class. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met, and students have the opportunity to be physically active. Staff Responsible for Monitoring: PE Teacher and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff PE classes at a student to adult ratio of 45 to 1. Strategy's Expected Result/Impact: A 45 to 1 student to staff ratio ensure the safety of students and effectiveness of the PE program. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Leander ISD Quality Recess Guidelines. Strategy's Expected Result/Impact: Quality Recess Guidelines provide for a safe, equitable, and consistent recess experience for all students. Staff Responsible for Monitoring: Teachers and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus CATCH Teams meet at least 4 times per year. Strategy's Expected Result/Impact: Campus CATCH teams will meet to identify health and wellness goals on campus and work to promote physical activity and healthy living. Staff Responsible for Monitoring: Assistant Athletic Director, Principal, Cafeteria Representative, and PE Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of opportunities students at Pleasant Hill have to experience an extracurricular activity, while also being mindful of Covid-19 safety protocols and restrictions.

Evaluation Data Sources: Participation data

Student survey data

Parent survey data

(if applicable in 2021)

Summative Evaluation: None

Strategy 1: Possible virtual offerings of drum club, intramurals, art show, musical, and other extracurricular extension activities while following Covid-19 safety protocols and procedures. Strategy's Expected Result/Impact: Students will benefit from these clubs and events, thus providing them with more positive school experiences. Staff Responsible for Monitoring: Principal, Club Facilitators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue 233				

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Each grade level professional learning community (PLC) will implement and analyze 2-3 common assessment in math and reading per nine weeks.

Evaluation Data Sources: PLC agendas and data
PLC reflection data

Summative Evaluation: None

Strategy 1: Collaborative teams will identify time during the instructional school day to identify instructional strategies, create common assessments, and analyze student data. Strategy's Expected Result/Impact: Instructional staff will invest in collaborative time to help all students grow. Staff Responsible for Monitoring: Principal, AP, Instructional Coach Problem Statements: Student Learning 2 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All instructional staff will utilize Frontline as part of the teacher evaluation (LEADS) process in order to collect evidence of their teaching strategies and to show growth. Strategy's Expected Result/Impact: By utilizing the online resource, teachers will have an understanding and ownership of their learning and growth throughout the school year. By using Strive effectively, they will be active participants in their evaluation system and professional growth. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	234 June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students are not making adequate progress on STAAR in mathematics in the approaches, meets, or masters level. Root Cause: Need for training and monitoring processes for district provided curriculum and using resources consistently and with fidelity across the campus.
School Processes & Programs
Problem Statement 1: Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class. Root Cause: Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.
Perceptions
Problem Statement 1: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. Root Cause: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 2: We will implement vertical committees involving all teams and staff with 100% participation.

Evaluation Data Sources: Survey Data
Committee attendance/calendars

Summative Evaluation: None

Strategy 1: Communication of expectations of each committee and its impact on our campus. Shared at faculty meetings and staff development. Strategy's Expected Result/Impact: Vertical alignment with each committee will connect all of our teachers, which will hopefully impact instruction to better align for our students year-to-year. Staff Responsible for Monitoring: Principal, AP, Instructional Coach and Committee Facilitators Problem Statements: School Processes & Programs 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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School Processes & Programs
Problem Statement 1: Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class. Root Cause: Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.
Perceptions
Problem Statement 1: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. Root Cause: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Evaluation Data Sources: Climate Survey Responses from Students and Parents
Teacher Survey Data

Summative Evaluation: None

Strategy 1: Provide a monthly newsletter from the principal to communicate with all stakeholders. Strategy's Expected Result/Impact: An added mode of communication to our community. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 2 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Streamline teacher communication to our parents and community utilizing Remind, See Saw or Google Classroom Strategy's Expected Result/Impact: Clear communication from all grade levels to better inform our parents. Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: School Processes & Programs 2 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				236
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Per teacher survey data, only 61% of teachers feel that the workplace encourages open and honest communication. Root Cause: There is not a system in place to provide open and honest feedback to administration and/or other colleagues.
Perceptions
Problem Statement 1: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. Root Cause: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	District math facilitators will attend grade level PLC meetings to provide data protocols to dig deeper into math data from district baselines and assessments.

Addendums

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Leander Independent School District

Pleasant Hill Elementary

2019-2020 Summative Evaluation

Accountability Rating: C



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Vision

Engage, Inspire, Achieve for lifelong success.

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Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase accountability academic growth score from school progress domain in MATH.

Math 2019 score=

72%

Evaluation Data Source(s) 1: STAAR data

Imagine Math data

District Benchmark data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal due to Covid-19; no STAAR given.

Performance Objective 2: Increase accountability academic growth score from school progress domain in READING.

Reading 2019 score=

58%

Evaluation Data Source(s) 2: STAAR Data

District Benchmark Data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal for 2020-2021; STAAR not given.

241

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Close the achievement gap by engaging every student in relevant learning that will lead to narrowing of the gap between students who are economically disadvantaged and all students according to the accountability academic achievement score from school progress domain one.

For MATH- Exceed the target of 36%.

For READING- Exceed the target of 33%.

Evaluation Data Source(s) 1: STAAR Results

STAAR Summary Reports

2020 Accountability Reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Consider continuing this goal next year; STAAR not given due to Covid-19.

Performance Objective 2: Increase our percentage of students at the approaches level in fourth grade writing on the STAAR test.

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Increase to 70% at approaches and increase the number of students at masters to 10%.

Evaluation Data Source(s) 2: STAAR data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Consider continuing this goal next year; STAAR not given due to Covid-19.

Performance Objective 3: Increase the overall number of students reaching the meets and masters level on 5th grade STAAR MATH, READING, and SCIENCE.

2019 STAAR Results (% of students at meets and masters):

Math-

Meets- 43%

Masters- 18%

Reading-

Meets- 49%

Masters- 20%

Science-

Meets- 27%

Masters-6%

Evaluation Data Source(s) 3: 2020 STAAR Summary Reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Consider continuing this goal next year; STAAR not given due to Covid-19.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Source(s) 1: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation 1: Met Performance Objective

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of opportunities students at Pleasant Hill have to experience an extracurricular activity.

Evaluation Data Source(s) 1: Participation data

Student survey data

Parent survey data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Consider continuing a similar performance objective with more included.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Each grade level professional learning community (PLC) will implement and analyze 2-3 common assessment in math and reading per nine weeks.

Evaluation Data Source(s) 1: PLC agendas and data
PLC reflection data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Consider continuing this performance objective due to Covid-19.

Performance Objective 2: We will implement vertical committees involving all teams and staff with 100% participation.

Evaluation Data Source(s) 2: Survey Data
Committee attendance/calendars

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Consider continuing to supply closure and extension for our committees.

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Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Evaluation Data Source(s) 1: Climate Survey Responses from Students and Parents
Teacher Survey Data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Consider continuing to extend and develop for all stakeholders in the Pleasant Hill community.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of District and Campus Goals and Objectives, the Targeted Improvement Plan for Camacho Elementary and the Campus Improvement Plans for Giddens, Jim Plain and Pleasant Hill Elementary Schools	
Purpose (this meeting):	☐ Discussion Item/Report Only	☒ Action Requested
Administrator Responsible:	Sarah Grissom	
Attachments:	District and Campus Improvement Plans Presentation District and Campus Goals and Objectives Targeted Improvement Plan for Camacho Elementary Campus Improvement Plan for Giddens Elementary Campus Improvement Plan for Jim Plain Elementary Campus Improvement Plan for Pleasant Hill Elementary	

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). Due to the absence of a state accountability report for 2020, some campuses were required by the Texas Education Agency (TEA) to continue to address the performance of certain student groups or a specific domain through a Targeted Improvement Plan (TIP) or through their Campus Improvement Plan (CIP). More information regarding the Targeted Improvement Plan was provided during the presentation at the November 5, 2020 Board Meeting.

In addition to the presentation, a document containing the district and campus goals and objectives is attached. The complete District Improvement Plan and Campus Improvement Plans are available to the Board of Trustees at this [link](#).

Administrative Recommendation:

The Administration recommends that the Board approve the district and campus goals and objectives, the Targeted Improvement Plan for Camacho Elementary and the Campus Improvement Plans for Giddens, Jim Plain and Pleasant Hill Elementary Schools as presented.

Sample Motion:

I move that the Board approve the district and campus goals and objectives, the Targeted Improvement Plan for Camacho Elementary and the Campus Improvement Plans for Giddens, Jim Plain and Pleasant Hill Elementary Schools as presented.



DISTRICT AND CAMPUS IMPROVEMENT PLANS REPORT

November 5, 2020

PURPOSE

Provide an overview of the improvement process and the alignment of the district goals, performance objectives, District Improvement Plan, and the Campus Improvement Plans.

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Leander ISD District Improvement Plan



IMPROVEMENT PROCESS



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DISTRICT, CAMPUS AND TARGETED IMPROVEMENT PLANS

Goals

Objectives

Strategies

Expected Result/Impact

Monitor

Addendum - Targeted Improvement Plans (TIP)

Goal 1: Maximize academic growth for each student.	
Performance Objective 2: The percentage of students reading on or above grade level in grades K through 8 will increase on approved reading instruments.	
Evaluation Data Sources: Increase in the % of K-8 students reading on grade level using ISIP/Istation and reading assessments from 2020; Target for 2021 @ 81%. (Source: District Istation Summary Reports)	
Summative Evaluation: None	
Strategy 1: Support and monitor the implementation of the Reading and Writing Workshop instructional model. Strategy's Expected Result/Impact: The percentage of students reading on or above grade level will increase Staff Responsible for Monitoring: Assistant Superintendent of Curriculum, Director of Humanities, Area Superintendents Problem Statements: Student Learning 1 Funding Sources: Supplemental resources and personnel to support k-12 summer student learning experiences, including but not limited to personnel, tangible resources and transportation costs. - 263 - Title III - \$30,000	253
	No
	No
Strategy 2: Support responsive teaching through conferring and targeted small group instruction. Strategy's Expected Result/Impact: Improved instructional practices will support student's reading growth, which will, in turn, translate to a year's worth of growth in reading for students. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum, Director of Humanities, Area Superintendents Problem Statements: Demographics 1 - Perceptions 2	
	No
	No
Strategy 3: Provide on-going job-embedded professional learning to support the continued implementation and effective use	

DISCUSSION

Leander Independent School District
District Improvement Plan
Goals/Performance Objectives
2020-2021



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District Improvement Plan Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other district growth measures.

Performance Objective 2: The percentage of students reading on or above grade level in grades K through 8 will increase as measured by the district approved reading instruments.

Performance Objective 3: Decrease the performance gaps between students who are identified as economically disadvantaged, Black, Hispanic, ELL, and receiving Special Education services and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percent of students who are College, Career, or Military Ready upon graduation as measured by state and local accountability CCMR indicators.

Performance Objective 2: Ensure equitable access and participation to our advanced pathway courses (Advanced, AP, IB) by increasing the percentage of underrepresented, including Black, Hispanic and Economically Disadvantaged students participating in and successfully completing advanced courses in LISD through a strong system of support structures and recruitment efforts.

Performance Objective 3: Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

Performance Objective 4: Increase the percent of 3rd-grade students who meet grade-level standards on the STAAR Reading by 2% to reach the 5-year goal of 66%.

Performance Objective 5: Provide curriculum revisions, resources, and support by implementing the district's HB 3 action plan in order to increase the percent of 3rd-grade students who meet the grade-level standards on the STAAR Math by 2% to reach the 5-year goal of 65%.

Goal 3: Inspire the whole child.

Performance Objective 1: Students in Leander ISD will self-report high levels of social emotional and physical wellness.

Performance Objective 2: All student groups will have less than two percent of students with one or more disciplinary incidents within five years.

Performance Objective 3: LISD students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

Performance Objective 2: Expand the effective use of digital content, resources, and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the Technology and Learning Survey.

Goal 5: Ensure a world-class workforce focused on student achievement.

Performance Objective 1: Leander ISD will expand targeted professional learning programs to increase leadership capacity/effectiveness for employees.

Performance Objective 2: Enhance the LISD comprehensive professional learning framework and specifically, the role-based plans with a focus on culturally responsive practices.

Performance Objective 3: Implement and support high-functioning collaborative teams so that LISD functions as a Professional Learning Community at all levels of the organization.

Performance Objective 4: Review and enhance recruiting practices that will increase the diversity of the LISD teachers to more closely represent the make-up of the student population.

Performance Objective 5: Build capacity for all LISD staff to feel empowered to make decisions based on district core values and vision.

Goal 6: Manage district resources effectively.

Performance Objective 1: Leander ISD will develop a budget policy with the Board of Trustees to guide the development of the budget and provide a measurement for compliance.

Performance Objective 2: Leander ISD will ensure budgets align with educational priorities by developing a system guided by program evaluation.

Performance Objective 3: Leander ISD will maintain strong fiscal management by:

- 1) Maintaining a minimum of three months of operating funds in reserve.
- 2) Maintaining at least 20 percent of the next fiscal year's debt requirement.
- 3) Achieve a reserve fund of 30 percent of the next fiscal year's debt requirement.

Goal 7: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percent of stakeholders who feel engaged with and connected to the schools, the district and the Board of Trustees.

We believe that community engagement is maximized when it occurs at every level of our district, led by the Board of Trustees. Measuring a variety of platforms that facilitate interactions among the Board of Trustees, district leaders, individual campuses, and the community will reflect the clearest picture of our connection strategies.

Akin Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students who meet or exceed Texas Education Agency (TEA) STAAR Performance Table measure for STAAR in Reading and Math by 2%. (Baseline from TEA Accountability Report: Reading 72%, Math 66%)

Performance Objective 2: Increase the percentage of students meeting masters level on STAAR Reading and Math by 2%.

Goal 2: Prepare each student for College and Career Success.

Performance Objective 1: The percentage of students reading on or above grade level will increase as measured by Istation from BOY to EOY.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child. 261

Performance Objective 2: All student groups will have less than 2% of students with one or more disciplinary incidents this school year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Expand and maintain the effective use of digital content, resources and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the Technology and Learning Trends Survey (2019 results-increase to the next level and/or maintain proficient, advanced and exemplary status.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Implement and support high-functioning collaborative teams to support teacher and student learning at all levels.

Performance Objective 2: Build and increase by 2% the capacity for staff to feel empowered to make decisions based on core values and vision.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase communications with our families to enhance our relationships within our community.

Performance Objective 2: Increase the percent of stakeholders who feel engaged with and connected to Akin Elementary.

Bagdad Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of students reading on or above grade level in grades K through 5th by 3%.

2019: 70% K-5 tier 1 in Istation

Performance Objective 2: We will increase the percentage of students scoring at the level of the Meets on STAAR across all grades and content tested by 2%. (Aligned to the targeted support area for Academic Achievement-white student group.)

2019 Reading 41% (combined 3rd-5th)

2019 Math 50% (combined 3rd-5th)

2019 Writing 27% (4th Grade)

2019 Science 35% (5th grade)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of all students K-5 will gain a year's growth or more in reading. (73% of students had at least a year's growth in the 2018-19 school year.)²⁶²

Performance Objective 2: 47% of our third-grade students will meet or exceed expected progress on the 2020-2021 Reading STAAR.

From 2019: 44% of all third-grade students met or exceeded progress on the 2018-2019 Reading STAAR.

Goal 3: Inspire the whole child.

Performance Objective 1: Students responding to "I use coping skills/strategies to handle my strong emotions." will increase 5% in the all of the time or most of the time range. (BOY Survey: 54% rated themselves in the range of all of the time or most of the time.)

Students responding to "I can make and keep friends," will increase 5% in the all of the time or most of the time range. (BOY Survey: 82% rated themselves in the range of all of the time or most of the time.)

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 90% of students will be engaged in learning activities that align with the learning target. (Aligned to targeted support area for Student Success-white student group.) 85% of students in 2019 were engaged in learning activities aligned with the learning target.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the overall level of implementation of the LISD PLC Collective Commitments for each collaborative team by at least one level from the Fall 2020 baseline as measured on the LISD Collaborative PLC Rubric. (At the beginning of the year 2020, the seven grade level teams' average was 4 out of 7. This rating is between Implementing and Developing.)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of respondents on the Community Engagement survey that mark agree or strongly agree to the following question by 3%:

"The campus provides me with adequate and timely communication" (2019 84% to 87%)

Block House Creek Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the academic growth score in the accountability school progress domain in Reading and Math combined by 1% (specifically addressing: white-Reading and EcoDis-math). (Reading 73% Math 75% == 74% combined average 2019)

Performance Objective 2: Maintain a <5% achievement gap Reading and Math combined between students who are economically disadvantaged and all students as measured by STAAR . (Reading gap 5% Math gap 6% == 6% combined average 2019)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: At least 90% of students K-5 will show at least a years growth from BOY to EOY reading levels as measured by running records.

(Kinder 83%, First 90%, Second 94%, Third 89%, Fourth 93% Fifth 88% == average 90% of students made at least a year's growth in reading May 2019)

Performance Objective 2: At least 36% of students will meet "Masters" level on STAAR in Reading and Math combined (Reading 34% Math 35% == 35% combined average 2019)

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: All student groups will have less than 2% of students with one or more disciplinary incidents for 20-21 school year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: At least 90% or more of classroom teachers will score proficient or higher on Dimension 2.1 (supports all learners in their pursuit of high levels of academic and social emotional success) during formal observations.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the leadership capacity/effectiveness of new classroom teachers by participating in PLC collaborative structures focused on student achievement. (baseline 2021)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase communications with our families to enhance our relationships within our community.

Camacho Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of students at Tier 1 in each grade level (K - 5th) from September to May as measured by IStation and increase the percent of students On Track in DreamBox to 65% in each grade level.

Performance Objective 2: Increase the percentage of students in the All Students, Hispanic, White, Eco Dis, ELL and SPED student groups by 3% on the Meets level on STAAR in Reading and Math as measured by TEA's Closing the Gaps (Domain 3).

Performance Objective 3: Increase the percentage of students performing at the Approaches level in reading, math, writing, and science by 3% as measured by STAAR (Accountability Reports - All Students; STAAR Summary Report - By Grade Level).

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students performing at the Meets level in reading, math, writing, and science by 3% as measured by STAAR (Accountability Reports - All Students; STAAR Summary Report - By Grade Level). 266

Performance Objective 2: Increase the percentage of students performing at Masters level in reading, math, writing, and science by 3% as measured by STAAR. (Accountability Reports - All Students; STAAR Summary Report - By Grade Level).

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: 100% of students will receive two positive office referrals "Cosmo Kudos" for modeling behaviors that represent the Tribes 5 Agreements. Baseline to be established in 20-21.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 90% of students will be engaged in learning activities that align with the learning target. Baseline to be established in 20-21.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the level PLC implementation for each collaborative team by at least one level from Fall baseline to Spring as measured by the LISD Collaborative PLC Rubric.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents that feel the campus provides them with adequate and timely communication from 68% to 71%.

Canyon Ridge Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other district growth measures.

Performance Objective 2: Decrease the performance gaps between students who are identified as Economically Disadvantaged, African American, Hispanic, Two or More Races, English Learners, and served through Special Education services and the "all" student group on STAAR, while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

Goal 3: Inspire the whole child.

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Performance Objective 1: During the 2020-2021 school year, CRMS will continue to implement a coordinated approach to school health that creates a healthy school environment and promotes physical activity, health, and wellness, as well as the success of the whole child.

Performance Objective 2: Create a more inclusive and equitable learning environment for all students so that all CRMS students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Through blended and virtual empowered learning, we will expand the effective use of digital content, resources and technology-enabled instructional practices to promote engagement in authentic learning tasks as measured by the Technology and Learning Survey.

Performance Objective 2: On the student survey, students will respond with "agree" or "strongly agree" to the statement "My teachers show me how lessons relate to life outside the classroom."

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: At least 95% of CRMS teachers will demonstrate growth in their professional goals utilizing new technology strategies in the blended learning model.

Performance Objective 2: Increase the effectiveness of campus-based Professional Learning Communities and support high-functioning collaborative

teams.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will enhance positive communication with our community during the 2020-2021 school year to increase the percent of stakeholders who feel engaged with and connected to the school.

Cedar Park High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Narrow the achievement gap in overall ELA course passing rates between African American students and Hispanic students compared to "All Students" by 5%.

2020 passing rates - All Students = 92%; African American = 83%; Hispanic students = 86%

Target = African American students - 88%; Hispanic students - 91%

Performance Objective 2: CPHS will demonstrate at least a 5% increase in STAAR academic growth measure from the accountability school progress domain.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Students in all grade levels will develop and be able to articulate a post secondary plan.

Performance Objective 2: We will improve the overall performance of all students on AP exams to increase the percentage of students earning 270 college credit by 3%. We will improve the performance of students identified as economically disadvantaged on AP exams to increase the percentage of students earning college credit by 3%.

Baselines - All students = 74% Target = 77%; Economically disadvantaged = 64% Target = 67%

Performance Objective 3: We will increase the percentage of students who have met requirements for TSI college readiness indicator.

Goal 3: Inspire the whole child.

Performance Objective 1: By the end of the 2021 school year, we will have supports in place to ensure that all students and staff have mechanisms for communicating and discussing concerns related to equity and racism.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: A minimum of 60% of students will feel that they understand how lessons in their classes are related to life outside of school.

Performance Objective 2: Increase the percentage of graduates who complete a coherent sequence of CTE courses.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Teachers will develop proficiency in implementing technology based instructional strategies for virtual and in-person

learners.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Create transparent, two-way communication with students and parents implemented by all teaching, administrative and counseling staff at their individual level.

Cedar Park Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase in percentage of students across all student groups who demonstrate academic growth in both reading and math as measured by state accountability (STAAR Progress Measure) and other district growth measures.

Performance Objective 2: Decrease the performance gaps between students who are economically disadvantaged, Black, Hispanic, 2 or more races, English Language Learners, and Special Education, and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: The percentage of students scoring masters on the Algebra 1 EOC will be at or above 90%.

Performance Objective 2: Increase the percentage of AVID students enrolled in more than one advanced course.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Create a more inclusive and equitable learning environment so that all CPMS students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students that feel their teachers relate lessons to real world applications..

Performance Objective 2: Teachers will increase the use of the 4-C's during classroom instruction as measured by the Bright Bytes data moving CPMS from Emerging (900-999) to Proficient (1000-1099) in the teacher use of the 4-C reporting category.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: CPMS staff will work together to continue to create a safe, inclusive, and loving learning environment for every student (in-person or virtual learning).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Enhance positive and effective communication with our community as shown on Climate Survey data.

Cox Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase overall performance levels in Reading: Approaches from 91% to 92%, Meets from 65% to 67%.
Increase overall performance levels in Math: Approaches from 93% to 94%, Meets from 69% to 70%, and Masters from 50% to 51 %.
Increase overall performance levels in Writing: Approaches from 82% to 83%, Meets from 54% to 55%, and Masters from 21% to 22%.
Increase overall performance levels in Science: Approaches from 94% to 95%, Meets 71% to 72%, and Masters 46% to 47%.

Performance Objective 2: Increase overall Approaches and Meets percentages in economically disadvantaged students on Reading and Math STAAR by 2% points. Reading: Approaches from 80% to 82%, Meets from 50% to 52%. Math: Approaches from 86% to 88%, Meets from 61% to 63%.

Performance Objective 3: Increase the percentage of all special education students reaching Approaches on STAAR or Satisfactory on STAAR ALT2 in all subjects by 2% . Math will increase from 95% to 97% and Reading will increase from 83% to 85%

Performance Objective 4: Increase the percentage of students in Tier 1 from 83% to 86%, as measured by the 2021 End- of- Year data. 274

Performance Objective 5: Increase the number of points of students meeting or exceeding growth expectations as measured by the STAAR Progress Measure from 86 to 88 in Math and from 75 to 77 in Reading.

Performance Objective 6: Increase Writing Approaches from 82% to 84%, Meets from 54% to 56% and Masters from 21% to 23%

Performance Objective 7: Increase academic achievement and growth for all student groups while closely monitoring specific groups for gains and/or decreases addressing the additional targets Asian at the Meets level. We need to ensure that we increase scores on ELA/Reading at the Meets level from 69% to the state target of 75% for this student group.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students scoring at the Approaches, Meets and Masters grade level standard on STAAR (all subject/all tests combined measure) from 91% to 93% approaches, and 66% 78% meets and 43% to 45% masters

Performance Objective 2: Increase overall Masters level performance in Reading from 43% to 45%.
Increase overall Masters level performance in Math from 50% to 52%.
Increase Masters level in Writing from 20% to 23%.
Increase performance in Science from 40% to 43%.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment that promotes physical activity, health, wellness, and the success of the whole child. Ensure to have many synchronous and asynchronous lessons with the Counselor especially now due to COVID and what our students are facing.

Performance Objective 2: Implement the Second Step program to support the social-emotional skills for all students.

Performance Objective 3: Students at Cox will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase from 86% to 88%, the percentage of students who strongly agree or agree on the student survey responses regarding feeling actively engaged in class learning activities on a regular basis.

Performance Objective 2: Increase from 81% to 84% the percentage of students who strongly agree or agree on the student survey responses regarding students feeling challenged in their classroom.

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Performance Objective 3: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

Performance Objective 4: Expand the effective use of digital content, resources, and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the digital survey.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: We will increase the overall level of implementation of the Leander I.S.D. professional learning community collective team by at least one level from Fall 2020 baseline, as measured by the Leander I.S.D. collaborative team professional learning community rubric.

Performance Objective 2: Provide targeted staff development focused on student achievement based on the needs of each collaborative team.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community. Increase climate survey responses concerning communications and community engagement by 3%. (Climate Survey Data)

Performance Objective 2: Continue to utilize Remind to communicate with families

Performance Objective 3: Continue to utilize a weekly SMORE to communicate with families.

Cypress Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Cypress will maintain or increase the % at each proficiency level (Approaches, Meets, Masters) on STAAR, in reading and math for grades 3-5, to achieve or surpass the state goals of 90% at Approaches; 60% at Meets; and 30% at Masters.

Baseline 2019 STAAR 3rd grade math: Approaches 86%; 59% Meets; 34% Masters

3rd grade reading: Approaches 89%; 67% Meets; 46% Masters

4th grade math: Approaches 85%; 61% Meets; 44% Masters

4th grade reading: Approaches 90%; 61% Meets; 35% Masters

5th grade math: (1st admin) Approaches 96%; 64% Meets; 46% Masters

5th grade reading: (1st Admin) Approaches 95%; 78% Meets; 54% Masters

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Performance Objective 2: Increase the percentage of students in the economically disadvantaged student group achieving the Approaches level by 5% or greater in all content areas. (2019 Acct. Domain 1: Reading: 84% Math: 80% Science: 59% Writing: 75%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Cypress students K-5 will make a year's growth in reading by the end of the 20-21 school year. (Baseline BOY 20-21 to EOY)

Goal 3: Inspire the whole child.

Performance Objective 1: Cypress students will identify a sense of belonging within their school

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the teacher knowledge and understanding of collaborative structures focused on student expectations.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Danielson Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other campus growth measures. (A DMS baseline to be established in 2020-2021)

Performance Objective 2: The percentage of students reading on or above grade level in grades 6 through 8 will increase as measured by SRA and QRI from BOY to EOY.

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

Performance Objective 2: The percentage of students scoring masters on the Algebra 1 EOC will be at or/above 90%.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti-Defamation League to become a certified 2020-2021 No Place For Hate campus by the end of the 2020-2021 school year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Danielson Middle school will provide the amount of dedicated cross-curricular collaboration in grade level Professional Learning Community meetings to at least once a week.

Performance Objective 2: Each teacher or teacher team in 6th grade will adopt, adapt, or design a curriculum based on the PBL/PrBL models in the New Tech Network Curriculum Frameworks. Each PLC will meet monthly to review projects and provide feedback based on the NTN Learner-

Centered Rubrics.

Performance Objective 3: Each Dual Language teacher or team of teachers in 6th grade will adopt, adapt, or design a curriculum, based on the Gomez and Gomez Dual Language model for secondary education and meet monthly with teachers at Henry Middle School to compare classroom achievement data, classroom culture practices, and curriculum-based common assessments.

Goal 5: Ensure a world-class workforce focused on student achievement.

Performance Objective 1: 95% of Danielson Middle School teachers will demonstrate growth in their professional LEADS goals. (DMS baseline will be established MOY and EOY of 2020-2021 school year)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 85% of our Danielson Middle School parents surveyed will answer "agree" or "strongly agree" when asked if, "The campus provides me with adequate and timely communication," according to the 2020-2021 Campus Climate Survey. (The baseline year is 2020-2021)

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Deer Creek Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students reading across all student groups who demonstrate academic growth will increase in Reading as measured by state accountability (STAAR Progress Measure) and other district growth measures. (Baseline 66%)

Performance Objective 2: Increase the overall percentage of students receiving Special Education support that perform at the approaches level or above on STAAR Reading and STAAR Math in each grade level by 10% in each content area.

Performance Objective 3: We will increase the percentage of 5th grade students who meet or exceed yearly growth on STAAR (or other campus/district EOY assessment) in math by 4% as compared to the same cohort. (Baseline 66%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: All students in grades K-5 will make at least one year's growth in reading. (Baseline to be established in 2020-2021 BOY ISIP) 281

Performance Objective 2: We will increase campus teacher collective understanding of digital citizenship from "proficient" to "advanced"

Performance Objective 3: 80% of surveyed students will state that they feel challenged by their school work.

Goal 3: Inspire the whole child.

Performance Objective 1: Implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: We will increase the percentage of surveyed students who agree that other students in the school are friendly by 5% (2018-2019 survey 83%).

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 100% of campus teachers will present UDL lessons to engage all students in lessons which provide multiple means of engagement, representation and action and expression.

Performance Objective 2: Teachers will routinely incorporate technology into their lessons, resulting in lessons with increased student voice and choice.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Campus Professional Learning Plan will have a comprehensive focus on Universal Design for Learning (UDL) to support LEADS Professional Goals in dimensions 1.4 (Activities) and 2.4 (Differentiation)

Performance Objective 2: We will increase the percentage on the Employment Engagement Survey who state "there is a real feeling of teamwork" by 8%.(Baseline: 2019-2020 survey 68%).

Performance Objective 3: We will increase the percentage on the Employment Engagement Survey who state "the organization works to attract, develop, and retain people with diverse backgrounds" by 7%. (2019-2020 63%)

Performance Objective 4: We will increase the percentage on the Employment Engagement Survey who state "their supervisor recognizes outstanding work" by 12% (2019-2020 58%)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

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Faubion Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the overall percentage of students meeting or exceeding expected progress as measured by TEA's progress measure for STAAR in Math by 3% points.

Performance Objective 2: Increase the overall percentage of students exceeding grade level expectations in Math through curriculum revisions, professional learning, and improving instructional practice, with an intensive focus on data analysis and action planning.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in kindergarten through 5th grade by 3% by June 2021.

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Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child as measured by improvement in Spring 2021 Fitness Gram results.

Performance Objective 2: Improve the social and emotional wellness of students as measured by the Spring 2021 Student Climate Survey score for the Safety and Behavior Dimensions.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 90% of the students will agree/strongly agree that their teacher show them how the lesson related to life outside of school as measured by the Spring 2021 Student Climate Survey.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Faubion teachers and staff will report improved social and emotional wellness as reported the Wellness Program Survey.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase parent satisfaction with campus communication efforts by continuing to partner with our school community and all stakeholders through the use of Remind, newsletters, and social media to keep lines of communication open and transparent.

Four Points Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase academic performance of Mastery by 3 percent in reading and math for 6th, 7th, and 8th grade as measured by STAAR 20-21. Baseline 2019-20 STAAR: 6R:40%, 6M:34%, 7R:49%, 7M:15%, 8R:51%, 8M:35%

Performance Objective 2: Increase the Approaches level of Special Education performance in Math and Reading STAAR by 6% in 6th, 7th, and 8th grade as measured by STAAR 20-21. STAAR 2019 Baseline: 6R:24%, 6M:62%, 7R:41%, 7M:38%, 8R:40%, 8M:43%

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the Approaches, Meets, and Masters grade level percentage on the reading, non-algebra math, writing, science, and social studies STAAR by 2% using the 2019 STAAR data as a baseline(reading and math averaged across all three grade levels). STAAR 2019 baseline - Reading - 89, Non-Algebra Math - 91, Writing - 81, Science - 96, Social Studies - 86.

Goal 3: Inspire the whole child.

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Performance Objective 1: Address the social-emotional needs of all students and create a thriving culture of inclusiveness and sense of belonging for all through formation of cultural committee and instructional design team to focus on three areas: Safety, Instructional Adjustments, Inclusivity. We will measure through student feedback from student collaborative groups and student surveys (Baseline to be established 20-21 school year.)

Performance Objective 2: Creating teacher groups involved in "Classroom Tours" utilizing a problem of practice and instructional rounds. (Problem of Practice - How do we include student ownership and discourse through the blended model of instruction (in-person, virtual)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of students who are engaged in and find relevance in their learning. Goals:

- 1) Roughly 70% Agree or Strongly Agree (My teachers show me how our lessons relate to life outside of school.)
- 2) Just below 90% Agree or Strongly Agree (Classroom activities keep me actively engaged in my learning.)

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the effectiveness of teacher instruction in the blended environment by focusing on inclusiveness and student ownership of learning. We will measure effectiveness by the number of coaching cycles completed, number of PLC focuses on cycles, and a summative evaluation at the end of the cycle observation through reflection utilizing the LEADS evaluation document, lesson reflection, and Region 13 feedback form.

Performance Objective 2: Retain and continue to develop teachers above the proficient performance level of LEADS in Domain 2.1-2.5. Currently, 2.1 -39%, 2.2-44%, 2.3-56%, 2.4-25%, 2.5-47%. FPMS lost 17 teachers to transfers and resignations.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Enhance community relationship through effective and ongoing communication. Parent response rate from 2019 - 2020 69%.

Performance Objective 2: Refine Communication into 3 distinct formats: Falcon Flyer, FPMS One-pager, and Grade Level Newsletter.

Giddens Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of all 4th grade students meeting APPROACHES level by 3% points in Writing, currently the 2019 APPROACHES level is 59%

Performance Objective 2: Increase the percentage of all students meeting APPROACHES level by 3% points in Math . Baseline on Accountability 2019 STAAR Performance Data Table- all students is 71%.

Performance Objective 3: Increase the percentage of all 5th grade students meeting APPROACHES level by 3% points in Science (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 63%.)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in Kindergarten through 5th grade by 5%. 287

Performance Objective 2: Increase the percentage of All Students reaching Meets grade level standard or above in Reading on STAAR by 5% points. (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 45%)

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: 90% of students in grades 3-5 will be able to identify at least 3 strategies to utilize in order to self-regulate emotions.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who respond "Strongly Agree" or "Agree" by 3% to the question on the student survey: "Classroom activities keep me challenged in my learning" (Currently at 78%)

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Develop and implement specific strategies utilizing the PLC structures and processes.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who respond "Agree" or "Strongly Agree" on the question on the engagement survey "I am provided with adequate and timely communication" from 81% to 84%

Glenn High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 80% of students will "approach grade level" or higher in English I and English II STAAR EOCs.

85% of students will "approach grade level" or higher in Algebra I STAAR EOC.

We will recognize a 5 % increase in students who "approach grade level" or higher in Biology and US History STAAR EOCs.

Performance Objective 2: 10 % increase in students in special education who "approach grade level" or higher in English I, English II, and Algebra I STAAR EOC.

Performance Objective 3: Increase percent of English Learners (Current and Monitored) reaching Meets Grade Level standard on English I and English II STAAR EOCs from 27% to 35%, based on Accountability Closing the Gaps Domain.

*Aligned to the Target Support area: Academic Achievement in Math and Reading - White and English Learners.

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Performance Objective 4: Increase percent of White students reaching Meets Grade Level standard on English I and English II STAAR EOCs from 59% to 64% and Algebra I STAAR EOC from 57% to 62%, based on Accountability Closing the Gaps Domain.

*Aligned to the Target Support area: Academic Achievement in Math and Reading - White and English Learners.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 53% of current 12th grade students will be TSI complete in Math by the end of the year.

70% of current 12th grade students will be TSI complete in English by the end of the year.

51% of current 12th grade students will be TSI complete in all by the end of the year.

Performance Objective 2: Increase the percentage of students passing Industry Based Certifications.

CareerSafe- StartSafe.StaySafe - 93%

Microsoft Office Specialist PowerPoint- 25%

Microsoft Office Specialist Word - 30%

OSHA 10 Hour General (Welding, Construction, Electrical) -83%

ServSafe Food Handler -100%

Texas State Floral Association Floral Skills Knowledge Based - 100%

Performance Objective 3: Increase the percentage of students scoring a 3-5 on AP exams from 43% to 53%

Goal 3: Inspire the whole child.

Performance Objective 1: 10% decrease in discipline infractions across all student groups.

Performance Objective 2: Increase overall attendance rate from 94.9% to 97.0%.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: All staff will move a minimum of 1 level higher on LEADS Rubric for Dimension 2.4 Differentiation.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: All staff will utilize WICOR strategies with fidelity as seen in lesson design and execution of lessons in the classroom.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of positive climate survey responses concerning communications and community engagement.

95% of parents will indicate GHS encourages parent and community involvement.

90% of parents will indicate GHS provides them with adequate and timely communication.

90% of parents will indicate GHS keeps them informed about their child's academic progress.

90% of parents will indicate GHS teachers and staff makes them feel informed, included, and welcome to participate in campus parent teacher groups.

Grandview Hills Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Reading - We will increase by 10% the percentage of our K-5 students who are reading on or above grade level on ISIP by End of Year.

Performance Objective 2: Math - We will increase by 10% the percentage of our K-5 students who are thinking mathematically (Computation, Problem Solving, Relational Thinking, Flexible Thinking, Base Ten Fluency) on or above grade level on Dreambox by End of Year.

Performance Objective 3: Maintain the difference in academic performance between students who are economically disadvantaged and those who are not economically disadvantaged in all subject areas as tested by STAAR. Baseline: On the STAAR the gap between students who are Eco. Dis. and Non-Eco. Dis. was reduced from 2017 in math by 32 percentage points, in reading by 33.5 percentage points, in writing by 42.4 percentage points and in science by 31 percentage points! 17-18 Eco Dis/Non Eco Dis Gap: math .6%, reading .6%, science .3%, and writing .9% - WE MAINTAINED THAT!!!! (18-19 Eco Dis/Non Eco Dis Gap: math .5%, reading .3%, science .6%, and writing 1.0%.)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Provide choices for students by expanding authentic relevance of IB Curriculum. (Establish Baseline in 20-21)

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Students at GHE will report high levels of socio-emotional wellness. (Baseline to be established 20-21)

Performance Objective 3: Students at GHE will identify a sense of belonging within Grandview Hills. (Baseline to be established 20-21)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and the ability to pursue passions and interests) by expanding participation in relevant, meaningful, learning opportunities for students.

Goal 5: Ensure a world-class workforce focused on student achievement.

Performance Objective 1: Implement and support high-functioning collaborative teams so that IB and the EUS will be blended purposefully for student achievement.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will increase communication about GHE with parents and community.

Henry Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students who make expected or accelerated progress on the 6th-8th reading and math STAAR (excluding Algebra I) by an average of 2% (2019 STAAR Data: reading 72%, math 66%).

Performance Objective 2: Student Economic Disadvantaged (Econdis), Hispanic (Hisp), & African American (AA) sub-group gaps on STAAR Approaches level at 5% or less compared to the overall campus performance for all subjects tested or reduce by one-fourth all tests with gaps greater than 10%.

2019 STAAR levels: Science (Econdis 9%, Hisp 9%, AA 21%); Social Studies (all gaps greater than 10%); Writing (all gaps greater than 10%); Reading (all gaps greater or equal to 10% except Hisp (5%) & Econdis (6%) in 8th grade); Reading (all gaps greater or equal to 10% except Hisp (7%) in 8th grade math).

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: Increase the Meets grade level percentage on the reading, non-algebra math, writing, science, and social studies STAAR by 2% (reading and math averaged across all three grade levels).

2019 STAAR levels: Reading-65%, Math-74%, Writing-60%, Social Studies-64%, Science-76%

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: At least 90% of students will respond strongly agree/agree to the student survey question, "There are adults on campus who will listen to me and respond to my needs and concerns."

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percent of students responding strongly agree/agree to the question, "Classroom activities keep me actively engaged in my learning" by 3%.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the effectiveness of campus-based Professional Learning Communities (PLC)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Henry Middle School will score above the district middle school average on the percentage of parents who respond strongly agree or agree to the question, "The campus provides me with adequate and timely communication." In 2019, HMS scored 3% above the district middle school average.

Knowles Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of students achieving expected and accelerated growth by 5%. (2019 Combined 4th and 5th: Reading 59% and Math 73% achieving expected or accelerated growth. Current 5th Grade students: Reading 43% and Math 72% achieving expected or accelerated growth.) ***Addresses the Targeted Support of: Domain 1 for Hispanic and White student groups.

Performance Objective 2: Increase meets percentage and masters percentage on STAAR in each content area to meet or exceed the state target in Domain 3. (2019 Performance: Reading: Meets 39%, Masters 20%; Math: Meets 42%, Masters 26%; Writing: Meets 30%, Masters 7%; Science: Meets 44%, Masters 16%)
***Addresses the Targeted Support of: Academic Achievement for Hispanic and White student groups.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Decrease the gap between economically disadvantaged students and non-economically disadvantaged students by: Reading 2%, Math 2%, Writing 10%, Science 10%. (Current Gaps based on STAAR 2019: Reading 7%, Math 6%, Writing 23%, Science 34%)²⁹⁵

Performance Objective 2: Increase the percent of students reading on or above grade level by 5% as measured by iStation/iSIP across K-5 combined. (March 2020: 64% of students testing in English and 49% of students testing in Spanish scored at Tier 1.) ***Addresses the Targeted Support of: Domain 1 for Hispanic and White student groups.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Decrease the number of office referrals by 15%. (2019-2020 Referrals: 122)

Performance Objective 3: Increase average daily attendance (ADA) by 0.2%. (2019-2020 ADA: 96.43%)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Decrease the gap between special education students and non-special education students by 10% in each content area. (Current Gaps based on 2019-2020 STAAR: Reading 54%, Math 43%, Writing 47%, Science 61%)

Performance Objective 2: Decrease the gap between English language learners and non-English language learners by: Reading maintain at 3% or less, Math 2%, Writing 10%, Science 10%. (Current Gaps based on 2019-2020 STAAR: Reading 8%, Math 6%, Writing 23%, Science 34%)

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Professional Learning Communities (PLCs) will increase collaboration opportunities to ensure student performance increases by 10% or more across all content areas. (2019 Accountability Reports: Reading 71%, Math 73%, Writing 59%, Science 71%, All Subjects 70%) (March 2020 iSIP: English 64% and Spanish 49%)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of respondents on the Community Engagement survey that mark agree or strongly agree to the following question by 5%: The campus provides me with adequate and timely communication. (2019 Survey - 81% agree or strongly agree)

Larkspur Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: All 3rd grade students will collectively score 53% meets expectations on the Reading STAAR and 55% meets expectations on Math STAAR. Baseline to be established in 20-21.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: We will increase our percentage of students reading at or above grade level (Tier 1) to 80% as measured by Istation.

Baseline: 74% (19-20)

1st: 74%

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2nd: 65%

3rd: 77%

4th: 82%

5th: 72%

Goal 3: Inspire the whole child.

Performance Objective 1: We will score a minimum of "developing" on our EPIC rubric (rubric created to monitor campus vision).

Baseline: Basic

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child (CATCH) through the completion of our strategies.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: As teachers plan and implement intentional intervention and challenge to meet each student's needs, we will move toward "sustaining" as measured by our LISD PLC Survey by May 2021.

Baseline: "Initiating"

Performance Objective 2: We will maintain a 90% or higher response on the following questions from the staff survey (questions 7 & 9)

#7: We develop services to meet the needs of those we serve. (100% agreement)

#8: I have a good understanding of our mission, vision, and strategic plan. (92% agreement)

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: We will acquire or maintain a 90% or higher response on the following questions from the staff survey (questions 1, 2 & 4)

#1: My work group cooperates to get the job done. (94% agreement)

#2: In my work group, my opinions and ideas count. (92% agreement)

#4: In my work group, there is a real feeling of teamwork. (85% agreement).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will have 25% of our community enroll in a PTA membership. Baseline from 19-20 was 117 memberships, ~20%)

Performance Objective 2: We will maintain 90% agreement in responses through our parent survey.

Baseline: This will be established in the 20-21 school year.

Laura Welch Bush Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: We will increase the percentage of 5th grade students receiving Special Education services scoring at the Approaches level by 3-5% in both reading and math when compared to the same cohort.

Performance Objective 2: We will increase the percentage of 4th grade students who meet or exceed progress in Reading as measured by the STAAR growth indicator by 3-5%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: We will increase the overall percentage of students scoring Tier 1 in Reading on Istation by 2-3% as measured by our MOY 2019-2020 data (Kinder- 87%, 1st- 87%, 2nd- 95%, 3rd- 90%, 4th- 95%, 5th-94%).

Goal 3: Inspire the whole child.

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Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: We will increase the percentage of students who Strongly Agree or Agree that threatening and bullying is not a problem to 70% as measured by the Campus Climate Survey.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the percentage of students who feel challenged by their school work by 5% as measured by the Campus Climate Survey.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: As we increase our staff's ownership in PLC's , each grade-level team will move towards "Sustaining" (Level 7) for 3.5 (Use reflective practice to promote continuous improvement in every classroom) under the LISD Collaborative Team PLC Reflection Tool Continuum (Baseline: September BOY Data. Kinder- Level 3; 1st-Level 6; 2nd- Level 3; 3rd- Level 0; 4th- Level 5; 5th-Level 5)

Performance Objective 2: We will increase the comfort level of teachers utilizing technology as a tool for student learning, intervention and enrichment.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will increase the percentage of parents responding that students do not threaten or bully each other in our school by 5%.

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Leander Extended Opportunity Center (LEO) Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 85% of students who enter LEO with a core subject grade below a 75 will exit LEO successfully on track for graduation through improving all core grades during their LEO assignment. (80% currently)

Performance Objective 2: 100% of all eligible students will exit LEO with knowledge and access to start/continue progress on credit recovery and/or JIT.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Decrease recidivism by 3%

Goal 3: Inspire the whole child.

Performance Objective 1: LEO de-escalation staff provide individual SEL instruction to 100% of students who are served by behavior programs³⁰¹ have a current BIP while they are assigned to LEO.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 100% of high school students assigned to LEO will exit LEO with an understanding of viable pathways to graduation and relevance of coursework.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: 100% of LEO teachers will participate in staff development and Professional Learning Communities focused on student achievement.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Leander High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: For First Time Tested students, narrow the achievement gap between Economically Disadvantaged students and Non-Economically Disadvantaged students at the Meets level by an average of 4% as measured by STAAR tested subjects. (2019: English 1 - 16%, English 2 - 32%, Biology - 21%, Algebra 1 - 5%, US History - 16%)

Performance Objective 2: For First Time Tested students, narrow the achievement gap between Special Education students and Non-Special Education students at the Meets level by an average of 4% as measured by STAAR tested subjects. (2019: English 1 - 40%, English 2 - 55%, Biology - 57%, Algebra 1 - 42%, US History - 54%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of students graduating with industry-based certification to 282 (269 in 2021).

Performance Objective 2: Increase the percentage of students entering a 2- or 4-year institution by 1.5%. (59% in 2019, 62.5% 2011-18) 302

Performance Objective 3: Improve performance on AP exams (3+) and IB exams (4+) by 2%. (2020: AP - 69%, IB - 93%)

Performance Objective 4: Increase the percentage of student retention in AP by 1%. (2020: 95.3% from end of 1st grading cycle to end of the year)

Goal 3: Inspire the whole child.

Performance Objective 1: Increase the school's overall attendance rate to 95.5% (19-20 Goal: 95.2%).

Performance Objective 2: Student safety perceptions will increase from 83% to 86% of students feeling safe on campus according to the student climate survey results.

Performance Objective 3: Student discipline incident numbers will decrease by 2% in each student population category in 2020-21 school year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase student completion of an LISD program of study to earn an endorsement in the area of interest selected by the student to 92.1% (18-19 92%, 19-20 91.4%)

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Implement and support high-functioning collaborative teams so that LHS functions as a Professional Learning Community at all levels of the organization.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Leander Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase percentage of 7th grade students who are Hispanic scoring approaches on reading STAAR by 2% (2019 65%)

Performance Objective 2: Decrease the gap between those receiving SPED supports and all students in STAAR reading for all grade levels by an average of 5%. (2019 49% gap)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the access to high school credit courses for students who are economically disadvantaged by 3% (currently 27.4%)

Goal 3: Inspire the whole child.

Performance Objective 1: Leander Middle School will accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti Defamation League to become a certified 2020-2021 No Place For Hate campus by the end of the 2020-2021 school year. 304

Performance Objective 2: Create a more inclusive and equitable learning environment for all students demonstrated by increasing the percentage of parents responding that students at my child's school are treated fairly regardless of their backgrounds and differences by 2%. (84% in 2018-19)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase participation and meaningful learning experiences through Virtual and Integrated Empowered Learning. Baseline to be established 2020-21 school year.

Performance Objective 2: All PLCs will focus on designing high quality lessons using the workshop model and AVID strategies (WICOR) as measured by classroom and PLC walkthroughs. Baseline to be established 2020-21 school year.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: 95% of Leander Middle School teachers will demonstrate growth in their professional LEADS goals.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Leander Middle School will increase the percentage of parents answering "agree" or "strongly agree" when asked if, "The campus provides me with adequate and timely communication," according to the Campus Climate Survey by 2%.

2019 84%, 2018 82%

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Mason Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the academic growth score of all student groups in math and reading to meet or exceed the state target.

***Addresses the Targeted Support: Academic Achievement in Reading and Math and Domain 1 STAAR Component for white students.

Performance Objective 2:

Increase the % of students, in grade K-5, reading on or above grade level as measured on istation and running record data (reported on report cards).

Establish baseline BOY to be compared to EOY using combination of istation and running record data. ***Addresses the Targeted Support: Academic Achievement in Reading and Domain 1 STAAR Component.

Goal 2: Prepare each student for college and career success.

Performance Objective 1:

Increase the % of students who achieve the meets proficiency level or above on 2020 STAAR Writing to 43% or higher. (Baseline: STAAR 2019 Writing: Meets at 36%)³⁰⁶

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase the % of students who strongly agree/agree that threatening or bullying is not a problem at our school from 50% to 60%.

Performance Objective 3: Increase the attendance rate for all students to achieve the goal of quartile 3 or below in the Distinction Designation data within state accountability.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the % of teachers in agreement that their students set learning goals and track their progress throughout the year from 72% to 82% as measured on the UT Employment Engagement Survey. ***Addresses the Target Support: Academic Achievement in Reading and Math and Domain 1 STAAR Component.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1:

Increase the rating for PLC Commitment 3.3 (We purposely identify and support students who need enrichment.) from 1.5 (Initiating/Implementing) to 3.0 (Implementing) as measured by the Leander ISD Collaborative Team PLC Reflection Tool.

Performance Objective 2: Increase the administrative presence, visibility, and engagement.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Naumann Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase by 2% the overall percentage of students who receive special education services scoring Approaches or above in STAAR Reading and Math.

Performance Objective 2: Increase by 2% students reading on or above grade level (Tier 1) from the previous year using Istation data. The overall Istation average in spring 2019 was 80%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of students scoring Masters on STAAR in all subjects tested by at least 3%.

Performance Objective 2: Increase the number of 3rd grade students scoring Meets or better on Reading STAAR from 50% to 52% by May 2021.

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Performance Objective 3: Increase the number of 3rd grade students scoring Meets or better on Math STAAR from 46% to 48% by May 2021.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Advance the culture of student ownership of learning and leadership.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the % of students responding "strongly agree" or "agree" to the climate survey question, "My teachers show me how lessons relate to life outside of school" by 9%. 2018-19 survey was 73%.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Reduce the gap by 5% between teachers and non-teachers on the percent responding "agree or strongly agree" that they are recognized for outstanding work.

18-19 Survey results:

Teachers - 93%

Non-teachers - 75%

17-18 Survey results:

Teachers - 89%

Non-teachers - 76%

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of respondents on the parent climate survey that mark agree or strong agree to the following question by 2%:

"The campus provides me with adequate and timely communication."

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New Hope High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Maintain prior year Student Achievement score of at least 94, on the alternative education accountability scale, of tested students passing the required state STAAR performance, college, career, and military readiness, and graduation rates with no appreciable difference in accountability student groups by July 2021.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: A minimum of two percent growth to 71% of four-year cohort seniors will be Texas Success Initiative, TSI, eligible in at least one area by any applicable measure, as well as, 55% of four-year cohort seniors will meet college, career and military readiness state standards by July 2021.

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Goal 3: Inspire the whole child.

Performance Objective 1: Student safety perceptions will maintain 94% or greater of students feeling safe on campus according to the student climate survey results by June 2021.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Align online curriculum to LISD course curriculum guides and provide opportunity for blended learning within courses by June 2021.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Teachers will commit to focusing on and improving within one instructional area as measured by professional development attendance and evidence of implementation in the classroom by June 2021.

Goal 6: Manage district resources effectively.

Performance Objective 1: Manage budget within allocation to ensure students have all resources to learn effectively and to prepare and supply staff to deliver high quality learning in a safe and secure environment, providing physical and emotional safety, as measured by perceptive survey data and

balance sheet by June 2021.

Goal 7: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the perception of needed services for at-risk secondary students in the district through a comprehensive survey by February 2021.

Parkside Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students meeting standard on the Reading STAAR across all grade levels by 2%. (2019 92%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students scoring at the Masters level on STAAR, across all grades and content tested by 2%. (2019 44%)

Goal 3: Inspire the whole child.

Performance Objective 1: By May 2021, 100% of students asked will be able to identify at least two strategies to deescalate themselves when experiencing heightened emotion. (Baseline established 2019-2020)

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child. ³¹²

Goal 4: Engage every student in relevant learning.

Performance Objective 1: By the end of 2020-2021 school year, the percentage of Parkside students who responded "agree" or "strongly agree" to the question, "Classroom activities keep me actively engaged in my learning," will increase by 2%. (2019 93%)

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the percentage of Parkside teachers on-cycle earning a summative LEADS rating of Proficient or higher on Rubric 2.4 Differentiation by 2% (2020 88%).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: As measured by the Parent Climate Survey, we will increase the percentage of parents responding "agree" or "strongly agree" to the question, "The campus provides me with adequate and timely communication", to 92%. (2019 90%)

Plain Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of tests for all students that reach the "Meets" proficiency level of STAAR in Reading from 51% to 53%.

Evaluation Source: STAAR Performance Data Tables Reading - Student Achievement All Students, White, Special Education

Performance Objective 2: Increase the percent of tests for all student groups that reach the "Meets" proficiency level of STAAR in Math from 45% to 47%.

Evaluation Source: STAAR Performance Data Table- Math; All Students, White, Special Education

Performance Objective 3: Increase the percent of tests for fourth grade students that reach the "Meets" proficiency level of STAAR in Writing from 34% to 36%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Performance Objective 4: Increase the percent of tests for fifth grade students that reach the "Meets" proficiency level of STAAR in Science from 43% to 45%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase percent of students reading on or above grade level in grades K through 5th by 3%.

Evaluation Source: Running Records

Performance Objective 2: Increase the number of tests for Jim Plain students that reach the "Masters" proficiency level from 24% to 26% across all content areas and grades as reported by the 2020 State Accountability Tables for Student Achievement

Evaluation source: State Accountability Data Tables - Domain 1

Performance Objective 3: Increase percent of students reading on or above grade level in third grade by 2%.

Performance Objective 4: Increase percent of students performing on or above grade level in math in third grade by 2%.

Evaluation Source: CBAs, STAAR data

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Improve behavior as evidenced by reduced office referrals.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful, learning opportunities for students.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Follow PLC commitments with teams led by PLC Facilitators to ensure growth along the continuum.

Performance Objective 2: Provide professional learning to increase effectiveness of employees as measured by LEADS walkthroughs showing implementation of PL. 314

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Communicate with our stakeholders to enhance our relationship with our community using Remind campus-wide.

Pleasant Hill Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase accountability academic growth score from school progress domain in MATH.

Math 2019 score=

72%

Math 2020- no STAAR administered

Performance Objective 2: Increase accountability academic growth score from school progress domain in READING.

Reading 2019 score=

58%

Reading 2020 scores= no STAAR administered

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Close the achievement gap by engaging every student in relevant learning that will lead to narrowing of the gap between³¹⁵ students who are economically disadvantaged and all students according to the accountability academic achievement score from school progress domain one.

For MATH- Exceed the target of 36%.

For READING- Exceed the target of 33%.

No 2020 STAAR data due to Covid-19.

Performance Objective 2: Increase our percentage of students at the approaches level in fourth grade writing on the STAAR test.

Increase to 70% at approaches and increase the number of students at masters to 10%.

Performance Objective 3: Increase the overall number of students reaching the meets and masters level on 5th grade STAAR MATH, READING, and SCIENCE.

2019 STAAR Results (% of students at meets and masters):

Math-

Meets- 43%

Masters- 18%

Reading-

Meets- 49%

Masters- 20%

Science-

Meets- 27%

Masters-6%

NO STAAR data for 2020

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of opportunities students at Pleasant Hill have to experience an extracurricular activity, while also being mindful of Covid-19 safety protocols and restrictions.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Each grade level professional learning community (PLC) will implement and analyze 2-3 common assessment in math and reading per nine weeks.

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Performance Objective 2: We will implement vertical committees involving all teams and staff with 100% participation.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Reagan Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase STAAR Math scores at the Approaches Level for all students by 4% (2018/2019 - 78%).

Performance Objective 2: Increase STAAR reading scores at the Approaches level or higher in 3rd grade by 1% (Currently 65% to 66%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: 90% of students will end the year reading on or above grade level measured by ISIP and Running Records. (2019 - 1/2020 - 80% 2018-19 86%; 2017-2018 83%)

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Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Reagan staff will recognize and celebrate the unique needs and aspirations of all students. Through the use of positive office referrals and recognition of our students we will see a 1% (10) decrease in negative student behavior as measured through our 20-21 student referrals. (19-20: 3% (35 referrals))

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Decrease the gap between All students and ELL students performing at Approaches or higher on STAAR Reading from 9% (2019) to 6%. As well as our Curriculum Based Assessments (Population 2019-2020 3rd grade students - all students performance of 67% and ELL population 58%).

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: At least 95% of grade level teachers participate in virtual instructional rounds/learning walks , with a focus on LEADS Domain 2 (Instruction).

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 94% of parents will answer Agree and Strongly Agree to the statement "The campus provides me with adequate and timely communication." (2019- 92%)

Reed Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of tests meeting or exceeding approaches-level standards as measured by TEA for STAAR Accountability in all subject areas.

Reading: 79 to 85 or higher

Math: 78 to 85 or higher

Science: 72 to 82 or higher

Writing: 74 to 84 or higher ***Addresses the Targeted Support of: Student Success/Dom. 1 for Eco Dis and Sped

Performance Objective 2: Increase the percentage of tests scoring "Masters" as measured by TEA for STAAR in Reading and Math (All students 3rd-5th on STAAR 2021 Accountability) to 30% or more.

Reading: 25 to 30 or more

Math: 30 to 31 or more ***Addresses the Targeted Support : Academic Achievement for Eco Dis and Sped in Reading and Math

Performance Objective 3: Grow STAAR Progress Measure (% of students with expected or accelerated growth) to 80% or more. 319

Reading 4th: 64 to 80 or higher

Reading 5th: 70 to 80 or higher

Math 4th: 84 to 85 or higher

Math 5th: 76 to 80 or higher ***Addresses the Targeted Support: Academic Achievement for Eco Dis and Sped in Reading and Math and Student Success Domain 1

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level by 10% or more.

Tier 1 Reading ISIP: 67 to 77 or higher (All students K-5 English and Spanish) *** Addresses the Targeted Support for Academic Achievement in reading and math for Eco Dis and Sped and Student Success Domain 1

Performance Objective 2: Increase the percentage of students in economically disadvantaged population approaching state standards by 10% or more in all content areas (English and Spanish).

Reading: 68 to 78 or higher

Math: 67 to 77 or higher

Science: 62 to 72 or higher

Writing: 59 to 69 or higher

Performance Objective 3: Increase the percentage of students receiving special education services approaching state standards by 10% or more in all

content areas (English and Spanish).

Reading: 41 to 51 or higher

Math: 43 to 53 or higher

Science: 36 to 46 or higher

Writing: 32 to 43 = score of 2 or higher

Performance Objective 4: Increase the percentage of English language learners approaching state standards by 5% or more in all content areas (English and Spanish).

Reading: 70 to 80 or higher

Math: 72 to 82 or higher

Science: 65 to 75 or higher

Writing: 63 to 73 or higher

Goal 3: Inspire the whole child.

Performance Objective 1: Increase school-wide attendance to 97% or more.

(From 96 to 97 or more)

Performance Objective 2: Decrease office referrals from 90 to 80 or less with implementation of Positive Behavior Intervention and Support (PBIS). 320

Performance Objective 3: Advance our culture of student ownership of learning and leadership through Leader in Me Student Lighthouse Leadership Team, Campus Lighthouse Team, and C2 club.

Performance Objective 4: Explicitly teach social skills to all students at Reed Elementary.

Performance Objective 5: Implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase % of students and parents that Agree/Strongly agree that students belong and have connections to school. Increase from 75% to 80% of students agree/strongly agree that they are challenged in school.

Performance Objective 2: Increase % of students and parents that Agree/Strongly agree that there are opportunities to collaborate with community groups for enrichment and learning.

Performance Objective 3: Grow Technology implementation to improve student learning.

Increase to 80% or higher:

Student perception data: 75% I am challenged by my schoolwork.

Staff perception data: 67% My students seek additional challenge to learn as much as they can in class.

Increase to 80% or higher:

Parent perception data: 72% Excellent/Good Number of classroom computers

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the overall level of implementation of the LISD PLC Collective Commitments for each collaborative team by at least one level from the Fall 2019 baseline as measured on the LISD Collaborative PLC Rubric.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

River Place Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students achieving Approaches/Meets/Masters for STAAR in Reading and Math by 2 percentage points (including special education students & economically disadvantaged sub populations).

2019 Data from Eduphoria (Approaches/Meets/Masters):

3rd Math (80%/60.77%/40%)

Eco. Dis. (59.38%/34.38%/21.88%)

Sp. Ed. (45.45%/27.27%/9.09%)

3rd Reading (83.85%/59.23%/42.31%)

Eco. Dis. (71.88%/37.50%/28.12%)

Sp. Ed. (45.45%/36.36%/27.27%)

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4th Math (78.57%/51.43%/30.71%)

Eco. Dis. (50%/16.67%/4.17%)

Sp. Ed. (23.53%/5.88%/0%)

4th Reading (84.40% /60.99%/34.75%)

Eco. Dis. (50%/33.33%/0%)

Sp. Ed. (35.29%/11.76%/5.88%)

5th Math (94.12%/61.76%/44.85%)

Eco. Dis. (87.88%/45.45%/24.24%)

Sp. Ed. (66.67%/16.67%/16.67%)

5th Reading (94.29%/67.14%/50%)

Eco. Dis. (90.91%/51.52%/36.36%)

Sp. Ed. (58.33%/16.67%/8.33%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Istation Data will show a 2% point increase in the percentage of students scoring Tier 1 in each grade level from beginning of the year to the end of the year (April 2020).

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: 70% of students will respond agree or strongly agree to the statement, "Threatening and bullying is not a problem in my school" on the 2020-2021 Campus Climate Student Survey.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase teachers' ability to target instruction through unpacking TEKS and monitoring student progress during weekly PLC meetings as measured by achieving a "sustaining" rating on commitment 3.2 on the 2020-2021 PLC survey (purposefully identify and support students who require intervention to master essential outcomes). Baseline data from the 2019-2020 survey showed PLCs to be in the "implementing" range for commitment 3.2.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Our campus will provide opportunities for embedded learning and leadership opportunities for all staff. Employee Engagement Survey will reflect this in responses to question 37 (Learning opportunities/staff development is made available to me so that I can do my job better.) showing an increase in positive responses from a baseline of 74% to our goal of 85%. 323

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Maximize efforts to help strengthen parent-school relationships within the RPE community. Increase Campus Climate Parent Survey response to 90% for agrees/strongly agrees (baseline 87%) to the question regarding whether the campus encourages parent and community involvement.

River Ridge Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: 79% of our third grade students will meet grade level or better on the 2020-2021 Reading STAAR.

From 2019: 78% of all third grade students received "Meets Grade Level" or better on the 2018-2019 Reading STAAR.

Performance Objective 2: 85% of our third grade students will meet grade level or better on the 2020-2021 Math STAAR.

From 2019: 84% of all third grade students received "Meets Grade Level" or better on the 2018-2019 Math STAAR.

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Goal 2: Prepare each student for college and career success.

Performance Objective 1: All students in grades K-5 will make at least one year's growth in reading (baseline to be established 2020-2021).

Goal 3: Inspire the whole child.

Performance Objective 1: Increase the student response of "Agree" or "Strongly Agree" to the survey question "Threatening and bullying is not a problem at school" by 11%.

From 2019 -2020: 64% "Agree" or "Strongly Agree"

2021 Goal: 75% "Agree" or "Strongly Agree"

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Beginning with the second semester, 20% of fifth grade students will participate in the FreshINCedu program during library rotations.

Performance Objective 2: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: All teachers will rate "proficient" or higher for the school-wide LEADS goal - 2.4 (Differentiation): The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Performance Objective 2: 80% of staff surveyed will agree that "in my work group there is a real feeling of teamwork."

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: 96% of parents will respond with "Agree" or "Strongly Agree" to the statement "the campus provides me with adequate and timely communication."

From 2018-19 Campus Climate Parent Survey: 94% of parents responded that "the campus provides me with adequate and timely communication."³²⁵

Rouse High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students meeting or exceeding progress as measured by TEA progress measure for STAAR in Reading and Math by 3%.

Performance Objective 2: Raise percentage of students who received special education scoring "Approaches" by 3% in Reading.

Performance Objective 3: Raise percentage of students who received special education services scoring "Approaches" by 2% in mathematics.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Improve percentage of students that meet the CCR benchmark in reading from 76.4% to 79%. For Math from 47.4% to 50%.

Performance Objective 2: Continue to increase the percentage of students scoring a 3, 4, or 5 on College Board AP exams by 3%. RHS was at 30% for 2020 testing.

Performance Objective 3: Increase the percentage of seniors that are TSI complete by 7%, students who are economically disadvantaged by 10% . Class of 2020 was 52% for all students and 27% for economically disadvantaged students.

Goal 3: Inspire the whole child.

Performance Objective 1: 100% of all students in Grades 9-12 will have a post-secondary plan.

Performance Objective 2: Increase number of students at Rouse connected to UIL or club activities from 84% in 2019-2020 to 90%.

Goal 4: Engage every student in relevant learning as observed by an overall increase in common assessment data.

Performance Objective 1: Increase cognitive demand through implementation of WICOR strategies incorporated in TEKS based Lesson Design.

Performance Objective 2: Increase training and implementation of well designed common assessments through PLCs.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase percentage of teachers who score "Proficient" or above on LEADS 1.2 from 95% to 98%.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Performance Objective 2: Through newly formed Equity and Diversity Student/Staff Task Force, partner with PTSA to promote family connections.

Running Brushy Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Running Brushy will increase the Academic Growth Score as reported on the 2021 Accountability Tables from 70 to 73 in ELA/Reading and Math combined.

Evaluation Data Source(s) :STAAR Academic Growth Measure (Domain II A- School Progress/Academic Growth)

Performance Objective 2: Running Brushy will increase the percentage of all STAAR tests to increase by 3% (from 83% to 86% @ Approaches; from 58% to 61% @ Meets; and from 27% to 30% @ Masters) as reported by the STAAR Accountability Data Tables.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the access to advanced courses to all underrepresented student groups on campus.

Goal 3: Inspire the whole child.

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Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Increase opportunities for parental involvement on campus to foster a healthy, safe, and engaged school environment.

Performance Objective 3: Restorative practices practiced throughout campus classroom to a decrease in student discipline infractions by 15% annually.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Continue to align the cognitive demand of student activities according to expectations in TEKS.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: 95% of RBMS teachers will demonstrate growth in their professional LEADS goals

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Rutledge Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Performance Objective 1: The percentage of students across all student groups who meet grade level expectations on STAAR in reading and math will increase.

Reading Grade 3 - from 67% in 2019 to 68% in 2021

Math Grade 3 - from 67% in 2019 to 68% in 2021

All disaggregated populations will show 1% growth as well.

Performance Objective 2: The percentage of students reading on or above grade level in grades K through 5 will increase as measured by ISIP.

	September 2020	May 2021	
K	78	80	
1	77	79	
2	83	85	
3	83	85	
4	91	93	329
5	92	94	

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Decrease by 2% points the performance gaps in meeting grade level standards between students who are economically disadvantaged, or LEP and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, and math.

Current Performance 2019 STAAR data:

	Reading	Math
Gr 3	All 68, ED 60, LEP 25	All 67, ED 58, LEP 63
Gr 4	All 75, ED 50, LEP 33	All 71, ED 50, LEP 42
Gr 5	All 83, ED 80, LEP 10	All 83, ED 86, LEP 64

Performance Objective 2: Increase the number of fourth and fifth grade students who report they are able to set their own academic goals and deadlines and are also capable of tracking their own progress and identifying steps they need to take to reach those goals from a score of 56 on the Leader in Me Measurable Results Assessment to 60.

Performance Objective 3: Through a focus on the Technology Applications TEKS, we will increase student use of technology to participate in the design of their learning process and goals. Current baseline is 11% do this weekly and 25% report doing this monthly (combined 36%). Goal is for 40% to report doing this weekly or monthly.

Goal 3: Inspire the whole child.

Performance Objective 1: Students at Rutledge Elementary will self-report high levels of social-emotional and physical wellness.

Performance Objective 2: Increase the average annual attendance percentage from 97.43% to 97.5% or move to quartile 1 in our comparison group.

Performance Objective 3: Increase staff understanding of the wide diversity of the Rutledge Elementary community and awareness of culturally and academically relevant practices.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of fourth and fifth grade students who report they are active participants in the school community and are encouraged to make a difference, take on leadership roles, and contribute their voice to important decisions from 63 on the Leader in Me Measurable Results Assessment to 65.

Performance Objective 2: Through a focus on the Technology Applications TEKS, we will increase student use of technology to solve authentic problems. Current baseline is 11% do this weekly and 25% report doing this monthly (combined 36%). Goal is for 40% to report doing this weekly or monthly.

330

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Teachers will report high levels of teacher efficacy as measured by the Leader in Me Measurable Results Assessment on Teacher Efficacy. (Teachers are motivated through professional goals and are held accountable to meet those goals. In addition, the school sets academic goals and often achieves those annual improvement targets.) Current baseline is 81% to increase to 83%.

Performance Objective 2: Teacher use of the 4Cs of critical thinking will increase from emerging to proficient.

Performance Objective 3: Review and enhance recruiting practices that will increase the diversity of the Rutledge teachers to more closely represent the make-up of the student population.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: All teachers, grade levels and overall campus will have a clearly articulated system for communicating with families and receiving input from them.

Performance Objective 2: Provide 5 distinct types of learning opportunities to expand family knowledge and understanding of the core paradigms of the Leader in Me.

Performance Objective 3: Maintain or increase the response to our parent engagement survey.

Performance Objective 4: Pilot use of Virtual Volunteers within LISD so that each primary grade virtual classroom is able to utilize at least one volunteer during the course of the year.

Steiner Ranch Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Establish a baseline percentage of students in grades K-5 and maintain 85% of students showing expected Rate of Improvement on ISIP and other measures.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Through a focus on the Technology Applications TEKS, we will increase student understanding of digital citizenship from emerging to proficient.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

332

Performance Objective 2: By the conclusion of the 2020-2021 school year, we will increase the average annual attendance percentage from 96.3% to 96.8% .

Performance Objective 3: Incorporate embedded instruction and preventative measures to ensure each and every student's emotional well being.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students answering "Agree" or "Strongly Agree" to 95% or more on the 2020-2021 Student Perceptual Survey statement "Classroom activities keep me actively engaged in my learning".

Goal 5: Ensure a world-class workforce focused on student achievement.

Performance Objective 1: Provide "Just-in-Time" campus staff development to teachers and staff aligned to demonstrate needs of current students and patterns evident in 2018-2019 student performance data.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Stiles Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: The percentage of students across all student groups who demonstrate academic growth will increase in both Reading and Math as measured by state accountability (STAAR Progress Measure) and other district growth measures.

Performance Objective 2: Decrease the performance gaps between students who are economically disadvantaged, Black, Hispanic, 2 or more races, ELL and Special Education and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Provide increased choices for students by expanding course offerings while increasing the number of middle school students participating in courses to earn high school credits prior to entering 9th grade.

Goal 3: Inspire the whole child.

333

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Create a more inclusive and equitable learning environment for all students so that all Stiles MS students will identify a sense of belonging within their school.

Performance Objective 3: At least 90% of students will respond strongly agree/agree to the student survey question, "There are adults on campus who will listen to me and respond to my needs and concerns."

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students reporting that they either "Agree or Strongly Agree" on the 2021 Student Survey that they are engaged in and find relevance in their learning by 3%. (2019 - 41%)

Performance Objective 2: Through blended and virtual empowered learning, we will expand the effective use of digital content, resources and technology-enabled instructional practices to promote engagement in authentic learning tasks as measured by the Technology and Learning Survey.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Based on the UT Staff Engagement survey, 75% of teachers will "agree" or "strongly agree" that learning

opportunities/staff development is made made available for personal growth and development (2019 - 68%)

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Provide timely and adequate communication to our community during the 2020-2021 school year to increase the percent of stakeholders who feel engaged with and connected to the school.

Vandegrift High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase Limited English proficient students STAAR performance at the approaches proficiency level STAAR scores in Algebra 1, English 1 and English 2 by 5% pts.

(Baseline: 2019 STAAR reports - Alg I = 57% ; Eng. I = 20%; and Eng. II = 36%)

Performance Objective 2: Increase the number of students scoring at the Masters level on all EOC exams by 2%.

(Baseline: 2019 STAAR reports - Alg I = 18% ; Eng. I = 33%; and Eng. II = 28%; Bio = 65%; USH = 73%)

Performance Objective 3: Narrow the achievement gap in Math between students receiving special education services and students not receiving Sped services by 5%.

(Baseline: 2019 Alg I EOC Special Ed performance at Approaches level = 40%; Non Special Ed = 89%. Current gap is 49%. Target for 2020 is 44% or lower.)

Performance Objective 4: Increase the percentage of students who are economically disadvantaged meeting or exceeding growth progress on STAAR in Reading (Eng II) and Math (Alg I) by 3% in each content.

(Baseline 2019: English II: 282 Eco Dis students. Accelerated Progress= 5 students (2%); Expected Progress = 181 students (64%); Limited Progress = 96 students (34%). Baseline 2019 Alg. I: 393 Eco Dis students. Accl. Progress = 62 students (16%); Expected Progress = 98 students (25%); and Limited Progress = 233 students (59%)

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of students who are economically disadvantaged, taking AP and/or dual-credit classes by 2%.

(Baseline: AP = 4% of students taking 1+ AP Courses; Dual Credit = 12 eco dis of 538 total students = 2.2%)

Performance Objective 2: Improve performance of our students in AP/IB courses and dual-credit courses.

(Baseline: currently 81% of students score high enough to earn college-credit)

Performance Objective 3: Maintain at 87% or increase the percentage of students meeting College Readiness Standards (TSI).

Performance Objective 4: Increase the total number of CTE certifications earned by 5%.

(Baseline: VHS students earned 492 total certifications in 2018-19 according to the CTE Industry-Based Certification Report and 12 certifications according to State Accountability Report)

Performance Objective 5: Maintain 98% or increase the percentage of students pursuing post-secondary education (4-yr college, 2-yr college, technical school, military, etc.) as evidenced by Senior student survey.

Goal 3: Inspire the whole child.

Performance Objective 1: The school counseling team will deliver specific grade-level targets which address academic pathways, career and college options, and social emotional well-being.

Performance Objective 2: By the end of the 2021 school year, the campus average daily attendance rate will meet or exceed the current TEA Designation Distinction Quartile 1 threshold standard of 96.4%. (Ended 2018-19 at 96.1% and 2019-2020 at 97.6%)

Performance Objective 3: All student groups will have a decrease in the percent of students with one or more disciplinary incidents. (In 2019-2020, 2.98% of Asian students had two or more referrals, 13.85% of Black students had two or more referrals and 5.28% of White students had two or more referrals.)

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Introduce and implement AVID WICOR strategies school wide in order to support teacher continuous improvement/ professional development that leads to increased student success and performance.

Performance Objective 2: Increase campus global-mindedness, community involvement and overall 9th-12th enrollment in the International Baccalaureate Diploma Program by 20% over prior year. (Fall 2020 enrollment shows 47 seniors and 22 Juniors.) 336

Performance Objective 3: Implement the Viper Campus Alliance, with the mission of creating an all-inclusive and welcoming campus environment by cultivating success through collaboration, celebration and conversation.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: 100% of VHS teachers will commit to supporting the PLC commitments with a focus on a common instructional performance goal that is aligned to the team's LEADs Student learning Objective/outcome (SLO) using common assessments as a measure.

Performance Objective 2: Campus admin will work collaboratively to enhance campus culture and work with HR to recruit, support, and retain high quality teachers as evidenced by a reduction in the 2020-2021 voluntary separation rate and maintain or increase by 5% in level of "Employee Engagement" on the Survey of Employee Engagement. (In 2020 66% of respondents were Highly Engaged or Engaged.)

Performance Objective 3: Campus Leaders will share experiences with apps, extensions and tech tools during A Team Meetings.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Vista Ridge High School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of economically disadvantaged students engaged in online learning (defined as 80% of assignments attempted OR earning a passing grade) for core content areas to 75%.

Performance Objective 2: Close the first-semester passage rate gap for economically disadvantaged students in core classes by .5% to 8.9%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the number of seniors who met standard in English and Math on the ACT, SAT, and/or TSI by 1% from 75% to 76%, and increase the juniors' end of year overall TSI pass rate by 5% from 55% to 60%.

Performance Objective 2: Increase the percent of African American students taking an AP exam by 2% from 81% to 83%. Increase the percent of African American students who pass (3-5 on exam) an AP exam from 27% to 28%.

337

Goal 3: Inspire the whole child.

Performance Objective 1: Implement proven Culturally Relevant Teaching strategies in classrooms that will raise attendance rate by 1% to 97.5 % and lower discipline referrals for African American/Black students by 5 % , from 22%, and Hispanic students by 5% from 33%.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Continue to offer 14 certification tests and increase the passing rate from 78% to 81% through more effective and deliberate communication and recognition.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase the percentage of students that indicate comfort and efficacy in the proper use of technology to promote active student engagement by 10%.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: A focus on communicating effectively with a positive spin including a larger student voice in planning and feedback. Increase average monthly social media impressions by 10%

Westside Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: We will increase our Writing STAAR scores, at the approaches level or above, by 3%, 2019: 69%.

Performance Objective 2: We will increase our overall Master's performance score by 1% on STAAR Assessments, across all grades and content tested, 2019: 38%.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: At least 80% of students K-5 will show at least a year's growth from BOY to EOY Reading Levels as measured by a running record, Baseline 2021, 19/20: 91% at three-fourths of a year's growth.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: As students utilize strategies to increase social skills and leadership skills, we will maintain an overall "mature" status and increase growth in Student Led Learning to move toward "mature," as measured by the Lighthouse Rubric, 2020 Student Led Learning: Developing.

Performance Objective 3: We will maintain the number of students involved in a campus sponsored club/extracurricular activity or hold a leadership role on campus, 2020: 78%.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: As teachers plan and implement intentional intervention and challenge to meet each student's needs we will maintain a "Developing" status as measured by Learning by Doing Continuum: providing student with systematic interventions and extensions, 2020: Developing.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: As we implement a targeted training program to increase leadership capacity, we will move toward "Sustaining" on the LISD Collaborative Team PLC Reflection Tool Continuum, 2019: Developing to Fall 2019: Implementing.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase positive communications with our families by aligning grade level and campus wide communication systems.

Whitestone Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in kindergarten through 5th grade by 5% by May 2021.

Performance Objective 2: Increase the percentage of special education students that perform at the approaches level or above on the STAAR reading and STAAR math assessment in each grade level cohort by 10%. points in each content area.

Performance Objective 3: Increase the percentage of students that perform at the approaches level or above on the STAAR Spanish reading in each grade level cohort by 10%. points.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the % of students achieving at the "Meets" level on reading and math STAAR to 60% by June 2021.

340

Goal 3: Inspire the whole child.

Performance Objective 1: 100% of students will receive two positive referrals for modeling behaviors that represent the Whitestone Elementary vision and mission.

Performance Objective 2: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: 90% of students reading a text at their instructional level will be able to answer questions about the text, within the text, and beyond the text .

Goal 5: Ensure a world class workforce focused on student achievement

Performance Objective 1: 90% or more of certified instructional staff will score proficient or higher on dimension 1.4 Activities that the teacher plans

engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of respondents on the Community Engagement survey that mark agree or strongly agree to the following question by 3%:

"The campus provides me with adequate and timely communication"

Wiley Middle School Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Decrease the performance gaps between students who are economically disadvantaged and the "all" student group on STAAR while maintaining or increasing current academic performance levels as measured by the STAAR assessment in reading, writing, and math.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Ensure equitable access and participation to our advanced pathway courses (Pre-AP, AP and High School Credit courses) by increasing the percentage of underrepresented students participating in and successfully completing advanced courses in LISD through a strong system of support structures and recruitment efforts.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Performance Objective 2: Continue to increase opportunities for parental involvement on campus to foster a healthy, safe, and engaged school environment. (Baseline 18-19 PTA 215 members, 30 parents for literacy and math nights)

Performance Objective 3: LISD students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the overall average of indicators related to academic support from 89% to 91% in the Climate Survey/Students.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Increase knowledge and understanding in a variety of campus focus areas - PLC, AVID, Restorative Practices, mLISD, etc.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: We will enhance positive communication with our community during 2020-2021 school year through newsletters, parental engagement and community forums.

Winkley Elementary Goals 2020-2021

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Students will demonstrate reading improvement by scoring in the moderate and high categories, as measured on the Rate of Improvement Report in IStation.

Performance Objective 2: We will increase the percentage of students achieving the "Meets" performance level on the Reading STAAR from 61% to 64% as measured by the Domain 1 state accountability data tables (as STAAR data is available).

Performance Objective 3: We will increase the percentage of students meeting the "Approaches" level on the Writing STAAR test from 83% to 86% as measured by the Domain 1 state accountability data tables (as STAAR data is available).

Performance Objective 4: We will increase the percentage of students achieving the "Meets" performance level on Math STAAR from 64% to 67%, as measured by the Domain 1 state accountability data tables (as STAAR data is available).

Goal 2: Prepare each student for college and career success.

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Performance Objective 1: We will increase the percentage of students meeting the "Masters" level from 34% to 37% across all subjects as measured by Domain 1 state accountability data tables (as STAAR data is available).

Goal 3: Inspire the whole child.

Performance Objective 1: We will increase the percent of students who strongly agree or agree in the Student Climate Survey to the following response:

Threatening and bullying are not a problem at my school from 67% to 70% (as data is available).

Performance Objective 2: We will promote the physical activity, health, wellness, and success of all Winkley students.

Performance Objective 3: Winkley students will self-report high levels of engagement in core content classes.

Performance Objective 4: Winkley students will identify a sense of belonging within their school.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: We will increase the percent of students who strongly agree or agree in the Student Climate Survey to the following question:

My teachers show me how lessons relate to life outside of school. (80% to 83%)

Performance Objective 2: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful learning opportunities for students.

Performance Objective 3: Expand the effective use of digital content, resources, and technology-enabled instructional practices that promote engagement in authentic learning tasks as measured by the Technology and Learning Survey.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Winkley will expand targeted professional learning opportunities to increase leadership capacity/effectiveness/cultural responsiveness for Winkley staff.

Performance Objective 2: Build capacity for all Winkley staff to feel empowered to make decisions based on campus core values and vision.

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or F or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Christine Camacho Elementary

Sarah Grissom, Area Superintendent

Campus Number:

Superintendent Name:

Dr. Bruce Gearing

2-Oct-20



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Leander ISD	Campus Name	Christine Camacho Elementary	Superintendent	Dr. Bruce Gearing	Principal	Gena' Fleming
District Number	246913	Campus Number	246913125	District Coordinator of School Improvement (DCSI)	Sarah Grissom	ESC Number	13
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Gena' Fleming October 2, 2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 2020-2021 school year, our campus will increase our Approaches score from a 71 to a 77, Meets score from a 36 to a 47, and a Masters score of 16 to a 17. Increase the percentage of students performing at the Approaches level in reading, math, writing, and science by 3%. Rationale: We are focusing on core instruction, high yield instructional practices, and focusing on growing students from Approaches to Meets, and Meets to Masters. Domain 2B: For the 2020-2021 school year, our campus will increase the scale score from a 70 to a 72. Rationale: In 2019-2020, we increased the amount of students that moved from Accomplished to Meets or Meets to Masters. We will continue with that movement to increase our scores. Increase the percentage of students in the All Students, Hispanic, White, Eco Dis, ELL and SPED student groups by 3% on the Meets level on STAAR in Reading and Math. Domain 3: For the 2020-2021 school year, our campus will increase the raw score from a 34 to a 48 to get a C in this domain. Rationale: We will focus on our subgroups, specifically in math and reading.
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QUESTIONS	What changes in student group and subject performance are included in these goals?	Domain 1: We are targeting All Students, White, Hispanic, Eco Dis, ELL and SPED, specifically in math. Domain 2: We are prioritizing all students to achieve Meets. Domain 3: We are prioritizing our Eco Dis students and their achievement, specifically in math.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3

Rationale	Our campus is working on creating lesson plans aligned with district curriculum, reflect a clear learning target and activities to meet that learning target, and includes formative assessment. Campus Admin are giving feedback on lesson plans which includes the content, rigor, and pacing.	Our campus is working on creating lesson plans aligned with district curriculum, reflect a clear learning target and activities to meet that learning target, and includes formative assessment. Campus Admin are giving feedback on lesson plans which includes the content, rigor, and pacing.	Our campus continues to work on creating lesson plans aligned with district curriculum, reflect a clear learning target and activities to meet that learning target, and includes formative assessment. Campus Admin are giving feedback on lesson plans which includes the content, rigor, and pacing.
How will the campus build capacity in this area? Who will you partner with?	We are continuing our work from last year to create daily lesson plans that explain the what, how, and why of their learning.	We will continue to empower PLC Facilitators and work with district curriculum staff to create Pre-Assessments, Summative, and common assessments for each unit.	We are partnering with district curriculum to work on creating rigorous lessons that meet the need of our high performing students.
Barriers to Address throughout this year	Time in PLCs to develop high quality lesson plans. Time for Admin to provide timely feedback to teams.	Time in PLCs to develop quality common assessments.	Timely development of PLC agendas to review data. Time to reteach in the classroom and prioritizing those reteaching opportunities.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	These priorities will be reviewed with our community at our Site-Based Planning Committee meetings, and will invite them to give feedback.	These priorities will be reviewed with our community at our Site-Based Planning Committee meetings, and will invite them to give feedback.	These priorities will be reviewed with our community at our Site-Based Planning Committee meetings, and will invite them to give feedback.
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and
District Commitment Theory of Action	If....then,	If....then,	If....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd-5th	All	Reading	Approaches	STAAR	79		CBA 1	65		CBA 2	68		Released STAAR	85		85
		3rd-5th	All	Reading	Meets	STAAR	41								Released STAAR	50		50
		3rd-5th	All	Reading	Masters	STAAR	20								Released STAAR	25		25
		3rd-5th	All	Mathematics	Approaches	STAAR	70		CBA 1	68		CBA 2	61		Released STAAR	80		80
		3rd-5th	All	Mathematics	Meets	STAAR	36								Released STAAR	45		45
		3rd-5th	All	Mathematics	Masters	STAAR	18								Released STAAR	23		23
		5th	All	Science	Approaches	STAAR	68		CBA 1	68		CBA 2	68		Released STAAR	75		75
		5th	All	Science	Meets	STAAR	35								Released STAAR	45		45
		5th	All	Science	Masters	STAAR	12								Released STAAR	17		17
		4th	All	Writing	Approaches	STAAR	53		CBA 1	60		CBA 2	50		Released STAAR	65		65
		4th	All	Writing	Meets	STAAR	19								Released STAAR	30		30
		4th	All	Writing	Masters	STAAR	3								Released STAAR	10		10
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-5th	Econ Disadv	Reading	Meets	STAAR	34		CBA 1	63		CBA 2	68		Released STAAR	44		44
		3rd-5th	Econ Disadv	Mathematics	Meets	STAAR	32		CBA 1	66		CBA 2	58		Released STAAR	32		32
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-5th	Special Ed (Current)	Reading	Approaches	STAAR	49		CBA 1	54		CBA 2	58		Released STAAR	55		55
		3rd-5th	Special Ed (Current)	Mathematics	Approaches	STAAR	42		CBA 1	51		CBA 2	50		Released STAAR	48		48
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS			CBA 1			CBA 2			Released STAAR			

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and how to reteach students until all students demonstrate mastery of essential outcomes. Teams will collaborate on the use of best instructional practices to meet the needs of all learners (differentiation). Lesson plans will be refined to reflect the re teach and extension opportunities during the school day.
Desired 90-day Outcome	Our goal is to have complete lesson plans in place and clear learning targets that will ensure a guaranteed and viable curriculum that meets the needs of all learners.	We aim to ensure that the lessons that are being implemented with fidelity and the written, taught, and assessed curriculum are in alignment. We would like to see quality pre-assessments and common assessments based on essential outcomes and that all students are making progress.	Our goal is to streamline and efficiently look at baseline, ISIP, and CBA data to provide intervention and extension opportunities based on the needs of students. We want to participate in rich conversations during our PLC around instructional strategies and make instructional decisions based on available data.
Barriers to Address During this Cycle	Teachers are still unclear on how to write effective learning targets that explain the what, how, and why they are learning the content each day.	COVID changes and the changes that have revolved around them.	Continued learning in regards to extension activities, which will be based upon essential outcomes for each unit.
District Actions for this Cycle	Revisit how to write effective learning targets.	Partnering with Curriculum Specialists for walk-throughs and constructive feedback to administration to share with teachers.	Providing data in a timely manner after district assessments. Assistance with creating extension activities for each essential outcome.
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus administration will monitor the PLC planning process and will give specific feedback on the lesson planning documents at least 2 times per nine weeks, including essential outcomes, common assessments, curriculum mapping process each 9-weeks for language arts and mathematics including unit maps, lesson plans, and implementation of STEM components.	5.1	Each nine weeks.	Completed lesson plans.	Principal, Assistant Principal, Instructional Coach	Evidence of feedback on lesson plans.	End of each nine weeks.		
Leadership team will develop a systematic walkthrough form based on questioning and cooperative learning to measure specific progress.	5.1	Fall Semester	Sample walk-through forms, campus goals	Principal, Assistant Principal, Leadership Team	Completed walk-through form	End of October		
District and campus staff will track Reading & Mathematics growth throughout the course of the school year (student, class, teacher, grade level, campus). Campus admin will provide opportunities for grade levels to share evidence of student learning through PLCs.	5.3	Fall Semester	Data from essential outcomes, ISIP, campus and district assessments.	Principal, Assistant Principal, Instructional Coach, District Support	Data binder, electronic data disaggregation, PLC Agendas	After each district assessment.		
Campus will implement and participate in monthly vertical PLC meetings to increase conversation on the needs of the campus and streamlining instructional strategies.	4.1	Fall Semester	Data from previous year (STAAR, CBA, Checkpoints)	Principal, Assistant Principal, Instructional Coach, Teachers	Vertical PLC Agenda. Campus identified focus TEKS at the grade level and campus level that will	End of first semester.		
Campus administration team will monitor the implementation of the written and taught curriculum through lesson plans, classroom visits and PLC meetings.	4.1	Fall Semester	Walk-through form(s) to provide targeted feedback.	Principal, Assistant Principal, Instructional Coach	Time built into Admin schedules, summary of feedback given to teachers.	End of first semester.		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and how to reteach students until all students demonstrate mastery of essential outcomes. Teams will collaborate on the use of best instructional practices to meet the needs of all learners (differentiation). Lesson plans will be refined to reflect the re-teach and extension opportunities during the
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	4.1	5.3
Desired Annual Outcome	Lesson plans will be aligned to district curriculum, reflect a clear learning target, and activities will be rigorous, engaging, and will utilize effective instructional strategies. They will include formative feedback opportunities to gauge student learning. Campus Admin will give feedback on lesson plans at a minimum of 2 times per nine weeks.	Curriculum will be implemented with fidelity and aligned; rigorous common assessments will be developed, utilized, and data used to drive instruction.	Teachers will disaggregate data to understand student errors, misconceptions and how to reteach students until all students demonstrate mastery of essential outcomes. Teams will collaborate on the use of best instructional practices to meet the needs of all learners (differentiation). Lesson plans will be refined to reflect the re-teach and extension opportunities during the
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation. For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected. At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)			
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below: Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year. Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year. Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups. Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic. Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area. Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/ Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year. District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle . District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			
ACTION PLAN			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Leander Independent School District

Giddens Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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Vision

Engage, Inspire, Achieve for lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Giddens Elementary finished the 2019-20 school year with 544 students. Student enrollment per grade level for 2019-20: Early Learning Environment-14, PreK- 71, Kinder-79, First-79, Second-72, Third-88, Fourth-66, Fifth-75. In 2019-2020, our Kindergarten team had 4 teachers- all of whom have taught at Giddens in previous years. Our first and second grade teams had 5 teachers which kept the class sizes smaller. The 5th second grade position was given from Area Superintendents due to high needs in Special Education/behavior as well as low academics. Our 3rd, 4th, and 5th grades all had four sections. Kinder through third grade were taught in a self-contained setting and Fourth and Fifth grades were departmentalized. For 2020-2021, we have 3 teachers in PreK, 4 teachers in every pod K-4, 5 in Fourth grade and 3 in Fifth grade.

Our Ethnicity breakdown was Asian 18 students, Black 57 students, Hispanic/Latino 214 students, American Indian 0 student, Two or more races 34 students, Hawaiian or Pacific Islander 5 students, and White 221 students. Of those students, 296 were Economically Disadvantaged and 99 were students receiving Special Education services.

Demographics Strengths

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Due to Covid 19 in the Spring of 2020, we will be using the strengths and problem statements previously identified and will continue our improvement efforts previously stated.

- Dedicated staff meeting the needs of ALL students
- Decreased the percentage of students who DID NOT MEET standard for the "White" subgroup by 18% in 4th grade Reading.
- Decreased the percentage of Title One students who DID NOT MEET standard in 4th grade (60% of 15 students) to (26% of 27 students) in 5th grade Reading. (same cohort)
- Decreased the percentage of At-Risk students who DID NOT MEET standard by 29% in 3rd grade Reading.
- Decreased the percentage of Hispanic students who DID NOT MEET standard by 13% in the same cohort from 3rd grade to 4th grade Math.
- Decreased the percentage of Title One students same cohort who DID NOT MEET standard by 26% from 4th grade to 5th grade Math.
- Increased the percentage of "All Students" who APPROACHES standard BY 8% in 4th grade Writing.
- Increased the percentage of At-Risk students who APPROACHES standard by 5% in 5th grade Science.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% **Root Cause:** Need to be aware of the student groups when creating intervention groups and small group instruction groups

Student Learning

Student Learning Summary

Giddens teachers continue to work in PLCs to collaborate and create essential outcomes, create common assessments, analyze data, and make educational decisions based upon that data. We utilize the LISD curriculum documents to guide our process. We continue to learn more about effective Professional Learning Communities and have worked deeply in vertical teams to identify areas of need in each core subject as well as effective teaching strategies to improve instruction. We identified Texas Essential Knowledge and Skills that our students did not perform well on and then created committees to analyze best practices to improve those on future formal and informal assessments. We will continue to monitor the implementation of that work during the 2020-2021 school year by partnering with our District Curriculum specialists regularly to analyze data and plan for instruction. Our STAAR scores do not reflect the amount of work that teachers have dedicated to student growth.

Student Learning Strengths

Due to Covid 19 in the Spring of 2020, we will be using the strengths and problem statements previously identified and will continue our improvement efforts previously stated.

- Increased the percentage of ALL STUDENTS (same cohort) who achieved MET STANDARD by 4% from Third to Fourth Grade Reading STAAR.
- Increased the percentage of ALL STUDENTS (same cohort) who achieved APPROACHES by 4% from Third to Fourth Grade Math STAAR.
- Increased the percentage of ALL STUDENTS (same cohort) who MET STANDARD by 7% from Fourth to Fifth Grade Reading STAAR.
- Increased the percentage of ALL STUDENTS (same cohort) who MET STANDARD by 8% from Fourth to Fifth Grade Math STAAR.
- Increased the percentage of ALL STUDENTS who achieved MASTERS by 7% in Fifth Grade Science.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 43% of ALL STUDENTS did not meet grade level expectations in 4th grade Writing **Root Cause:** Need to focus on writing conferences during writer's workshop in Kindergarten through Fifth grade

School Processes & Programs

School Processes & Programs Summary

We will continue our work with our Leadership Team and our vertical teams to identify and monitor teaching strategies and student learning. We are creating a 3 year plan to organize our improvement efforts for sustainability. Our grade level teams will continue to utilize the district curriculum documents and identify essential outcomes, create common assessments, plan engaging lessons, analyze data, and provide intervention and challenge as needed for students. We have implemented specific protocols for each of these processes to be documented in PLC Team Drives. We are strategically planning to partner with our district curriculum specialists to strengthen these processes and are planning a specific schedule to coordinate these efforts.

Giddens Elementary has 57 grade level and Special program staff members and 10 Instructional Assistants. Of the 41 respondents to the staff engagement survey, 41% are New Hires (with 0-2 years), 37% are Experienced (3-10 years) 22% are Very Experienced (11+ years). We have 25 grade level teachers from Kinder-Fifth grade, 3 teachers in our PreK community, 11-Special Education Teachers, 11-Instructional Assistants, 2 SRP teachers, an Intervention Specialist, 1 ESL teacher, 1 Dyslexia Teacher, a Quest teacher, and 4 PE/Fine Arts teachers.

School Processes & Programs Strengths

- 93% of my teachers agree/strongly agree "My work group cooperates to get the job done."
- 90% of my teachers agree/strongly agree "I believe I have a career with this school/district."
- 88% of my teachers agree/strongly agree "I am proud to tell people I work for this organization."
- 90% of my teachers agree/strongly agree "My director/principal gives me the opportunity to do my best work."
- 88% of my teachers agree/strongly agree "I know how my work impacts others in the organization."
- 93% of my teachers agree/strongly agree "My students understand the daily learning targets."

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While the percentages in the problem statements below are low, they each increased from the previous year between 14% and 18%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 70% of our students set learning goals and track progress towards mastery of skills **Root Cause:** Need a system for students to set goals for essential outcomes and monitor their progress

Perceptions

Perceptions Summary

Giddens Elementary is a small neighborhood School Wide Title 1 campus. We encourage family involvement through many different events during the year such as: Literacy Night, STEM night, Grade Level performances, Costume Ball, Talent show, Sock Hop, Movie nights, PreK information nights, Special Education information nights, Watchdog events, PTA meetings, and more! Over all, teachers, students, and families enjoy being a Giddens Jaguar. Our teachers work hard to meet the needs of all students on campus and want to do the very best for each of them. We are analyzing systems for improvement and are utilizing tools and protocols to fine tune our systems. We noticed a large growth in positivity this year in mindset and attitude and the school feels like a large family!

Perceptions Strengths

Due to Covid 19 in the Spring of 2020, we will be using the strengths and problem statements previously identified and will continue our improvement efforts previously stated.

- 95% of Parents report "Strongly Agree or Agree" on the Engagement survey "There is a teacher, counselor, or other staff member who will respond to my child's concerns."
- 90% of Parents report "Strongly Agree or Agree" on the Engagement survey "My child is safe at school."
- 89% of Parents report "Strongly Agree or Agree" on the Engagement survey "My child receives support when he or she is struggling to learn." 369
- 88% of Parents report "Strongly Agree or Agree" on the Engagement survey "Students in my child's school are treated fairly regardless of their backgrounds and differences."
- 92% of Teachers are in agreement that "My work group cooperates to get the job done" on the teacher engagement survey.
- 92% of Teachers are in agreement that "I know how my work impacts others in this organization."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 53% parents disagree or strongly disagree on the 2019 Parent survey that "students do not threaten or bully each other in this school." **Root Cause:** Need to educate about the difference between conflict and bullying and how to support both.

Priority Problem Statements

Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32%

Root Cause 1: Need to be aware of the student groups when creating intervention groups and small group instruction groups

Problem Statement 1 Areas: Demographics

Problem Statement 2: 43% of ALL STUDENTS did not meet grade level expectations in 4th grade Writing

Root Cause 2: Need to focus on writing conferences during writer's workshop in Kindergarten through Fifth grade

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 70% of our students set learning goals and track progress towards mastery of skills

Root Cause 3: Need a system for students to set goals for essential outcomes and monitor their progress

Problem Statement 3 Areas: School Processes & Programs

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Problem Statement 4: 53% parents disagree or strongly disagree on the 2019 Parent survey that "students do not threaten or bully each other in this school."

Root Cause 4: Need to educate about the difference between conflict and bullying and how to support both.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

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Goals

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of all 4th grade students meeting APPROACHES level by 3% points in Writing, currently the 2019 APPROACHES level is 59%

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Accountability Report; STAAR Performance Data Table- Writing; All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Host a Family Literacy Night to support the Home-School connection of Reading and Writing, and provide resources for students to use at home for skill reinforcement. Strategy's Expected Result/Impact: Percentage of parents who rate the overall quality of the English/Language Arts program as "Excellent" or "Good" on the end of year parent survey to increase from 86% to at least 89%. Staff Responsible for Monitoring: Administration, Classroom Teachers, Title 1 Teacher, Instructional Coach Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will use assessment data and writing conference data to identify students in each student group and monitor progress of each through the use of classroom data trackers. Data will be analyzed once per nine weeks minimum to make changes in strategies or flex grouping Strategy's Expected Result/Impact: Strategic data tracker discussions and documentation of progress using district benchmarks, Common Assessment Data, writing conference data, and SLO data. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional Coach Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will attend Writing in Science to utilize writing strategies cross curricular. Strategy's Expected Result/Impact: Improve teacher capacity to incorporate writing cross curricular in Science Staff Responsible for Monitoring: Administration, IC, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Writing Vertical team will focus on vertical essential outcomes to support ongoing writing instruction K-5 using Lucy Caulkins rubrics through writing conferences. Strategy's Expected Result/Impact: Focused instruction using district resources to improve student writing. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and writing teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement full day PreK which includes high-quality components to ensure that students participating in PreK are ready for Kindergarten. Strategy's Expected Result/Impact: Increase percent of students scoring Kindergarten Ready as reported on the Texas Academic Performance Report. (53%+) Staff Responsible for Monitoring: PreK Staff Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

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Student Learning
Problem Statement 1: 43% of ALL STUDENTS did not meet grade level expectations in 4th grade Writing Root Cause: Need to focus on writing conferences during writer's workshop in Kindergarten through Fifth grade
School Processes & Programs
Problem Statement 1: 70% of our students set learning goals and track progress towards mastery of skills Root Cause: Need a system for students to set goals for essential outcomes and monitor their progress

Goal 1: Maximize academic growth for each student.

Performance Objective 2: Increase the percentage of all students meeting APPROACHES level by 3% points in Math . Baseline on Accountability 2019 STAAR Performance Data Table- all students is 71%.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Accountability Report; STAAR Performance Data Table- Math; All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Host a Family STEM Night to support the Home-School connection of computation and problem solving skills and provide resources for students to use at home for skill reinforcement. Strategy's Expected Result/Impact: Percentage of parents who rate the overall quality of the Math program as "Excellent" or "Good" on the end of year parent survey to increase from 87% to at least 90% Staff Responsible for Monitoring: Title One Teacher, classroom teachers, Administration Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Interventionists will provide intervention to students who qualify for additional academic support. Strategy's Expected Result/Impact: Students will receive appropriate interventions to increase student learning. Staff Responsible for Monitoring: Campus interventionist, Administration Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will use assessment data to identify students in each student group and monitor progress of each through the use of classroom data trackers. Data will be analyzed once per 9 weeks minimum to make changes in strategies and/or flex grouping. Utilize Dream Box and Bridges Intervention Kit for specific skill reteach for students during small group instruction. Dream Box and Bridges training to be offered during Giddens University. Strategy's Expected Result/Impact: Students will receive appropriate interventions to increase student learning. Staff Responsible for Monitoring: Interventionist, Grade level Teachers, Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Math Vertical team will focus on vertical essential outcomes to support ongoing Math instruction PreK-5 using Bridges, Common Assessment Data, Dream Box and Benchmark data. Strategy's Expected Result/Impact: Focused attention to essential outcomes for success for all students Staff Responsible for Monitoring: Vertical Team members, Principal, Assistant Principal, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% Root Cause: Need to be aware of the student groups when creating intervention groups and small group instruction groups
School Processes & Programs
Problem Statement 1: 70% of our students set learning goals and track progress towards mastery of skills Root Cause: Need a system for students to set goals for essential outcomes and monitor their progress

Goal 1: Maximize academic growth for each student.

Performance Objective 3: Increase the percentage of all 5th grade students meeting APPROACHES level by 3% points in Science (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 63%.)

Targeted or ESF High Priority

Evaluation Data Sources: Accountability 2021 Report; STAAR Performance Data Table- Science- All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Host a Family STEM Night to support the Home-School connection of Science skills and provide resources for students to use at home for skill reinforcement. Strategy's Expected Result/Impact: Percentage of parents who rate the overall quality of the Science program as "Excellent" or "Good" on the end of year parent survey to increase from 82% to at least 85%. Staff Responsible for Monitoring: Title One teacher, Administration, Classroom teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science Vertical Team will plan for and monitor implementation of Science Data Notebooks for data collection, drawings, tables, vocabulary, and written expression in Science PreK-5. Strategy's Expected Result/Impact: Documentation of use of Writing in Science techniques in student Science Data Notebooks and Documentation in teacher planning in PLCs and lesson plans for the use of data notebooks and other writing samples in Science. Staff Responsible for Monitoring: Classroom teachers, Administration, and Instructional Coach Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will attend Writing in Science to utilize writing strategies cross curricularly. Strategy's Expected Result/Impact: Increased capacity of teachers to incorporate writing into Science journals Staff Responsible for Monitoring: Administration, IC, and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% Root Cause: Need to be aware of the student groups when creating intervention groups and small group instruction groups

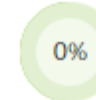
Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in Kindergarten through 5th grade by 5%.

Evaluation Data Sources: District ISIP Reading Assessment from Istation from BOY to EOY. 2020 BOY current Tier 1 Baseline:

K-56%
1st-63%
2nd-70%
3rd-54%
4th-48%
5th-64%

Summative Evaluation: None

Strategy 1: Teachers will use assessment data to identify students in each group and monitor progress of each through the use of classroom data trackers. Data will be analyzed once per 9 weeks minimum to make changes in strategies or flex grouping. Students will receive differentiated small group instruction focused on specific student needs. Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability Staff Responsible for Monitoring: Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June 378
Strategy 2: Students will utilize iStation online system to address reading and comprehension needs during the school day (at least 30 mins per week) as well as have access for home use. Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability. Staff Responsible for Monitoring: Administration, Instructional Coach, and Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize Raz Kids Plus to enhance virtual guided reading groups. Strategy's Expected Result/Impact: Virtual students will have more options for appropriate leveled readers for guided reading. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 70% of our students set learning goals and track progress towards mastery of skills Root Cause: Need a system for students to set goals for essential outcomes and monitor their progress

Goal 2: Prepare each student for college and career success.

Performance Objective 2: Increase the percentage of All Students reaching Meets grade level standard or above in Reading on STAAR by 5% points.
(Baseline: Acct 2019 STAAR Performance Data Table- All Students at 45%)

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability Report for All Students ELA currently at 45% reaching Meets grade level standard or above; STAAR Performance Data Table- Reading; All Students, Hispanic, White, Economically Disadvantaged.

Summative Evaluation: None

Strategy 1: Students will receive differentiated small group instruction focused on specific student needs Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability Staff Responsible for Monitoring: Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will utilize iStation online system to address reading and comprehension needs during the school day as well as have access for home use. Strategy's Expected Result/Impact: Each student will show one year's growth in reading ability. Staff Responsible for Monitoring: Administration, Instructional Coach, and Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Intervention specialists along with classroom teachers will monitor performance of students who are on track for Meets or Masters for 2021 STAAR Reading.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The gap between Economically Disadvantaged and Non Economically Disadvantaged students meeting Approaches on STAAR Reading, Writing, Math and Science ranges between 19% and 32% Root Cause: Need to be aware of the student groups when creating intervention groups and small group instruction groups

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Sources: FitnessGram test results and Campus CATCH plan development and implementation

Summative Evaluation: None

Strategy 1: Administer FitnessGram to all students. Strategy's Expected Result/Impact: Campus CATCH Team & PE Teacher will analyze FitnessGram test results to identify gaps in instruction and areas of success. Staff Responsible for Monitoring: PE Teacher, Principal, Campus CATCH Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity in PE class. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met, and students have the opportunity to be physically active. Staff Responsible for Monitoring: PE Teacher and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff PE classes at a student to adult ratio of 45 to 1. Strategy's Expected Result/Impact: A 45 to 1 student to staff ratio ensure the safety of students and effectiveness of the PE program. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Leander ISD Quality Recess Guidelines. Strategy's Expected Result/Impact: Quality Recess Guidelines provide for a safe, equitable, and consistent recess experience for all students. Staff Responsible for Monitoring: Teachers and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus CATCH Teams meet at least 4 times per year. Strategy's Expected Result/Impact: Campus CATCH teams will meet to identify health and wellness goals on campus and work to promote physical activity and healthy living. Staff Responsible for Monitoring: Assistant Athletic Director, Principal, Cafeteria Representative, and PE Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Inspire the whole child.

Performance Objective 2: 90% of students in grades 3-5 will be able to identify at least 3 strategies to utilize in order to self-regulate emotions.

Evaluation Data Sources: Survey results

Summative Evaluation: None

Strategy 1: Implement the Second Step Program purchased by the district with fidelity to increase positive student behavior. Strategy's Expected Result/Impact: Observation by administration of Second Step lessons in the classroom and common use of language strategies used throughout the campus. Staff Responsible for Monitoring: Whole Child vertical team members, Counselor, Administration Title I Schoolwide Elements: 2.5 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Revisit and Implement strategies to improve our Campus-wide Positive Behavior system Strategy's Expected Result/Impact: Increased learning time by limiting classroom disruptions. Staff Responsible for Monitoring: Administration and all school staff Title I Schoolwide Elements: 2.5 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June 382
Strategy 3: Provide training and support to Giddens Bus Drivers to ensure consistency of behavior expectations on school property. Strategy's Expected Result/Impact: Increased classroom time by decreasing time to address bus office referrals. Staff Responsible for Monitoring: Administration and Bus Drivers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: 53% parents disagree or strongly disagree on the 2019 Parent survey that "students do not threaten or bully each other in this school." Root Cause: Need to educate about the difference between conflict and bullying and how to support both.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who respond "Strongly Agree" or "Agree" by 3% to the question on the student survey: "Classroom activities keep me challenged in my learning" (Currently at 78%)

Evaluation Data Sources: Student Climate Survey by K12 Insight

Summative Evaluation: None

Strategy 1: Utilize Kagan Structures for Cooperative learning to increase student to student discourse. Provide online Kagan training for 6 staff members. Strategy's Expected Result/Impact: Documentation of discussions in PLCs to incorporate Kagan structures in lesson planning. As well as modeling strategies in various faculty meetings throughout the year. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional Coach Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Partner with Curriculum Specialists throughout the year for guidance on planning for the TEKS as well as analyzing data and participating in classroom walk throughs. 2nd grade will partner with District support staff for Challenge for All because of the removal of PACE at this grade level. Strategy's Expected Result/Impact: Increase student achievement by monitoring classroom activities aligned to TEKS. Staff Responsible for Monitoring: Administration, Instructional Coach, and District Curriculum specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	383 June
Strategy 3: Utilize Depth of Knowledge components that will engage students with adequate tasks to meet the rigor of grade level TEKS Strategy's Expected Result/Impact: Students will be deeper engaged in learning at a level of high rigor Staff Responsible for Monitoring: Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Develop and implement specific strategies utilizing the PLC structures and processes.

Evaluation Data Sources: Team agendas, data trackers, and anecdotal notes from goal setting and progress monitoring through the PLC cycle

Summative Evaluation: None

Strategy 1: Establish a weekly time for teams to work through the Dufour PLC model to increase student achievement, including use of Essential Units of Study through curriculum mapping. Strategy's Expected Result/Impact: Use of protocols for agendas, Essential Outcomes, Common Assessments and analyzing the data connected to those throughout the year to monitor student progress. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who respond "Agree" or "Strongly Agree" on the question on the engagement survey "I am provided with adequate and timely communication" from 81% to 84%

Evaluation Data Sources: Community Engagement Survey

Summative Evaluation: None

Strategy 1: "Weekly news from the Principal" newsletter sent weekly to include upcoming dates and information about the school Strategy's Expected Result/Impact: Provide timely information to parents. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will send communication through website and/or newsletter to parents once per week at a minimum. Strategy's Expected Result/Impact: Provide timely information to parents Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				385

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
4	1	2	Partner with Curriculum Specialists throughout the year for guidance on planning for the TEKS as well as analyzing data and participating in classroom walk throughs. 2nd grade will partner with District support staff for Challenge for All because of the removal of PACE at this grade level.
5	1	1	Establish a weekly time for teams to work through the Dufour PLC model to increase student achievement, including use of Essential Units of Study through curriculum mapping.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Students will utilize iStation online system to address reading and comprehension needs during the school day (at least 30 mins per week) as well as have access for home use.
4	1	2	Partner with Curriculum Specialists throughout the year for guidance on planning for the TEKS as well as analyzing data and participating in classroom walk throughs. 2nd grade will partner with District support staff for Challenge for All because of the removal of PACE at this grade level.
5	1	1	Establish a weekly time for teams to work through the Dufour PLC model to increase student achievement, including use of Essential Units of Study through curriculum mapping.

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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment of the whole school, utilizing multiple data sources, is conducted on an annual basis. Input from various stakeholders, including parent, administrators, teachers, and community members, is obtained via surveys, SBDM committee meeting participation, etc. Areas included in the assessment include demographics, student achievement, school processes and programs, and perceptions.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Based on the comprehensive needs assessment findings, a campus improvement plan is developed on an annual basis. Throughout the year the plan is monitored and revised to best support student achievement and related initiatives. Input from various stakeholders, including parents, administrators, teachers, and community members, is obtained via surveys and SBDM Committee meeting participation. Parents are given adequate notice of meeting dates and participation is welcomed and encouraged. Copies of the campus improvement plan are posted on the district's website.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. We meet with the leadership team to discuss progress and they gather feedback from their teams to discuss in our meetings.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Assessment data and on-going progress monitoring is utilized to determine students in need of academic support. We utilize common assessments as well as district assessments to monitor the progress of all students. The classroom teacher and support staff work together to provide accelerated instruction in various formats. Parents are provided strategies and resources to support learning through our content area night events and/or from the classroom teacher as needed.

2.5: Increased learning time and well-rounded education

Opportunities for student learning are provided in multiple settings and additional time is allocated for intervention and challenge based on student need. We have a flexible small groups that are dedicated to literacy and math instruction at all levels: on level, intervention, and challenge. In addition, teachers differentiate instruction to meet the needs of

their students and use FLEX time to address those needs.

2.6: Address needs of all students, particularly at-risk

The campus improvement plan includes strategies to support all students, especially students who are failing, or at-risk of failing, to meet the State academic standards. Those students receive additional support through extra time and/or extra personnel attending to those needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement.

3.2: Offer flexible number of parent involvement meetings

Multiple opportunities for meetings are offered at various times during the day to accommodate schedules and encourage participation.

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chrysty Lockhart	Interventionist	211	1
Deborah Carter	Instructional assistant	PreK	1
Elizabeth Hudson	Instructional assistant	PreK	1
Sarah Mowatt	Interventionist	211	1
vacant	Instructional assistant	PreK	1

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Addendums

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Leander Independent School District

Giddens Elementary

2019-2020 Summative Evaluation

Accountability Rating: C



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Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percentage of all 4th grade students meeting APPROACHES level by 3% points in Writing, currently the 2019 Approaches level is 59%

Evaluation Data Source(s) 1: 2020 STAAR Accountability Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to measure progress as intended due to Covid-19

Performance Objective 2: Increase the percentage of all students meeting APPROACHES level by 3% points in Math . Baseline on Accountability 2019 STAAR Performance Data Table- all students is 71%.

Evaluation Data Source(s) 2: 2020 STAAR Accountability Report; STAAR Performance Data Table- Math; All Students

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

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Next Year's Recommendation 2: Unable to measure progress as intended due to Covid-19

Performance Objective 3: Increase the percentage of all 5th grade students meeting APPROACHES level by 3% points in Science (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 63%.)

Evaluation Data Source(s) 3: Accountability 2020 Report; STAAR Performance Data Table- Science- All Students.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Unable to measure progress as intended due to Covid-19

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase the percentage of students reading on or above grade level from beginning of the year to end of the year in Kindergarten through 5th grade by 5%.

Evaluation Data Source(s) 1: District ISIP Reading Assessment from Istation from BOY to EOY. 2019 BOY current Tier 1 Baseline:
K-62%
1-54%
2-62%
3-51%
4-64%
5-69%

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to get EOY data to measure as intended, however MOY data shows making significant progress.

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Performance Objective 2: Increase the percentage of All Students reaching Meets grade level standard or above in Reading on STAAR by 5% points. (Baseline: Acct 2019 STAAR Performance Data Table- All Students at 45%

Evaluation Data Source(s) 2: TEA Accountability Report for All Students ELA currently at 45% reaching Meets grade level standard or above

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Unable to measure as intended due to Covid-19

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Source(s) 1: FitnessGram test results and Campus CATCH plan development and implementation

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue in the 20-21 School year.

Performance Objective 2: 90% of students in grades 3-5 will be able to identify at least 3 strategies to utilize in order to regulate emotions.

Evaluation Data Source(s) 2: Survey results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Unable to measure progress as intended because of Covid-19

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Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percentage of students who respond "Strongly Agree" or "Agree" by 3% to the question on the student survey: "Classroom activities keep me challenged in my learning" (Currently at 78%)

Evaluation Data Source(s) 1: Student Climate Survey by K12 Insight

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to measure progress as intended due to Covid-19

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Develop and implement specific strategies utilizing the PLC structures and processes.

Evaluation Data Source(s) 1: Team agendas, data trackers, and anecdotal notes from goal setting and progress monitoring through the PLC cycle

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue systems for PLC structures and processes for grade level teams as well as content area vertical teams.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Increase the percentage of parents who respond "Agree" or "Strongly Agree" on the question on the engagement survey "I am provided with adequate and timely communication" from 81% to 84%

Evaluation Data Source(s) 1: Community Engagement Survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to measure progress as intended due to Covid- 19

Leander Independent School District

Plain Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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Vision

Engage, Inspire, Achieve for lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for Jim Plain was 624 for the 2019-2020 school year. Twenty-two percent of students were coded economically disadvantaged, and 4% were coded ELL. Fifty-one students participated in SRP, 60 participated in Quest, 36 in PACE Math, and 32 in PACE Language Arts. Ninety-two (14.7%) students were coded Special Education and 26 (4%) students were coded 504. Sixteen students were served by the dyslexia specialist. Twenty-six students were served by the ESL teacher. Kindergarten had six sections. First had four sections. Second through Fifth grade had five sections. Each morning students had the opportunity to attend Reading Club where staff provided additional reading support. Work Club was also provided each morning by the ESL teacher to offer tutoring and homework support for students. Teachers in third, fourth, and fifth grades provided after school tutoring to struggling students. Temporary Interventionists were used in Third through Fifth grade to provide additional support to struggling students.

Demographics Strengths

Due to COVID 19, STAAR data for 2019-2020 is not available.

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- STAAR Third Grade Reading Approaches increased from 76% in 2018 to 82% in 2019
- STAAR Third Grade Reading Meets increased from 46% in 2018 to 53% in 2019
- STAAR Third Grade Reading Masters increased for 22% in 2018 to 30% in 2019
- STAAR Third Grade Math Approaches increased from 63% in 2018 to 77% in 2019
- STAAR Third Grade Math Meets increased from 32% in 2018 to 45% in 2019
- STAAR Third Grade Math Masters increased from 10% in 2018 to 21% in 2019
- STAAR Fifth Grade Reading Approaches increased from 84% in 2018 to 87% in 2019
- STAAR Fifth Grade Reading Meets increased from 22% in 2018 to 27% in 2019
- STAAR Fifth Grade Reading Hispanic/Latino Approaches increased from 82% in 2018 to 91% in 2019
- STARR Fifth Grade Reading Black or African American Approaches increased from 86% in 2018 to 100% in 2019
- STAAR Fifth Grade Reading Economically Disadvantaged Approaches increased from 76% in 2018 to 80% in 2019
- STAAR Fifth Grade Reading At Risk Approaches increased from 73% in 2018 to 77% in 2019
- STAAR Fifth Grade Math Meets increased from 8% in 2018 to 20% in 2019
- STAAR Fifth Grade Math Hispanic/Latino Approaches increased from 86% in 2018 to 88% in 2019
- STAAR Fifth Grade Math Black or African American Approaches increased from 83% in 2018 to 86% in 2019
- STAAR Fifth Grade Math At Risk Approaches increased from 72% in 2018 to 80% in 2019
- STAAR Fifth Grade Science Meets increased from 29% to 43% in 2019
- STAAR Fifth Grade Science Masters increased from 5% in 2018 to 20% in 2019
- STAAR Fifth Grade Science Hispanic/Latino Approaches increased from 58% in 2018 to 63% in 2019
- STARR Fifth Grade Science Black or African American Approaches increased from 50% in 2018 to 86% in 2019
- Campus-wide focus on DOK leveled questioning and tasks to increase rigor
- Intervention provided before, during, and after school for struggling students
- Faith-based literacy partners provided support to struggling readers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. **Root Cause:** Students need additional opportunities to practice skills to retain the information.

Problem Statement 2 (Prioritized): Science scores continue to be well below the district average. **Root Cause:** Students need additional Science experiences and instruction to broaden their understanding.

Student Learning

Student Learning Summary

Jim Plain Elementary uses the LISD essential units of study when planning for instruction. Each grade level was given additional planning time for each nine weeks. During that time, teachers unpacked TEKS, chose essential outcomes, and wrote common assessments to track student progress in reading and math. Teachers collaborated as a PLC to track student data and create intervention/challenge plans for all students.

Due to COVID 19, STAAR data for 2019-2020 is not available.

- The overall average on STAAR grades 3, 4, and 5 is 81% in Reading and 75% in Math.
- The percentage of students scoring at the mastery level increased in Reading 4th grade by 4% and Writing by 4%.
- The percentage of students scoring at the mastery level increased in Math 4th by 13%.
- Reading STAAR results remained steady at 81% for all students third through fifth grades.
- 3rd grade STAAR results indicate a need for improvement as all scores decreased from 2017.
- 4th grade STAAR results show improvement in reading, from 71% in 2017 to 83% in 2018, and in math, from 56% in 2017 to 75% in 2018.
- Hispanic, Eco Dis and White categories increased on Writing STAAR results.
- The percentage of students served in special education scoring at approaching grade level has remained stagnant for the last three years in Reading, Math, and Science. However, of 37 fourth and fifth grade students served by Special Education 11 met the expected progress measure and 13 exceeded the progress measure on Reading STAAR. On Math STAAR, 14 met the expected progress measure and 9 exceeded the progress measure.
- Eleven students served by Special Education approached on Reading STAAR, 1 met, and 2 mastered. On Math STAAR, 12 approached, 1 met, and 2 mastered. On fifth grade Science STAAR 3 students served by Special Education approached. Two fourth grade students approached on Writing STAAR and two met standard.

Student Learning Strengths

Due to COVID 19, STAAR data for 2019-2020 is not available.

- STAAR Third Grade Reading Approaches increased from 76% in 2018 to 82% in 2019
- STAAR Third Grade Reading Meets increased from 46% in 2018 to 53% in 2019
- STAAR Third Grade Reading Masters increased for 22% in 2018 to 30% in 2019
- STAAR Third Grade Math Approaches increased from 63% in 2018 to 77% in 2019
- STAAR Third Grade Math Meets increased from 32% in 2018 to 45% in 2019
- STAAR Third Grade Math Masters increased from 10% in 2018 to 21% in 2019
- STAAR Fifth Grade Reading Approaches increased from 84% in 2018 to 87% in 2019
- STAAR Fifth Grade Reading Meets increased from 22% in 2018 to 27% in 2019
- STAAR Fifth Grade Math Meets increased from 8% in 2018 to 20% in 2019
- STAAR Fifth Grade Science Meets increased from 29% to 43% in 2019
- STAAR Fifth Grade Science Masters increased from 5% in 2018 to 20% in 2019

The percentage of students scoring at the mastery level on STAAR in all grades/subjects has increased for the last four years:

- 2014 - 9%

- 2015 - 11%
- 2016 - 13%
- 2017 - 14%
- 2018 - 15%
- 2019 - 24%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth grade STAAR Reading scores decreased from 83% to 72%. **Root Cause:** This cohort of students needs additional support in all subject areas.

Problem Statement 2 (Prioritized): Special education students are not meeting grade level expectations in all grades/subjects. **Root Cause:** Students need additional opportunities to practice skills to retain the information.

Problem Statement 3 (Prioritized): Additional students need to perform at the meets and masters level on all STAAR. **Root Cause:** Students need additional goal setting and challenge to attain meets/masters on STAAR.

Problem Statement 4 (Prioritized): While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. **Root Cause:** Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.

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Problem Statement 5 (Prioritized): Fourth grade STAAR Math scores decreased from 75% to 66%. **Root Cause:** This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Problem Statement 6 (Prioritized): 4th grade writing scores remained at 66%. **Root Cause:** The passion for writing needs to be instilled in students to inspire them to write.

School Processes & Programs

School Processes & Programs Summary

Jim Plain Elementary operates as a Professional Learning Community (PLC). Within that community, the staff is continuously improving through professional learning, collaboration and planning for instruction. PLC Facilitators lead their teams in planning for instruction from unpacking the TEKS and choosing Essential Outcomes to daily planning. The Instructional Coach and LISD Teaching and Learning provide content support to new to district, new to profession, and new to grade level teachers. JPE Administrators support teams by attending their meetings and providing materials, feedback and support. New to profession teachers are assigned a mentor to guide them through their first two years in the district. The LEADS Evaluation system provides an opportunity for teachers to choose a professional and personal goal to track throughout the year and share with the PLC.

Teachers provide academic support to students in the classroom, during flex and lunch, as well as after school. In addition, teachers sponsored Run Club, Book Club, Honor Choir, Coding, and Math Pentathlon students had the opportunity to participate in after school programs such as soccer, art, Legos, and finance provided by vendors.

This year, each teacher provided a club for students the last Friday of each month. Students were able to choose which club they wanted to attend. They participated in art, Legos, dance, making friendship bracelets, yoga, STEM, Kindness, Zen coloring, play dough, sign language, puzzles, games, kickball, and cheer.

School Processes & Programs Strengths

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Program Strengths for students:

- Science Night and Science Fair
- Math Pentathlon
- Grade Level Performing Arts Performances
- Reflections
- Run Club
- Book Club
- Honor Choir
- Art Show
- No Place for Hate designation

Program Strengths for staff:

- Mentoring New to profession teachers
- PLC Facilitators
- DOK (Rigor and Challenge) Professional Learning
- Power of Ten (Writing) Professional Learning
- Kagan (Engagement) Professional Learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams. **Root Cause:** The fluctuation in student population.

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Perceptions

Perceptions Summary

Our mission at Jim Plain Elementary is to maintain a culture of kindness and respect by encouraging community collaboration. We foster an environment to promote resilient leaders, progressing into passionate life long learners. We are building strong academic and social foundations, to ensure future success. Jim Plain Elementary promotes a culture of kindness and student growth through opportunities such as C2, No Place for Hate, Second Step, Reading Club, Work Club, Math Pentathlon, Science Night, Science Fair, Grade Level performances and Honor Choir, as well as, Run Club, PTA Reflections, Math and Literacy Nights, author visits, QUEST Fair, Field Day, various field trips, and the College Float Parade.

We continue to promote regular attendance and recognize students each nine weeks for perfect attendance. To promote a positive, kind culture, students are recognized for following the 10 Ethical Principles and model behavior. Second Step continues to be the support we provide students to promote social/emotional growth.

We promote communication with parents through the Plain Insider, Twitter, Facebook, weekly classroom newsletters, principal weekly newsletter, phone calls, emails, and conferences.

Perceptions Strengths

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2019 Climate Survey Data

- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that there is a teacher, counselor, or other staff member who will listen to their child's concerns.
- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that the principal responds to their concerns in a professional manner.
- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that the assistant principal responds to their concerns in a professional manner.
- According to Parent Climate Survey 98% of parents completing the survey agree or strongly agree that the counselor is courteous and listens to their concerns.
- According to Parent Climate Survey 97% of parents completing the survey agree or strongly agree that teachers set high learning expectations for their child.
- According to Parent Climate Survey 94% of parents completing the survey agree or strongly agree that their child is being prepared to do well in the next grade or after graduation.
- According to Parent Climate Survey 92% of parents completing the survey agree or strongly agree that their child receives support when he or she is struggling to learn.
- According to Parent Climate Survey 92% of parents completing the survey agree or strongly agree that classroom activities keep their child interested in learning.
- According to the Student Climate Survey 97% of students completing the survey agree or strongly agree that their teachers encourage them to do their best in school.
- According to the Student Climate Survey 95% of students completing the survey agree or strongly agree that the counselor is courteous and listens to my concerns.
- According to the Student Climate Survey 94% of students completing the survey agree or strongly agree that the counselor responds to their concerns in a professional manner.
- According to the Student Climate Survey 94% of students completing the survey agree or strongly agree that the counselor resolves issues fairly.
- According to the Student Climate Survey 93% of students completing the survey agree or strongly agree that the assistant principal responds to their concerns in a professional manner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school. **Root Cause:** Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Priority Problem Statements

Problem Statement 1: Additional students need to perform at the meets and masters level on all STAAR.

Root Cause 1: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR.

Root Cause 2: Students need additional opportunities to practice skills to retain the information.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Fourth grade STAAR Reading scores decreased from 83% to 72%.

Root Cause 3: This cohort of students needs additional support in all subject areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special education students are not meeting grade level expectations in all grades/subjects.

Root Cause 4: Students need additional opportunities to practice skills to retain the information.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach.

Root Cause 5: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Fourth grade STAAR Math scores decreased from 75% to 66%.

Root Cause 6: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Science scores continue to be well below the district average.

Root Cause 7: Students need additional Science experiences and instruction to broaden their understanding.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 4th grade writing scores remained at 66%.

Root Cause 8: The passion for writing needs to be instilled in students to inspire them to write.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school.

Root Cause 9: Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams.

Root Cause 10: The fluctuation in student population.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Professional development needs assessment data

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Goals

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of tests for all students that reach the "Meets" proficiency level of STAAR in Reading from 51% to 53%.
Evaluation Source: STAAR Performance Data Tables Reading - Student Achievement All Students, White, Special Education

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results
Reading 2019
Reading 3rd 82% approaches, 53% meets
Reading 4th 72% approaches, 43% meets
Reading 5th 87% approaches, 27% meets

Summative Evaluation: None

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Strategy 1: Teachers provide accelerated instruction to at risk students who did not meet standard on state assessments in reading. Strategy's Expected Result/Impact: Improved academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: Third, Fourth, and Fifth grade Teachers and RtI Coordinator Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC will analyze data and identify students who need intervention and respond using Istation, Blast, and Fountas and Pinnell leveled readers. Strategy's Expected Result/Impact: Improved academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers, and RtI Coordinator Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special Education teachers will attend PLC grade level meetings bi-monthly with the grade level they are assigned and support to ensure understanding of grade level curriculum and student expectations. Strategy's Expected Result/Impact: Students served by Special Education will receive instruction to impact reading achievement. Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, RtI Coordinator Problem Statements: Demographics 1 - Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Special Education teachers will collaborate weekly with General Education teachers to scaffold instruction to meet student goals. Strategy's Expected Result/Impact: Students served by Special Education will receive instruction to impact reading achievement. Staff Responsible for Monitoring: Special Education Teachers, General Education Inclusion Teachers Problem Statements: Demographics 1 - Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will utilize Raz Plus to provide additional reading materials, instruction and assessments for virtual learners. Strategy's Expected Result/Impact: Improved academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information. 414
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Goal 1: Maximize academic growth for each student.

Performance Objective 2: Increase the percent of tests for all student groups that reach the "Meets" proficiency level of STAAR in Math from 45% to 47%.

Evaluation Source: STAAR Performance Data Table- Math; All Students, White, Special Education

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results

Math 2019

3rd math 77% approaches, 45% meets

4th math 66% approaches, 37% meets

5th math 86% approaches, 20% meets

Summative Evaluation: None

Strategy 1: PLC will analyze data and identify students who need intervention and respond using Bridges Intervention Kits. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 1 - Student Learning 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC will use Dreambox data reports to create customized lessons and pathways for all students. Strategy's Expected Result/Impact: Increased achievement for struggling, on level, and above level students Staff Responsible for Monitoring: General Education Teachers Problem Statements: Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Goal 1: Maximize academic growth for each student.

Performance Objective 3: Increase the percent of tests for fourth grade students that reach the "Meets" proficiency level of STAAR in Writing from 34%to 36%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Sources:

4th Writing 2019

67% approaches, 34% meets

Summative Evaluation: None

Strategy 1: Teachers will use Lucy Calkins to provide writing instruction to students. Strategy's Expected Result/Impact: Improved academic performances on writing assessments and STAAR Writing. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Demographics 1 - Student Learning 2, 5, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue 416				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.
Problem Statement 6: 4th grade writing scores remained at 66%. Root Cause: The passion for writing needs to be instilled in students to inspire them to write.

Goal 1: Maximize academic growth for each student.

Performance Objective 4: Increase the percent of tests for fifth grade students that reach the "Meets" proficiency level of STAAR in Science from 43% to 45%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Sources: 5th Science 2019

71% approaches, 43% meets

Summative Evaluation: None

Strategy 1: Science teachers will provide additional activities around science vocabulary. Strategy's Expected Result/Impact: Students will have a deeper understanding of science concepts. Staff Responsible for Monitoring: Principal, Assistant Principal, Science Teachers Problem Statements: Demographics 1, 2 - Student Learning 3, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science teachers will provide manipulatives available at curbside pick up to virtual students for hands-on science experiments at home. Strategy's Expected Result/Impact: Equal opportunity for virtual students to participate Science which will deepen their understanding of concepts. Staff Responsible for Monitoring: Principal, Assistant Principal, Science Teachers Problem Statements: Demographics 1, 2 - Student Learning 2, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 2: Science scores continue to be well below the district average. Root Cause: Students need additional Science experiences and instruction to broaden their understanding.
Student Learning
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.
Problem Statement 4: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. Root Cause: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase percent of students reading on or above grade level in grades K through 5th by 3%.

Evaluation Source: Running Records

Evaluation Data Sources: EOY 2018: Running Records K-5 81%

BOY 2020: Provisional Running Records K-5 76%

Summative Evaluation: None

Strategy 1: Analyze data to understand all student needs and provide intervention and challenge in reading with specific IStation or Blast support. Strategy's Expected Result/Impact: Students receive intervention and challenge to impact their reading achievement. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers provide accelerated instruction to students who are performing below level in reading. Strategy's Expected Result/Impact: Students receive intervention to impact their reading achievement. Staff Responsible for Monitoring: General Education Teachers, SRP, RtI Coordinator Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			418
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide RAZ online books for K-2 virtual teachers. Strategy's Expected Result/Impact: Insure books are provided to virtual learners to increase reading achievement. Staff Responsible for Monitoring: General Education Virtual Teachers K-2 Problem Statements: Demographics 1 - Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to

Goal 2: Prepare each student for college and career success.

Performance Objective 2: Increase the number of tests for Jim Plain students that reach the "Masters" proficiency level from 24% to 26% across all content areas and grades as reported by the 2020 State Accountability Tables for Student Achievement

Evaluation source: State Accountability Data Tables - Domain 1

Evaluation Data Sources: 2019

3rd Reading 30% masters
 4th Reading 24% masters
 5th Reading 9% masters
 3rd Math 21% masters
 4th Math 19% masters
 5th Math 10% masters
 4th Writing 8% masters
 5th Science 20% masters

Summative Evaluation: None

Strategy 1: Provide teachers with DOK Level 1-4 Sentence Stem professional learning to increase rigor and level of questioning. Strategy's Expected Result/Impact: Improved instruction to increase academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: Principal, Teachers Problem Statements: Demographics 2 - Student Learning 1, 3, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide LA and Math support for teams and time to utilize district specialists. Strategy's Expected Result/Impact: Improved instruction to increase academic performance on common assessments, CBAs, and STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: Demographics 2 - Student Learning 1, 3, 4, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Science scores continue to be well below the district average. Root Cause: Students need additional Science experiences and instruction to broaden their understanding.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Problem Statement 4: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. Root Cause: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.
Problem Statement 6: 4th grade writing scores remained at 66%. Root Cause: The passion for writing needs to be instilled in students to inspire them to write.

Goal 2: Prepare each student for college and career success.

Performance Objective 3: Increase percent of students reading on or above grade level in third grade by 2%.

Evaluation Data Sources: Evaluation Source:
Running Records Baseline 2019 3rd 9 weeks data 80%

Summative Evaluation: None

Strategy 1: Third grade teachers are collaborating in PLC to identify specific behaviors of successful readers to brainstorm ideas to improve those behaviors in all students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Third grade teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

422

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Goal 2: Prepare each student for college and career success.

Performance Objective 4: Increase percent of students performing on or above grade level in math in third grade by 2%.

Evaluation Source: CBAs, STAAR data

Evaluation Data Sources: Evaluation Source: CBAs, STAAR data

Baseline CBA2 42 % approaches, 36% meets, 16% masters

Spring Assessment 44% approaches, 20% meets, 6% masters

Summative Evaluation: None

Strategy 1: Teachers are collaborating in PLC to identify specific behaviors displayed by students who are successful with key mathematical concepts and seek to develop those behaviors with all students. Strategy's Expected Result/Impact: Evaluation Source: CBAs, STAAR data Staff Responsible for Monitoring: Third grade teachers Problem Statements: Demographics 1 - Student Learning 3, 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.
Student Learning
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Sources: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation: None

Strategy 1: Administer FitnessGram to all students. Strategy's Expected Result/Impact: Campus CATCH Team & PE Teacher will analyze FitnessGram test results to identify gaps in instruction and areas of success. Staff Responsible for Monitoring: PE Teacher, Principal, Campus CATCH Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity in PE class. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met, and students have the opportunity to be physically active. Staff Responsible for Monitoring: PE Teacher and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff PE classes at a student to adult ratio of 45 to 1. Strategy's Expected Result/Impact: A 45 to 1 student to staff ratio ensure the safety of students and effectiveness of the PE program. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Leander ISD Quality Recess Guidelines. Strategy's Expected Result/Impact: Quality Recess Guidelines provide for a safe, equitable, and consistent recess experience for all students. Staff Responsible for Monitoring: Teachers and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus CATCH Teams meet at least 4 times per year. Strategy's Expected Result/Impact: Campus CATCH teams will meet to identify health and wellness goals on campus and work to promote physical activity and healthy living. Staff Responsible for Monitoring: Assistant Athletic Director, Principal, Cafeteria Representative, and PE Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Promote physical fitness and health through student participation in team building activities and the APEX Glow Run. Strategy's Expected Result/Impact: Encourage fitness and perseverance Staff Responsible for Monitoring: Principal, Assistant Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 3: Inspire the whole child.

Performance Objective 2: Improve behavior as evidenced by reduced office referrals.

Evaluation Data Sources: 2020 Discipline data office referrals
Kinder 25, 1st 25, 2nd 11, 3rd 34, 4th 36, 5th 31

Summative Evaluation: None

Strategy 1: Teachers will provide Second Step lessons in the classroom daily with fifteen minutes devoted in the schedule to explicitly teach social emotional strategies to students. Strategy's Expected Result/Impact: Students will use social emotional strategies to positively impact their learning and understanding of the world around them. Staff Responsible for Monitoring: Principal, AP, Teachers Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Master Schedule will include 15 minutes each day for Second Step Lessons. Strategy's Expected Result/Impact: Teachers will use instructional time to implement Second Step. Staff Responsible for Monitoring: Classroom Teachers, Principal, AP, Counselor Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Assistant Principal will incorporate Second Step language when conferencing with students in the office. Strategy's Expected Result/Impact: Discipline data will be analyzed and addressed to provide maximum learning opportunities for students. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school. Root Cause: Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Focus on the student experience (voice, choice, and ability to pursue passions and interests) by expanding participation in relevant, meaningful, learning opportunities for students.

Evaluation Data Sources: Club Rosters - All students K-5 participated in clubs

Performing and Visual Arts Performances and Exhibitions - All grade levels participated in at least one performance

Summative Evaluation: None

Strategy 1: Teachers participate in book study Innovate Inside the Box for professional learning to implement new strategies in the classroom that promote student voice and choice. Strategy's Expected Result/Impact: Increased student engagement Increased student achievement Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reinstate Clubs and Performances in spring semester Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: All Staff Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Follow PLC commitments with teams led by PLC Facilitators to ensure growth along the continuum.

Evaluation Data Sources: Baseline: Plain_PLC Reflections 2019
 Commitment 1: Student Learning as our Primary Purpose 20.4
 Commitment 2: Collaborative Culture as our Primary Practice 21.9
 Commitment 3: Performance Results as our Primary Measure 19.8

Summative Evaluation: None

Strategy 1: General Education and Special Education Teachers and Instructional Coach will participate in collaborative meeting times during the day to answer the four questions of a PLC. Strategy's Expected Result/Impact: Teachers will analyze data and target instruction. Staff Responsible for Monitoring: General Education and Special Education Teachers, Instructional Coach, Principal, Assistant Principal Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize the curriculum department to provide professional development in the areas listed: Bridges and Imagine Math for math, Istation and Running Record for reading, Kagan Thinking Skills for engagement and DOK for critical thinking. Strategy's Expected Result/Impact: Increase teacher understanding and impact student achievement. Staff Responsible for Monitoring: Principal, Instructional Coach, District Curriculum Staff, SRP teachers Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Each grade level has a teacher in the role of PLC Facilitator that guides the grade level meetings and ensures the work of a PLC is followed. Strategy's Expected Result/Impact: Improve the work of PLC and impact student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level PLC Facilitators Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: PLC Facilitators follow the guidelines created to outline the responsibilities of PLC Facilitators to ensure high functioning team PLCs K-5. Strategy's Expected Result/Impact: Improve the work of PLC and impact student achievement Staff Responsible for Monitoring: Principal, Instructional Coach, Grade Level PLC Facilitators Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Instructional Coach and PLC Facilitators create shared documents to house all PLC agendas and data from the work of grade level PLCs. Strategy's Expected Result/Impact: Efficient work of PLC to track student growth Staff Responsible for Monitoring: Instructional Coach, PLC Facilitators, and grade level PLCs	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: Students coded Special Education continue to score significantly lower on Reading, Math, Writing and Science STAAR. Root Cause: Students need additional opportunities to practice skills to retain the information.	
Problem Statement 2: Science scores continue to be well below the district average. Root Cause: Students need additional Science experiences and instruction to broaden their understanding.	
Student Learning	
Problem Statement 1: Fourth grade STAAR Reading scores decreased from 83% to 72%. Root Cause: This cohort of students needs additional support in all subject areas.	
Problem Statement 2: Special education students are not meeting grade level expectations in all grades/subjects. Root Cause: Students need additional opportunities to practice skills to retain the information.	
Problem Statement 3: Additional students need to perform at the meets and masters level on all STAAR. Root Cause: Students need additional goal setting and challenge to attain meets/masters on STAAR.	
Problem Statement 4: While the number of students at meets and masters increased significantly on the Science STAAR, 31% of students did not approach. Root Cause: Students need continued focus on science vocabulary and additional intervention is needed for those who struggle.	
Problem Statement 5: Fourth grade STAAR Math scores decreased from 75% to 66%. Root Cause: This cohort of students needs additional support in all subject areas. Students need additional practice in calculations to minimize errors.	
Problem Statement 6: 4th grade writing scores remained at 66%. Root Cause: The passion for writing needs to be instilled in students to inspire them to write.	428
School Processes & Programs	
Problem Statement 1: The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams. Root Cause: The fluctuation in student population.	

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 2: Provide professional learning to increase effectiveness of employees as measured by LEADS walkthroughs showing implementation of PL.

Evaluation Data Sources: LEADS walkthroughs
Implementation of PL presented by District Curriculum Coordinators
Implementation of Innovate Inside the Box (campus-wide book study)

Summative Evaluation: None

Strategy 1: Teachers participate in book study, Innovate Inside the Box to implement new learning strategies in the classroom. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Principal, Instructional Coach, and Mentor Teachers meet regularly with new to profession and new to district teachers to ensure their success. Strategy's Expected Result/Impact: Increased teacher preparedness Staff Responsible for Monitoring: Principal, Instructional Coach, Mentor Teachers Problem Statements: School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The staff at Plain changes each year which causes the need for additional PL and a disruption to high functioning PLC teams. Root Cause: The fluctuation in student population.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Communicate with our stakeholders to enhance our relationship with our community using Remind campus-wide.

Evaluation Data Sources: Survey data
Response to Communication that requires action
Attendance at advertised events

Summative Evaluation: None

Strategy 1: Weekly communications: Teacher Newsletter with classroom happenings and calendar of events, Principal Smore with updates, positive campus culture of kindness and acceptance and calendar of events, Weekly updates on Marquee, website, Facebook and Twitter Strategy's Expected Result/Impact: Increased community support, increased volunteers, increased attendance at events, increased parent involvement with academics Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				430

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Based on the parent and student surveys, 42% of parents and 48% of students disagree or strongly disagree that threatening and bullying is not a problem at my school. Root Cause: Parents and students define bullying differently, and do not have access to data that JPE had zero cases of bullying last year.

Addendums

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Leander Independent School District

Plain Elementary

2019-2020 Summative Evaluation

Accountability Rating: C



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Vision

Engage, Inspire, Achieve for lifelong success.

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Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase the percent of tests for all students that reach the "Approaches" proficiency level of STAAR in Reading from 82% to 87% and the higher "Meets" proficiency level from 51% to 56%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 1: STAAR Results

Reading 2019

Reading 3rd 82% approaches, 53% meets

Reading 4th 72% approaches, 43% meets

Reading 5th 87% approaches, 27% meets

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal next year.

Performance Objective 2: Increase the percent of tests for all students groups that reach the "Approaches" proficiency level of STAAR in Math from 78% to 83% and the higher "Meets" proficiency level from 45% to 50%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 2: STAAR Results

Math 2019

3rd math 77% approaches, 45% meets

4th math 66% approaches, 37% meets

5th math 86% approaches, 20% meets

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal next year.

Performance Objective 3: Increase the percent of tests for fourth grade students that reach the "Approaches" proficiency level of STAAR in Writing from 67% to 73% and the higher "Meets" proficiency level from 34% to 37%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 3:

4th Writing 2019

67% approaches, 34% meets

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue goal next year.

Performance Objective 4: Increase the percentage of tests for fifth grade students that reach the "Approaches" proficiency level of STAAR in Science from 69% to 74% and the higher "Meets" proficiency level from 43% to 48%.

Evaluation Source: State Accountability Data Tables - Student Achievement

Evaluation Data Source(s) 4: STAAR Results

Science 2019:

69% approaches, 43% meets

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue goal next year.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Increase percent of students reading on or above grade level in grades K through 5th by 3%.

Evaluation Source: Running Records

Evaluation Data Source(s) 1: 2018: Running Records K-5 81%

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal next year.

Performance Objective 2: Increase the number of tests for Jim Plain students that reach the "Masters" proficiency level from 24% to 30% across all content areas and grades as reported by the 2020 State Accountability Tables for Student Achievement

Evaluation source: State Accountability Data Tables - Domain 1

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Evaluation Data Source(s) 2: 2019

3rd Reading 30% masters

4th Reading 24% masters

5th Reading 9% masters

3rd Math 21% masters

4th Math 19% masters

5th Math 10% masters

4th Writing 8% masters

5th Science 20% masters

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal next year.

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Source(s) 1: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to implement SEL and find additional resources to promote success of the whole child.

Performance Objective 2: Improve behavior as evidenced by reduced office referrals.

Evaluation Data Source(s) 2:

2019 Discipline data office referrals

Kinder 25, 1st 25, 2nd 11, 3rd 34, 4th 36, 5th 31

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Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to implement SEL and find additional opportunities for students to practice self-regulation.

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the percent of classroom walkthroughs that demonstrate evidence that classroom activities are aligned to the expectation in the TEKS and the LISD Curriculum Documents by 3%.

Evaluation Data Source(s) 1: 2019 Walkthrough Data - 87% aligned

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue next year.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Follow PLC commitments with teams led by PLC Facilitators to create norms, unpack TEKS for each EUS, write common assessments, analyze data, and plan for student intervention/challenge.

Evaluation Data Source(s) 1: Team Drives in Google

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to utilize what has been created and provide PL to new hires to ensure PLC is highly functioning.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Communicate with our stakeholders to enhance our relationship with our community.

Evaluation Data Source(s) 1: Communications shared with stakeholders and their responses; Attendance at events;

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to explore new platforms for communicating well with all stakeholders.

Leander Independent School District

Pleasant Hill Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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Vision

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pleasant Hill Elementary is home to 678 students. Each grade level averages 5-6 classrooms servicing a diverse group of students. The campus employs 36 grade level teachers, 5 special program teachers, 11 special education teachers, 4 PE/Fine Arts teachers, 1 nurse, 1 counselor, and 16 instructional assistants. We proudly serve:

Ethnic breakdown for 2019-20 is:

- African American = 3.8%
- Asian= 2.7%
- Hispanic = 26.8%
- Two or More = 7.5%
- American Indian= 0.3%
- White= 59.0%

Approximately 29.3% of our students are considered Economically Disadvantaged which represents a slight increase over the previous year.

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At Pleasant Hill we have a large special education population and we provide a wide-variety of programs to support our students. We have the following special education programs at Pleasant Hill: Training for Academic Success in the Classroom (TASC), Early Learning Environment (ELE), Early Structured Learning Environment (ESLE), Structured Learning Environment (SLE), Individual Community Academic Program (ICAP), Social Communication Supports and Services (SCSS), and inclusion support. These programs support approximately 19.4% of our students who are receiving services in 2019-2020.

At the beginning of the 2020-21 school year, we have the following number of students in our other support programs and services:

- Dyslexia- 18
- English as a Second Language (ESL)- 23
- Programs for Advancement, Challenge & Enrichment (PACE) Math- 60
- Quality Utilization and Enrichment of Student Talents (QUEST)- 58
- Supplemental Reading Program (SRP)- not yet determined

We have a very experienced and tenured staff at Pleasant Hill. The majority of our staff have not only been teaching for more than five years, most of their years have been teaching at Pleasant Hill. This year we will have 3 Texas State Fellows on our staff. We are a very close group and pride ourselves on the care and concern we have for each other and our students.

Demographics Strengths

At Pleasant Hill, we have the following demographic strengths:

- We have a very strong sense of family and community.

- We work together to provide our students with everything they need to be successful.
- We include and care for all students.

As for our demographics, we show the following growth in specific groups (due to Covid, we have utilized STAAR data from 2019)

- Economically Disadvantaged- The 2019 3rd grade STAAR Reading the gap was closed and economically disadvantaged students out performed the grade level by 4%. The 2019 3rd grade STAAR math gap was decreased by 2%.
- Hispanic Students- on 2019 STAAR Reading, students in 3rd showed growth at the approaches level (3rd- 89%)
- Special Education- on 2019 STAAR Reading, students in 3rd and 5th grade showed growth at the approaches level (3rd- 67%, 5th- 58%). Also, on the 2019 STAAR math, students in the 3rd and 4th grade showed growth at the approaches level (3rd- 42%, 4th- 63%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. **Root Cause:** Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

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Student Learning

Student Learning Summary

Pleasant Hill Elementary utilizes the district essential units of study, which are centered around the TEKS, when planning for student learning. We are going to continue focusing on student growth and improve student achievement. We have shown growth in students approaching/or meeting passing standard on STAAR, with the exception of 4th grade reading and writing. We have a campus-wide focus and will continue the work with our Professional Learning Community (PLC) guiding coalition and leadership team. As a campus, we will continue to collaborate on strategically using student data to provide intervention and challenge.

Although we are not satisfied with the percent of students that are meeting standards on STAAR, we have seen improvement in the amount of growth our students are making. Based on the Accountability Academic growth report, of 49 students who did not meet approaches last year in reading and math, almost half improved and met the approaches level and of the students that did not meet approaches almost all met or exceeded their growth expectations.

Under the revised Texas School Accountability System, Pleasant Hill Elementary obtained an overall rating of "Met Standard" with an overall score of 73% which will equate to a letter grade of "C" in the future.

Based on this analysis, Pleasant Hill met standard on two domains, but did not meet the standard on the Academic Growth (2A) and Relative Performance (2B) in Domain 2. This means that we are not performing as well across academic (STAAR) measures as other campuses with similar demographics.

Pleasant Hill met all targets for all student groups in Domain 3: Closing the Gap in Reading. We however, missed the target in mathematics for the all student group, Hispanic, White, Economically Disadvantaged, Continuously and Non-Continuously enrolled student groups for both academic achievement and growth in math. This is a significant area for improvement for the campus moving forward. In addition, the percent of students meeting the "meets" and "masters" level is below the state's targets of 60% and 30% in all content areas, particularly in Writing and Science.

Student Learning Strengths

Strengths in Academic Achievement are noted in following:

- All grade levels improved the amount of students on tier 3 according to the ISIP (BOY and MOY) with the exception of 5th grade that remained the same (5%)
- 4th grade reading had a 7% increase at the approaches level, 4th grade math had a 9% increase at the approaches level, and 4th grade writing had a 7% increase at the approached level according to STAAR.
- Students receiving Special Education services increased from 20% to 63% in 4th grade math at the approaches level.
- Students receiving Special Education services in 3rd grade increased in both reading and math at the approaches level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th and 5th grade Reading and 4th grade Writing STAAR scores/percentage of students approaching/meeting passing standard is below expectation and has continued to remain below expectations over the past few years. **Root Cause:** A need for training on the written curriculum, including the use of collaborative common assessments consistently and with fidelity.

Problem Statement 2 (Prioritized): Students are not making adequate progress on STAAR in mathematics in the approaches, meets, or masters level. **Root Cause:** Need for training and monitoring processes for district provided curriculum and using resources consistently and with fidelity across the campus.

School Processes & Programs

School Processes & Programs Summary

Through the cycle of professional learning communities (PLCs), Pleasant Hill utilizes the Texas Essential Knowledge and Skills (TEKS) and EUS (Essential Units of Study) to collaboratively plan for learning and ensure that ALL students have access to a guaranteed and viable curriculum. Our PLCs meet once a week with a focus on student learning and using the PLC process/questions to guide their collaboration. The instructional coach, principal and assistant principal are all available as resources, as well as other campus staff to support ALL students. Each grade level team has a PLC Facilitator that is committed to continue our learning and help move our PLCs further for the 2019-2020 school year. This year we will continue to strengthen core instruction and PLCs by providing intentional staff development to help each staff member grow in their understanding of curriculum, assessment and collaboration. Pleasant Hill has several special programs to support our students, such as: ESL (English as a Second Language) teacher, QUEST teacher, Dyslexia teacher, 2.5 SRP (Supplemental Reading Program) teachers, three resource/inclusion teachers, four Specials teachers (PE, Performing Arts, Visual Art, and Library), and five other special education programs with 16 instructional assistants to support our students.

School Processes & Programs Strengths

Campus Processes:

- Weekly PLC meetings per grade level
- Monthly PLC facilitator committee meetings
- SRP Jump Start programs at the beginning of the year for struggling readers
- Additional SRP small groups before school from 7:20-7:50am (suspended right now due to Covid-19)
- No Place for Hate designation
- C2 club and activities open to all students
- Healthy Husky Night
- Paws on Print community literacy outreach
- Husky Garden lessons and involvement
- Morning Work-Outs (not during Covid-19)
- Multiple after-school activities within our fine arts/PE programs (suspended right now due to Covid-19)
- Activities being developed by staff to provide asynchronous programs for virtual students

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Employee Survey Strengths:

- Teachers understand how their work impacts others in the organization
- Teachers work cooperatively to get the job done
- Support is available for technologies we use
- Teachers regularly use performance data to improve the quality of student achievement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class. **Root Cause:** Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.

Problem Statement 2 (Prioritized): Per teacher survey data, only 61% of teachers feel that the workplace encourages open and honest communication. **Root Cause:** There is not a system in place to provide open and honest feedback to administration and/or other colleagues.

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Perceptions

Perceptions Summary

For the 2019-2020 school year we spent a lot of time as a campus really looking at what we believe about education and our students. We developed a new committee to look at our mission statement and vision for Pleasant Hill Elementary. We met as a campus in small groups which were lead by our three mission and vision teacher facilitators. We were developing our new mission, vision, and values when Covid-19 hit our district. For this school year, we would like to pick up that work where we left off and continue moving forward. This work will also assist us in response to a need on our targeted improvement plan from TEA.

Pleasant Hill has led the way in building a culture of kindness and acceptance for ALL students. We have opportunities for our students to be involved and informed through opportunities such as: C2, No Place for Hate, Second Step, Leaders of the Pack, Garden Club, Performing Arts Musical, Percussion Club, Silver Shoe, intramurals, school-wide assemblies, family nights, field day, field trips and a variety of other academic based opportunities in classrooms.

We continue to promote regular attendance and being on time to school. This year we are going to recognize perfect attendance through our school-wide assemblies. Our 2019-2020 attendance rate was 97.2%.

We promote communication with parents through News from the Hill, Remind 101, Google Classroom, See Saw, classroom newsletters, PTA newsletters and emails, phone calls, emails and conferences. We also use Twitter and Facebook to communicate school events and just in time information. New last year, we implemented a monthly memo from the principal, Ms. Robbins and a monthly time set aside on campus for parents to speak with administrators about what is happening on campus, hot topics, or ask any questions that they would like. We hope that these changes and on-going efforts will boost communication at Pleasant Hill. We are also going to provide a teacher input/communication process to offer feedback on and to the administrators. Our monthly Zoom's with the administrators will restart in January 2021 to reconnect with families and answer any questions needed.

Perceptions Strengths

Due to Covid-19, many of our survey data points are not available. The data below was reported in 2018-2019.

Student Survey:

- 95% of our students feel that their teachers encourage them to do the best they can in school
- 90% of our students feel safe in the classroom
- 87% of our students feel there are adults on campus who will listen and respond to their needs and concerns
- 89% of our students feel our teachers and staff treat students fairly regardless of their backgrounds and differences
- The majority of our students feel our administrators and counselor helps them, is fair, professional and listens to their problems and concerns.

Parent Survey:

- 93% of our parents feel that their child is safe at school
- 93% of our parents feel that there is a teacher, counselor, or other staff member who will listen and respond to their child's needs
- 91% of our parents feel teachers and students respect one another in our school
- Many of our parents feel that the administrators and counselor provide adequate and timely communication, listens to concerns, are professional and resolve issues in a fair manner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. **Root Cause:** Need for a streamlined approach to modes of and frequency of communication from staff to our community.

450

Priority Problem Statements

Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments.

Root Cause 1: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 4th and 5th grade Reading and 4th grade Writing STAAR scores/percentage of students approaching/meeting passing standard is below expectation and has continued to remain below expectations over the past few years.

Root Cause 2: A need for training on the written curriculum, including the use of collaborative common assessments consistently and with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are not making adequate progress on STAAR in mathematics in the approaches, meets, or masters level.

Root Cause 3: Need for training and monitoring processes for district provided curriculum and using resources consistently and with fidelity across the campus.

Problem Statement 3 Areas: Student Learning

451

Problem Statement 4: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary.

Root Cause 4: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class.

Root Cause 5: Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Per teacher survey data, only 61% of teachers feel that the workplace encourages open and honest communication.

Root Cause 6: There is not a system in place to provide open and honest feedback to administration and/or other colleagues.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

452

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase accountability academic growth score from school progress domain in MATH.

Math 2019 score=

72%

Math 2020- no STAAR administered

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data

Dreambox Data (in-person students)

District Benchmark data

Summative Evaluation: None

453

Strategy 1: District math facilitators will attend grade level PLC meetings to provide data protocols to dig deeper into math data from district baselines and assessments. Strategy's Expected Result/Impact: By looking at data more closely, teachers will be better informed for instructional practices and lesson planning to grow all students in math. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, district math facilitators, teachers Additional Targeted Support Strategy Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. Root Cause: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Goal 1: Maximize academic growth for each student.

Performance Objective 2: Increase accountability academic growth score from school progress domain in READING.

Reading 2019 score=

58%

Reading 2020 scores= no STAAR administered

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

District Benchmark Data

iStation Data (in-person students)

Summative Evaluation: None

Strategy 1: Dedicated time for guided reading in the master schedule that is aligned to the recommended district minutes. Strategy's Expected Result/Impact: Students will receive guided reading every day for the recommended minutes. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers and support staff will continue to receive district training on our newly adopted Language Arts resources. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: District Language Arts facilitators, Principal, Assistant Principal, and Instructional Coach Problem Statements: Demographics 1				454
	Reviews			
	Formative			Summative
Strategy 3: Teachers will continue to receive training and strategies on how to administer running records in a virtual learning environment. Strategy's Expected Result/Impact: Timely data to support reading strategies and support. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SRP teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. Root Cause: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Close the achievement gap by engaging every student in relevant learning that will lead to narrowing of the gap between students who are economically disadvantaged and all students according to the accountability academic achievement score from school progress domain one.

For MATH- Exceed the target of 36%.

For READING- Exceed the target of 33%.

No 2020 STAAR data due to Covid-19.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results

STAAR Summary Reports

2020 Accountability Reports

Summative Evaluation: None

Strategy 1: Each grade level team and support program will have a representative participate in the vertical MATH or ELA committee each month. Strategy's Expected Result/Impact: Deeper understanding of vertical alignment with curriculum and specific subject matter strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Committee Facilitators Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				45%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the gap in reading and math performance on STAAR between all students and those who qualify for free and reduced lunch closed in 3rd grade reading, our students who are economically disadvantaged continue to perform lower on state assessments. Root Cause: Need for training to support fidelity with curriculum and timely, consistent, and frequent use of research proven interventions and challenge for all students.

Goal 2: Prepare each student for college and career success.

Performance Objective 2: Increase our percentage of students at the approaches level in fourth grade writing on the STAAR test. Increase to 70% at approaches and increase the number of students at masters to 10%.

Evaluation Data Sources: STAAR data

Summative Evaluation: None

Strategy 1: As a campus, we will provide professional development opportunities in writing. Teachers can share how they use specific strategies they learned during PD at meetings. Strategy's Expected Result/Impact: Students will receive writing instruction based on strategies learned during professional development. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers participate in professional development in either Writer's Workshop, Choose Your Learning session, and/or VEL Academy to learn effective writing strategies to integrate into their curriculum (dependent on instructional environment). Depending on how they are departmentalized, teachers must attend one training. Strategy's Expected Result/Impact: Students will benefit from effective strategies in writing. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Language Arts facilitators, Science Facilitators, Teachers Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: As a non-negotiable, teachers will incorporate Writer's Workshop into the daily lesson planning (using the district curriculum for guidance). Strategy's Expected Result/Impact: Students will benefit from a vertically aligned research-based strategy for writing. Staff Responsible for Monitoring: Principal, AP, Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Grade levels will have at least one person per team participate on the vertical Language Arts/Writing committee. Strategy's Expected Result/Impact: Teachers will benefit from the monthly conversations, planning and professional development surrounding writing. They will share new learning with teams, which will benefit all students. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Team Leader	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 4th and 5th grade Reading and 4th grade Writing STAAR scores/percentage of students approaching/meeting passing standard is below expectation and has continued to remain below expectations over the past few years. Root Cause: A need for training on the written curriculum, including the use of collaborative common assessments consistently and with fidelity.

Goal 2: Prepare each student for college and career success.

Performance Objective 3: Increase the overall number of students reaching the meets and masters level on 5th grade STAAR MATH, READING, and SCIENCE.

2019 STAAR Results (% of students at meets and masters):

Math-

Meets- 43%

Masters- 18%

Reading-

Meets- 49%

Masters- 20%

Science-

Meets- 27%

Masters-6%

NO STAAR data for 2020

Evaluation Data Sources: 2021 STAAR Summary Reports

458

Summative Evaluation: None

Strategy 1: All teachers will offer consistent small group time with research-based resources for intervention and challenge for all students. Strategy's Expected Result/Impact: Students will benefit from more opportunities for extension and challenge in all subject areas and at all levels. Staff Responsible for Monitoring: Principal, AP, and Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will look at other opportunities for students to receive extension or challenge in multiple areas while being mindful of Covid-19 protocols. Strategy's Expected Result/Impact: Through offering multiple opportunities, we can reach more students with different talents and needs in several areas of interests. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers and some parent volunteers (if possible).	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Sources: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation: None

Strategy 1: Administer FitnessGram to all students. Strategy's Expected Result/Impact: Campus CATCH Team & PE Teacher will analyze FitnessGram test results to identify gaps in instruction and areas of success. Staff Responsible for Monitoring: PE Teacher, Principal, Campus CATCH Team	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with the required amount of moderate to vigorous physical activity in PE class. Strategy's Expected Result/Impact: Providing the required amount of moderate to vigorous physical activity will ensure state requirements are met, and students have the opportunity to be physically active. Staff Responsible for Monitoring: PE Teacher and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff PE classes at a student to adult ratio of 45 to 1. Strategy's Expected Result/Impact: A 45 to 1 student to staff ratio ensure the safety of students and effectiveness of the PE program. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Leander ISD Quality Recess Guidelines. Strategy's Expected Result/Impact: Quality Recess Guidelines provide for a safe, equitable, and consistent recess experience for all students. Staff Responsible for Monitoring: Teachers and Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus CATCH Teams meet at least 4 times per year. Strategy's Expected Result/Impact: Campus CATCH teams will meet to identify health and wellness goals on campus and work to promote physical activity and healthy living. Staff Responsible for Monitoring: Assistant Athletic Director, Principal, Cafeteria Representative, and PE Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of opportunities students at Pleasant Hill have to experience an extracurricular activity, while also being mindful of Covid-19 safety protocols and restrictions.

Evaluation Data Sources: Participation data

Student survey data

Parent survey data

(if applicable in 2021)

Summative Evaluation: None

Strategy 1: Possible virtual offerings of drum club, intramurals, art show, musical, and other extracurricular extension activities while following Covid-19 safety protocols and procedures. Strategy's Expected Result/Impact: Students will benefit from these clubs and events, thus providing them with more positive school experiences. Staff Responsible for Monitoring: Principal, Club Facilitators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				460

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Each grade level professional learning community (PLC) will implement and analyze 2-3 common assessment in math and reading per nine weeks.

Evaluation Data Sources: PLC agendas and data
PLC reflection data

Summative Evaluation: None

Strategy 1: Collaborative teams will identify time during the instructional school day to identify instructional strategies, create common assessments, and analyze student data. Strategy's Expected Result/Impact: Instructional staff will invest in collaborative time to help all students grow. Staff Responsible for Monitoring: Principal, AP, Instructional Coach Problem Statements: Student Learning 2 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All instructional staff will utilize Frontline as part of the teacher evaluation (LEADS) process in order to collect evidence of their teaching strategies and to show growth. Strategy's Expected Result/Impact: By utilizing the online resource, teachers will have an understanding and ownership of their learning and growth throughout the school year. By using Strive effectively, they will be active participants in their evaluation system and professional growth. Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Teachers Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June ⁴⁶¹
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students are not making adequate progress on STAAR in mathematics in the approaches, meets, or masters level. Root Cause: Need for training and monitoring processes for district provided curriculum and using resources consistently and with fidelity across the campus.
School Processes & Programs
Problem Statement 1: Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class. Root Cause: Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.
Perceptions
Problem Statement 1: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. Root Cause: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 2: We will implement vertical committees involving all teams and staff with 100% participation.

Evaluation Data Sources: Survey Data
Committee attendance/calendars

Summative Evaluation: None

Strategy 1: Communication of expectations of each committee and its impact on our campus. Shared at faculty meetings and staff development. Strategy's Expected Result/Impact: Vertical alignment with each committee will connect all of our teachers, which will hopefully impact instruction to better align for our students year-to-year. Staff Responsible for Monitoring: Principal, AP, Instructional Coach and Committee Facilitators Problem Statements: School Processes & Programs 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

462

School Processes & Programs
Problem Statement 1: Per teacher survey data, only 76% of teachers agree that students seek additional challenge to learn as much as they can in class. Root Cause: Lack of systems in place to address challenge in classrooms settings, specifically in small group instruction.
Perceptions
Problem Statement 1: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. Root Cause: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Evaluation Data Sources: Climate Survey Responses from Students and Parents
Teacher Survey Data

Summative Evaluation: None

Strategy 1: Provide a monthly newsletter from the principal to communicate with all stakeholders. Strategy's Expected Result/Impact: An added mode of communication to our community. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 2 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Streamline teacher communication to our parents and community utilizing Remind, See Saw or Google Classroom Strategy's Expected Result/Impact: Clear communication from all grade levels to better inform our parents. Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: School Processes & Programs 2 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				463
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Per teacher survey data, only 61% of teachers feel that the workplace encourages open and honest communication. Root Cause: There is not a system in place to provide open and honest feedback to administration and/or other colleagues.
Perceptions
Problem Statement 1: Based on all surveys administered for 2018-2019, communication is a concern for Pleasant Hill Elementary. Root Cause: Need for a streamlined approach to modes of and frequency of communication from staff to our community.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	District math facilitators will attend grade level PLC meetings to provide data protocols to dig deeper into math data from district baselines and assessments.

Addendums

465

Leander Independent School District

Pleasant Hill Elementary

2019-2020 Summative Evaluation

Accountability Rating: C



466

Vision

Engage, Inspire, Achieve for lifelong success.

467

Goal 1: Maximize academic growth for each student.

Performance Objective 1: Increase accountability academic growth score from school progress domain in MATH.

Math 2019 score=

72%

Evaluation Data Source(s) 1: STAAR data

Imagine Math data

District Benchmark data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal due to Covid-19; no STAAR given.

Performance Objective 2: Increase accountability academic growth score from school progress domain in READING.

Reading 2019 score=

58%

468

Evaluation Data Source(s) 2: STAAR Data

District Benchmark Data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal for 2020-2021; STAAR not given.

Goal 2: Prepare each student for college and career success.

Performance Objective 1: Close the achievement gap by engaging every student in relevant learning that will lead to narrowing of the gap between students who are economically disadvantaged and all students according to the accountability academic achievement score from school progress domain one.

For MATH- Exceed the target of 36%.

For READING- Exceed the target of 33%.

Evaluation Data Source(s) 1: STAAR Results

STAAR Summary Reports

2020 Accountability Reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Consider continuing this goal next year; STAAR not given due to Covid-19.

Performance Objective 2: Increase our percentage of students at the approaches level in fourth grade writing on the STAAR test.

469

Increase to 70% at approaches and increase the number of students at masters to 10%.

Evaluation Data Source(s) 2: STAAR data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Consider continuing this goal next year; STAAR not given due to Covid-19.

Performance Objective 3: Increase the overall number of students reaching the meets and masters level on 5th grade STAAR MATH, READING, and SCIENCE.

2019 STAAR Results (% of students at meets and masters):

Math-

Meets- 43%

Masters- 18%

Reading-

Meets- 49%

Masters- 20%

Science-

Meets- 27%

Masters-6%

Evaluation Data Source(s) 3: 2020 STAAR Summary Reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Consider continuing this goal next year; STAAR not given due to Covid-19.

470

Goal 3: Inspire the whole child.

Performance Objective 1: Continue to implement a coordinated approach to school health that creates a healthy school environment which promotes physical activity, health, wellness, and the success of the whole child.

Evaluation Data Source(s) 1: FitnessGram test results and Campus CATCH plan development and implementation.

Summative Evaluation 1: Met Performance Objective

471

Goal 4: Engage every student in relevant learning.

Performance Objective 1: Increase the number of opportunities students at Pleasant Hill have to experience an extracurricular activity.

Evaluation Data Source(s) 1: Participation data

Student survey data

Parent survey data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Consider continuing a similar performance objective with more included.

472

Goal 5: Ensure a world class workforce focused on student achievement.

Performance Objective 1: Each grade level professional learning community (PLC) will implement and analyze 2-3 common assessment in math and reading per nine weeks.

Evaluation Data Source(s) 1: PLC agendas and data
PLC reflection data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Consider continuing this performance objective due to Covid-19.

Performance Objective 2: We will implement vertical committees involving all teams and staff with 100% participation.

Evaluation Data Source(s) 2: Survey Data
Committee attendance/calendars

Summative Evaluation 2: Met Performance Objective

473

Next Year's Recommendation 2: Consider continuing to supply closure and extension for our committees.

Goal 6: Communicate effectively with our community to build relationships.

Performance Objective 1: Understand the status of our communications to enhance our relationship with our community.

Evaluation Data Source(s) 1: Climate Survey Responses from Students and Parents
Teacher Survey Data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Consider continuing to extend and develop for all stakeholders in the Pleasant Hill community.

474

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of Innovative Courses Proposal
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Chrysta Carlin
Attachments:	Innovative Course Proposals for 2021-2022

Background Information:

The Texas Education Agency is using the innovative course process to add Career and Technical Education Courses in areas of need identified in a recent Programs of Study review. With the approval of the local board of trustees, school districts may offer any state-approved innovative course for state elective credit only. A district does not need to apply to TEA in order to offer an approved innovative course. Innovative courses are approved to meet certain endorsement requirements on the Foundation High School Program.

As TEA continues to develop courses, we anticipate the need to bring additional courses to the board over the next couple of years to fully finalize individual Programs of Study. It is important to note that fully developed Programs of Study are critical for TEA accountability.

Administrative Recommendation:

The administration recommends that the Board approve the proposed list of innovative courses for the 2021-2022 school year.

Sample Motion:

I move that the Board approve the proposed list of innovative courses for the 2021-2022 school year.

Innovative Course Proposals for 2021-2022

Student to Industry Connection

PEIMS Code: N1270154

Grade Level(s): 11–12

Award of Credit: 1.0

The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment. The course is recommended for students 16 years of age or older.

Kinesiology I

PEIMS Code: N1302104

Grade Level(s): 9–10

Award of Credit: 1.0

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

LISD Recommended Sequence - Exercise Science and Wellness Program of Study

- Level 1: Lifetime Nutrition and Wellness/Interpersonal Studies
- Level 2: Kinesiology I
- Level 3 Anatomy and Physiology/Kinesiology II (TBD)
- Level 4: Project-Based Research

Applied Nutrition and Dietetics

PEIMS Code: N1302541

Grade Level(s): 10–12

Award of Credit: 1.0

The Applied Nutrition and Dietetics course builds on the fundamental nutritional knowledge gained from the Lifetime Nutrition and Wellness course by reinforcing professional standards, food safety and sanitation, food service and management, and nutrition care for individuals and groups at a deeper level. The course also introduces and applies career focused and real-world topics related to nutrition such as the nutrition care process, types of nutrition education and counseling, development of nutrition programs, and nutrition industry related research. Students will research requirements necessary to become a professional in the nutrition and dietetics field such as a registered dietitian, licensed nutritionist, or clinical dietitian.

LISD Recommended Sequence- Health and Wellness Program of Study

- Level 1: Principles of Human Services
- Level 2: Lifetime Nutrition and Wellness/Interpersonal Studies/Human Growth and Development
- Level 3: Applied Nutrition and Dietetics
- Level 4: Practicum in Human Services Advanced Nutrition and Dietetics (TBD)

Entrepreneurship II

PEIMS Code: N1303423

Grade Level(s): 11–12

Award of Credit: 1.0

The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events. The recommended participants are students in the CTE Entrepreneurship program of study, students in grades 11-12, and those interested in starting a business.

LISD Recommended Sequence- Entrepreneurship Program of Study

- Level 1: Principles of Business, Marketing, and Finance

- Level 2: Business Information Management or Any CTE Course
- Level 3: Entrepreneurship /INCubatoredu
- Level 4: Entrepreneurship II/Practicum of Business Management or Marketing//ACCELeratoredu

Marketing

PEIMS Code: N1303424

Grade Level(s): 10–12

Award of Credit: 1.0

Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

LISD Recommended Sequence- Marketing and Sales Program of Study

- Level 1: Level 1: Principles of Business, Marketing, and Finance
- Level 2: Marketing
- Level 3: Social Media Marketing/Advertising
- Level 4: Practicum in Marketing

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Early Reading Instrument and Academic Progress Data Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Matt Bentz, Jennifer Collins	
Attachments:	Early Reading Instrument & Academic Progress Data Report Presentation	

Background Information:

Texas Education Code, (TEC) §28.006(b), specifically requires Texas school districts to administer Early Reading Assessments to identify children at risk of reading difficulties. The results of this data guide teachers to provide targeted instruction and intervention. School districts are required to report the results of the reading instrument each year to the Board of Trustees, to the commissioner of education and the student's parent or guardian.

Administrative Recommendation:

N/A

Sample Motion:

N/A



EARLY READING INSTRUMENT & ACADEMIC PROGRESS DATA UPDATE

Board Meeting
November 19, 2020

PURPOSE

Provide academic progress data

- 2019-2020 Early Reading Inventory K-2
- Fall 2020 K-5 Reading (ISIP)
- Fall 2020 K-5 Mathematics (DreamBox)
- Fall 2020 Passing Rates (Grades 4-12)

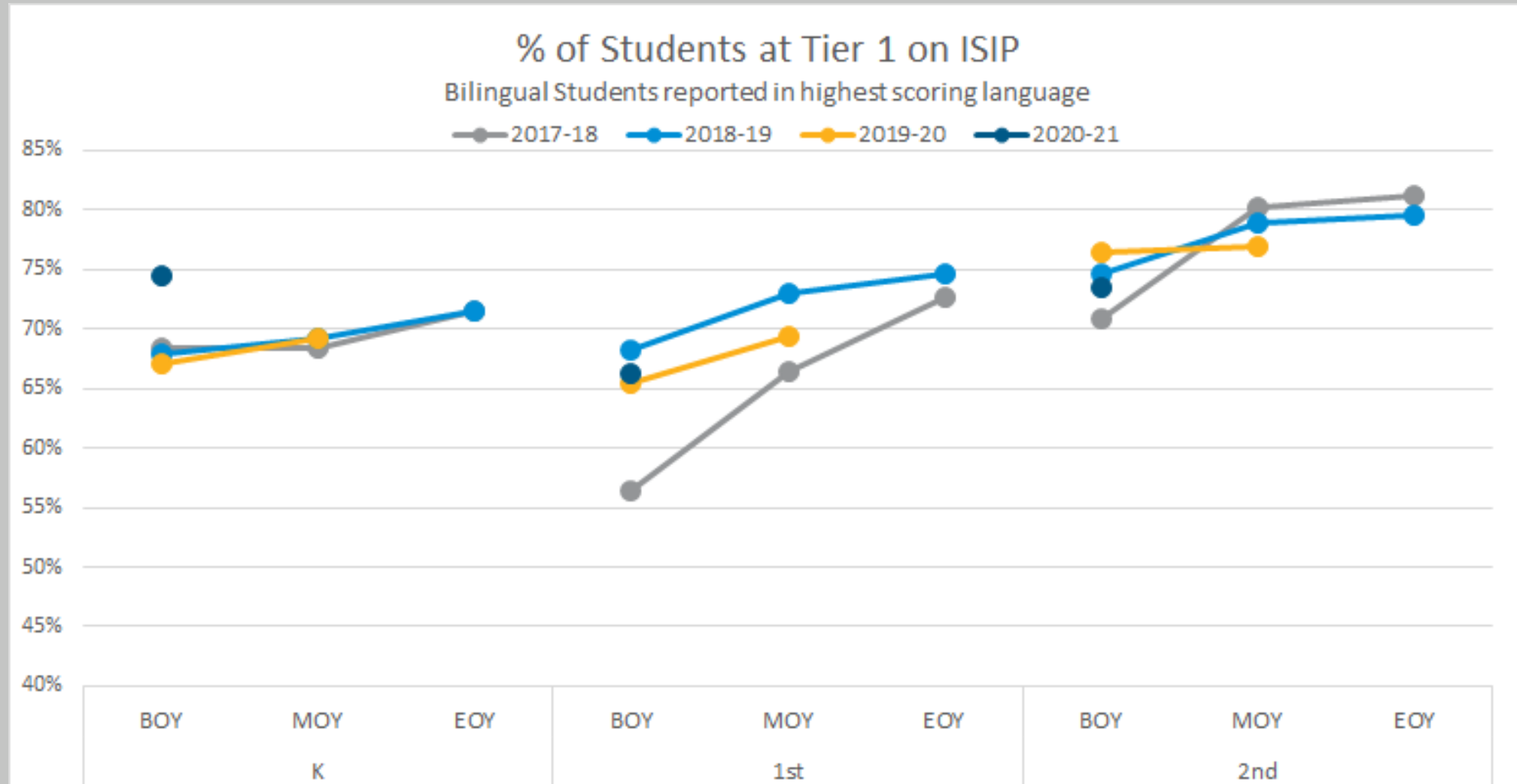
481

EARLY READING INVENTORY ASSESSMENT INFORMATION

Texas Education Code §28.006(b) requires school districts to administer Early Reading Assessments in grades K-2 to identify children at risk of reading difficulties.

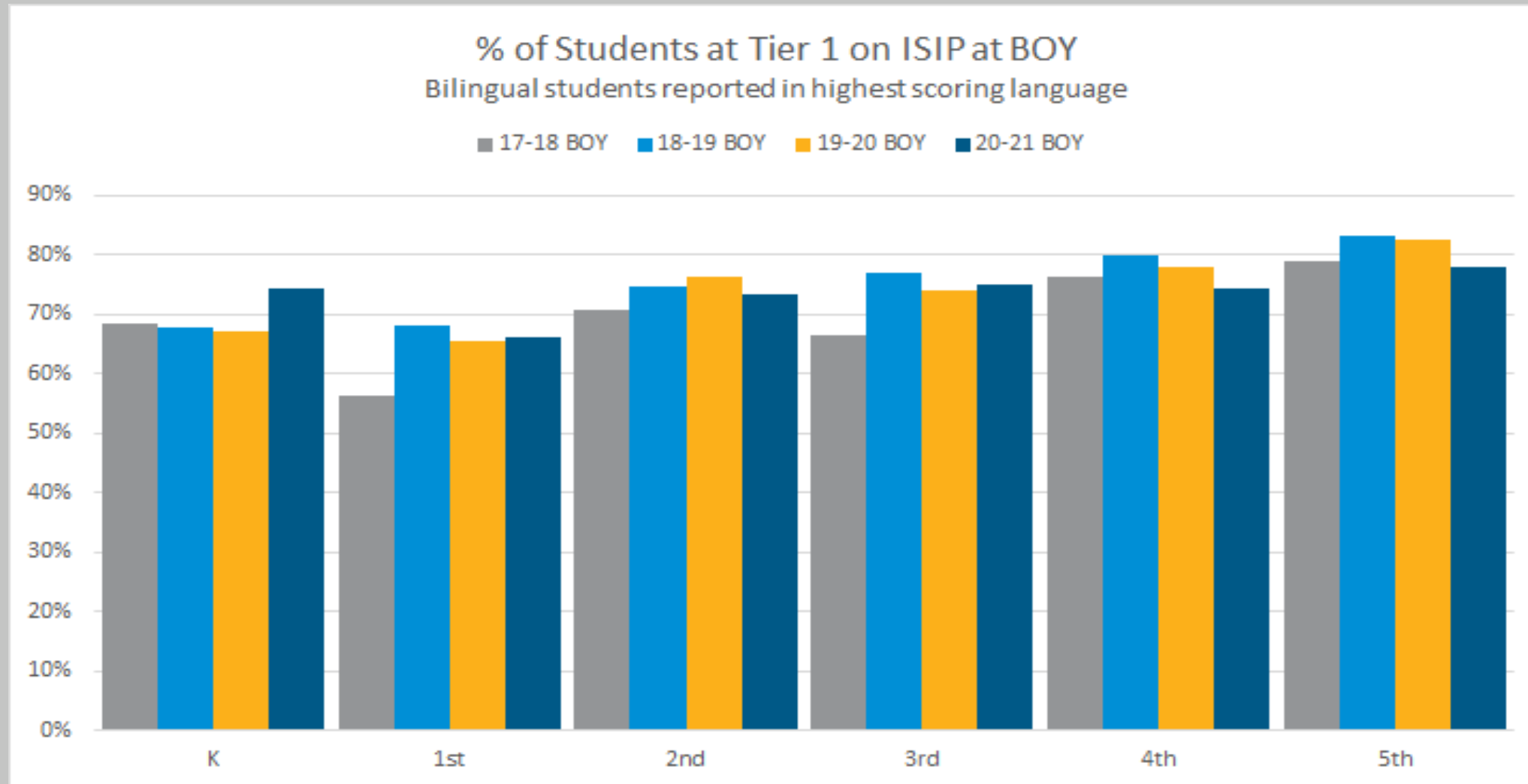
482

ANNUAL DATA



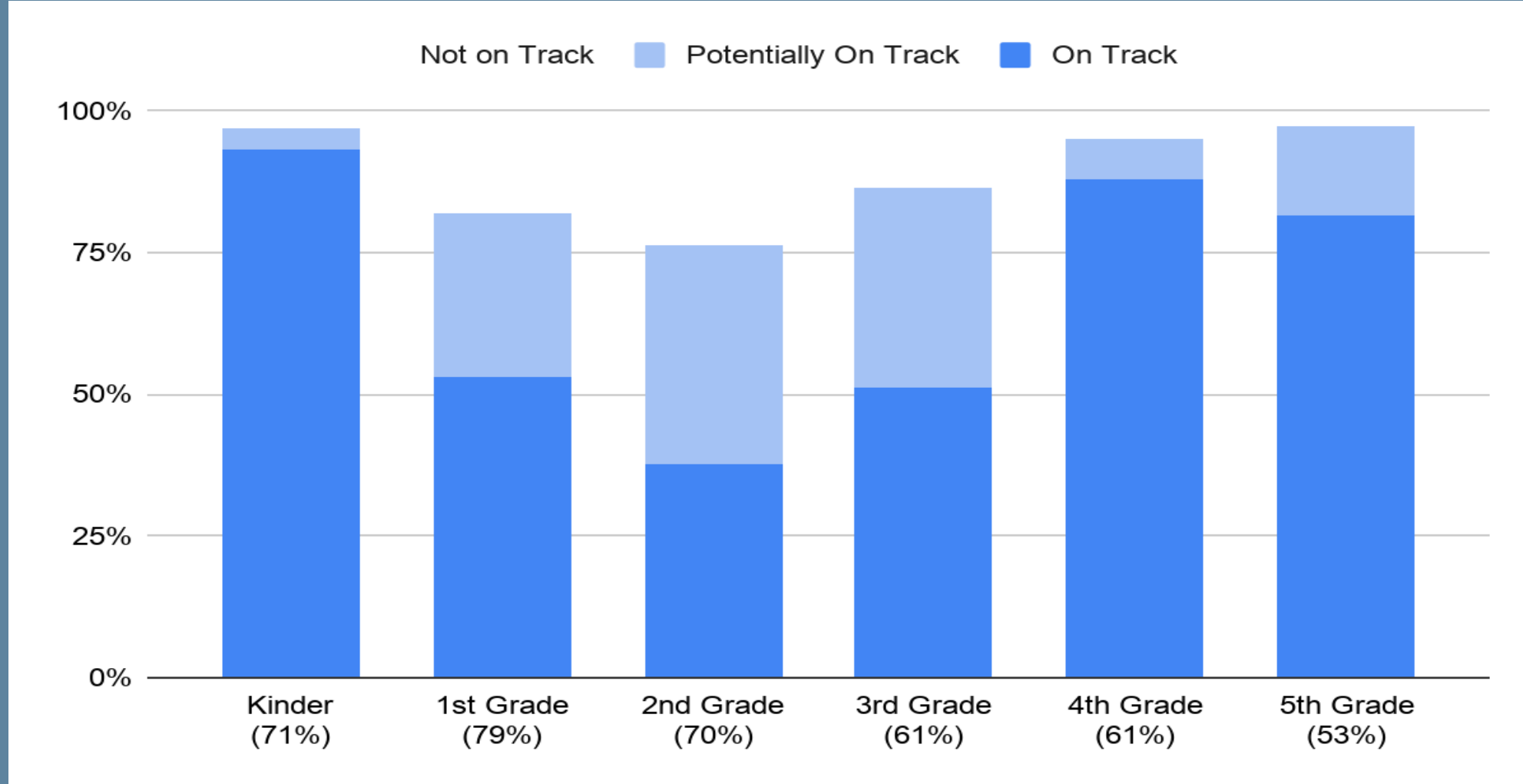
483

FALL 2020 K-5 ISIP DATA



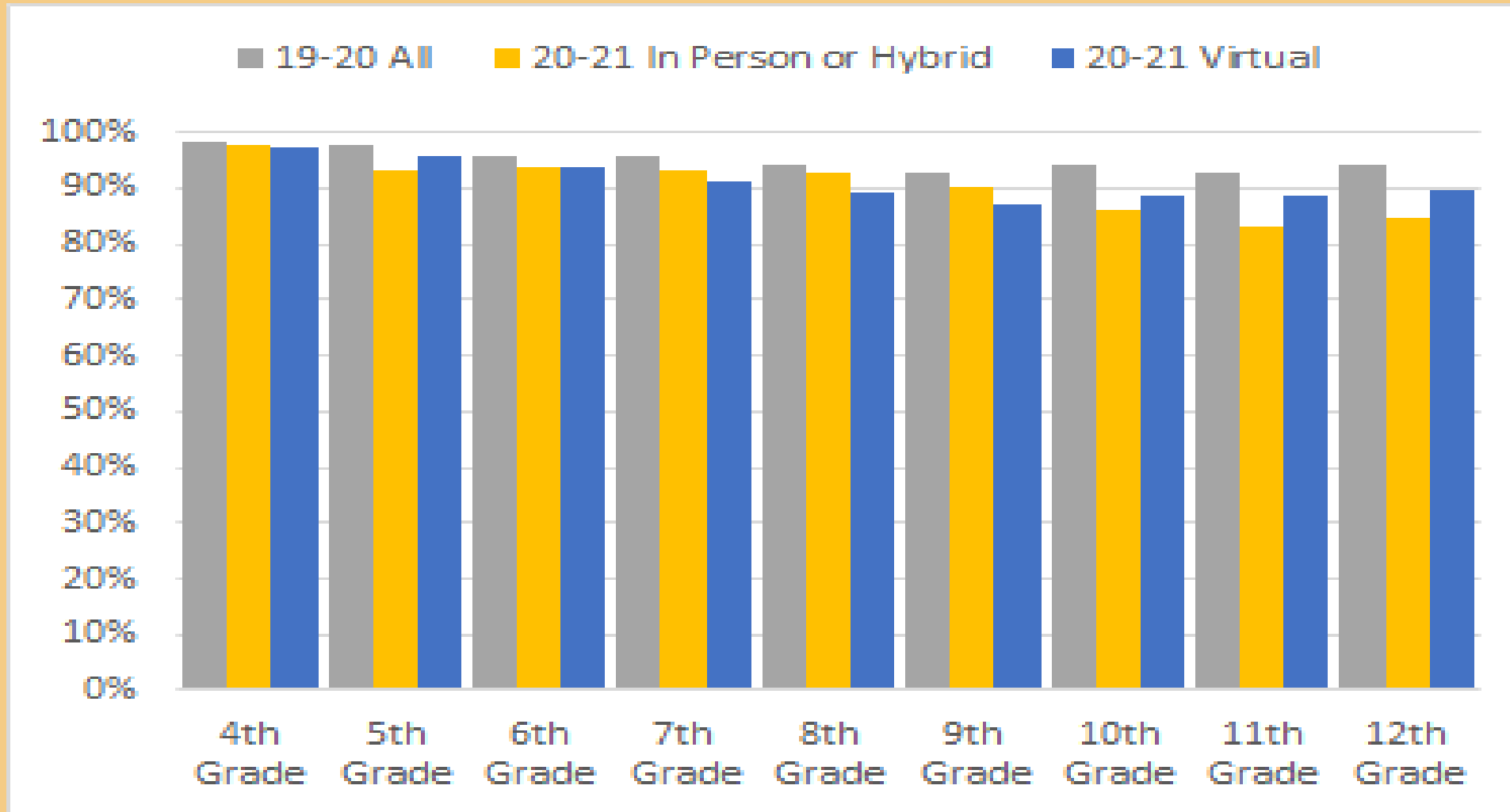
484

OCTOBER 2020 K-5 MATHEMATICS DATA



485

GRADES 4-12 1st 9 WEEK/2ND 6 WEEK COURSE PASS RATES



486

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Grade Point Average (GPA) Committee Update	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Action Requested (future meeting):	Thursday, December 17, 2020	
Administrator Responsible:	Matt Bentz and Chrysta Carlin	
Attachments:	Grade Point Average Committee Update Presentation Policy EIC (local)	

Background Information:

Leander ISD formed a committee to review policy EIC (local) and recommend changes and updates. This policy informs practices regarding grade point average and class rank. The committee consisted of approximately 25 people including board members, student, parents, teachers, counselors, and administrators. The committee considered student choice, the whole child and a well-rounded graduate as the guiding principles leading to the policy change. Administration is presenting a revised EIC (local) to be implemented beginning with students entering the ninth grade during the 2021-2022 school year.

Administrative Recommendation:

The administration recommends that the Board approve the changes to policy EIC (local) as recommended by the Grade Point Average Committee.

Sample Motion:

I move that the Board approve the changes to policy EIC (local) as recommended by the Grade Point Average Committee.



GRADE POINT AVERAGE (GPA) COMMITTEE UPDATE

November 19, 2020

PURPOSE

The purpose of this presentation is to share proposed revisions to policy EIC (local), which includes the calculation of grade point average (GPA) and class rank.

490

GPA COMMITTEE

The purpose of the GPA committee is to review policy EIC (local) on GPA and class rank and recommend any changes and/or updates in policy.

Students

Teachers

Parents

Board Members

Campus Principals

Deans of Instruction

Counselors

District Administrators



491

COMMITTEE PRIORITIES

- Student choice
- The whole child
- Well rounded graduates



492

UPDATES TO POLICY EIC (LOCAL)

For all students

- Unweighted GPA
- Resolution from spring 2020



493

UPDATES TO POLICY EIC (LOCAL)

For students entering grade 9 during the 2021-2022 school year and beyond.

- Weighted GPA
 - Top 8 semesters for core courses
 - Top 4 semesters for world language courses
 - Tiered weighting system (levels I, II, III)
- Class rank reported for the top 10% only
- Reporting of rank at the end of the spring semester for grades 9 and 10

494

SCENARIO HIGHLIGHTS

Students who participate in athletics, fine arts, or four year CTE programs and can make high grades in core courses have the ability to be in the top 10% or be named valedictorian or salutatorian.

495

Students who chose elective courses of interest did not see the choice selection negatively impact their GPA or class rank.

DISCUSSION

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Calculation

The District shall calculate an unweighted and weighted GPA. The weighted GPA will be used to determine class rank.

**Consistent Application for
Graduating Class**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

**Calculation:
Unweighted GPA**

The District shall include in the calculation of the unweighted GPA semester grades earned in all the high school credit courses taken in grades 9 - 12 except as excluded in this policy.

The calculation shall include failing grades.

Exclusions

The calculation of unweighted GPA shall exclude grades earned in:

- Courses taken in summer school outside the District;
- Courses taken in any nonaccredited school (including homeschool);
- Courses taken in a school outside the United States, unless accredited by an accrediting agency in the United States recognized by TEA;
- Dual credit courses;
- Local credit courses;
- Pass/Fail Courses
- Courses taken for credit recovery (in a credit recovery class or online);
- Courses for which credit is earned by examination, with or without prior instruction and
- Distance learning/online courses, unless the grade is earned in a TxVSN course or in a distance learning/online course offered by the District.
- Board resolution dated March 31, 2020 excludes all grades from Semester 2 of 2019-2020 school year from the future GPA calculations.

NOTE: Beginning with students who enter 9th grade in 2021-2022 school year, the following courses will be added to the list of courses excluded from the Unweighted GPA.

- Substitute PE courses
- Off Campus PE

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

- Off Campus Fine Arts

The District shall convert semester grades to grade points and shall calculate an unweighted grade point average (GPA) in accordance with the following chart:

Grade	Grade Point
90% to 100%	4.0
80% to 89%	3.0
70% to 79%	2.0
Below 70%	0.0

NOTE: The following provisions shall apply to students in the graduating classes of 2021-2024 (students who entered 9th grade prior to the 2021-2022 school year).

**Calculation:
Weighted GPA**

The District shall include in the calculation of class rank semester grades earned in all high school credit courses taken in grades 9–12, except as excluded in this policy.

Exclusions

The calculation of class rank shall exclude grades earned in:

- Courses taken in summer school outside the District;
- Courses taken in any nonaccredited school (including homeschool);
- Courses taken in a school outside the United States, ~~other than an International Baccalaureate (IB) school or a school~~ **unless the school is** accredited by an accrediting agency in the United States recognized by TEA;
- Dual credit courses;
- Local credit courses;
- Courses taken for credit recovery (in a credit recovery class or online); and
- Courses for which credit is earned by examination, with or without prior instruction.
- ~~Distance learning/online courses, unless the grade is earned in a distance learning/online course offered by the District.~~

*Grade 9 Before
the 2014-15
School Year*

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

~~Beginning with
Grade 9 in the
2014-15 School
Year~~

- Distance learning/online courses, unless the grade is earned in a TxVSN course or in a distance learning/online course offered by the District.
- Board resolution dated March 31, 2020 excludes all grades from Semester 2 of 2019-2020 school year from the future GPA calculations.

Schedule for
Calculations

The District shall calculate class rank at the end of the fall semester, at the end of the spring semester, and at the end of the final session of summer school.

The District shall determine the final class rank for seniors at the end of the fifth six-week grading period of the senior year; the average of the fourth and fifth six-week grades shall be used as the final semester grade for this purpose.

**Reporting Class
Rank**

The District shall report class rank on a student's official academic transcript unless the parent or student requests that class rank not be reported.

**Weighted Grade
System**

In accordance with provisions of this policy, the District shall categorize and weight courses as Advanced/Advanced Placement (AP)/IB, Regular, and Modified Content.

Categories

*Advanced / AP /
IB Courses*

The District shall list in the course catalog all AP courses, IB courses, and other courses locally designated as Advanced for which the grades are eligible to be weighted on the Advanced/AP/IB scale.

Modified Content

For purposes of determining class rank, grades earned in courses that have been modified by a student's admission, review, and dismissal (ARD) committee as to the required content of the Texas Essential Knowledge and Skills (TEKS) and reflected in the student's individualized education program (IEP) shall be weighted on the Modified Content scale; however, grades earned in courses in which only the methodology has been modified shall be weighted on the Regular scale.

Regular Courses

Grades earned in all other eligible courses shall be weighted on the Regular scale.

Weighted Grade
Point Average

The District shall convert semester grades to grade points and shall calculate a weighted grade point average (GPA) in accordance with the following chart:

Grade	Advanced / AP / IB	Regular	Modified Content
100	6.0	5.0	4.0

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Grade	Advanced / AP / IB	Regular	Modified Content
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
69	2.9	1.9	0.9
68	2.8	1.8	0.8
67	2.7	1.7	0.7
66	2.6	1.6	0.6

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Grade	Advanced / AP / IB	Regular	Modified Content
65	2.5	1.5	0.5
64	2.4	1.4	0.4
63	2.3	1.3	0.3
62	2.2	1.2	0.2
61	2.1	1.1	0.1
60	2.0	1.0	0
59	1.9	0.9	0
58	1.8	0.8	0
57	1.7	0.7	0
56	1.6	0.6	0
55	1.5	0.5	0
54	1.4	0.4	0
53	1.3	0.3	0
52	1.2	0.2	0
51	1.1	0.1	0
50	1.0	0	0
49	0.9	0	0
48	0.8	0	0
47	0.7	0	0
46	0.6	0	0
45	0.5	0	0
44	0.4	0	0
43	0.3	0	0
42	0.2	0	0
41	0.1	0	0
40	0.0	0	0

Limits of
Computation

Beginning with students who enter grade 9 in the 2013–14 school year, the weighted GPA shall be computed to three decimal places, (i.e., the thousandths place).

Transferred Grades
*Grade 9 Before
the 2013–14
School Year*

~~When a student who entered grade 9 before the 2013–14 school year transfers grades for properly documented AP or IB courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District; however, transferred semester grades in no more than four Advanced courses shall be weighted on the Advanced/AP/IB scale.~~

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Beginning with Grade 9 in the 2013–14 School Year	Beginning with students who enter grade 9 in the 2013–14 school year, the District shall assign weight to transferred grades for properly documented AP or IB courses based on the categories and grade weight system used by the District only if the same or equivalent courses are available to the same class of students in the District.
Local Graduation Honors	For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]
Valedictorian and Salutatorian	The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively.
Grade 9 Before the 2013–14 School Year	For a student who entered grade 9 before the 2013–14 school year to be eligible for such recognition, the student must have been continuously enrolled in the same high school in the District for the three semesters immediately preceding graduation.
Ties	In case of a tie in weighted GPAs, the District shall compute the weighted GPA to the maximum number of decimal places possible in the District's computer program. If the tie is not broken by this computation, the District shall recognize coaledictorians and no salutatorian shall be named. If the tie involves more than two students, the District shall calculate cumulative numerical grade averages for those students using eligible grades earned in AP and IB courses only. The District shall recognize as coaledictorians the two students with the highest numerical grade averages from this calculation. No salutatorian shall be named.
Beginning with Grade 9 in the 2013–14 School Year	Beginning with students in grade 9 in the 2013–14 school year, to To be eligible for recognition as valedictorian or salutatorian, a student must: 1. Have been continuously enrolled in the same high school in the District for the four semesters immediately preceding graduation; and 2. Be graduating after exactly eight semesters of enrollment in high school.
Ties	In case of a tie in weighted GPAs between the two highest ranking students, the District shall recognize coaledictorians and no salutatorian shall be named.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

If the tie involves more than two students, the District shall calculate cumulative numerical grade averages for those students using eligible grades earned in AP and IB courses only. The District shall recognize as coaledictorians the two students with the highest numerical grade averages from this calculation. No salutatorian shall be named.

Other Recognitions ~~In addition, the District shall recognize the following students at the graduation ceremony:~~

- ~~1. All students whose weighted GPAs comprise the top ten percent of the students in the graduating class; in case of a tie, the District shall include in this recognition all students with weighted GPAs at or above the cut-off;~~
- ~~2. The students with the ten highest class rankings in the graduating class; and~~
- ~~3. All students who have completed the requirements of the Advanced/Distinguished Achievement Program.~~

NOTE: The following provisions shall apply to students beginning with the graduating class of 2025 (students who entered grade 9 in the 2021-2022 school year and thereafter).

**Calculation of
Weighted GPA**

The District shall include in the calculation of the weighted GPA the high school credit courses outlined below taken in grades 9 - 12 except as excluded in this policy.

The calculation shall include failing grades.

Inclusions

Class rank shall be determined by descending order of students' weighted GPAs earned in the following curriculum categories as defined by the District course guide:

1. Up to eight semesters in English/language arts;
2. Up to eight semesters in mathematics;
3. Up to eight semesters in science;
4. Up to eight semesters in social studies; and
5. Up to four semesters in languages other than English (LOTE).

If a student completes more than the number of semesters listed within the five categories specified above, the student's weighted GPA used for class rank shall be calculated using the student's grades within each category with the highest grade point value.

Exclusions

The calculation of class rank shall exclude grades earned in:

- Courses taken in summer school outside the District;
- Courses taken in any nonaccredited school (including homeschool);
- Courses taken in a school outside the United States unless accredited by an accrediting agency in the United States recognized by TEA;
- Dual credit courses;
- Local credit courses;
- Pass/Fail Courses;
- Courses taken for credit recovery (in a credit recovery class or online); and
- Courses for which credit is earned by examination, with or without prior instruction.
- Distance learning/online courses, unless the grade is earned in a TxVSN course or in a distance learning/online course offered by the District.
- Board resolution dated March 31, 2020 excludes all grades from Semester 2 of 2019-2020 school year from future GPA calculations.

**Schedule for
Calculations**

Cumulative GPA and rank in class shall be calculated for and communicated to students at these specified times:

End of grade 9: following the second semester grading period (June) of the academic year.

End of grade 10: following the second semester grading period (June) of the academic year.

Midyear and end of year grade 11: following the first semester grading period (January) and following the second semester grading period (June) of the academic year.

Midyear grade 12: following the first semester grading period (January) and the final class rank for seniors at the end of the fifth six-week grading period of the senior year; the average of the fourth and fifth six-week grades shall be used as the final semester grade for this purpose.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

**Reporting Class
Rank**

Class rank shall only be reported for the top ten percent of each class. After each calculation period, students in the top ten percent shall be told their exact class rank in accordance with administrative procedures. The lowest weighted GPA of students in the top ten percent, the first quartile, the second quartile, and the third quartile shall be communicated to all students in the class after each calculation period.

The District shall include on the official transcript of each student in the top ten percent the student's specific numerical rank out of the specific total class size.

**Weighted Grade
Categories**

In accordance with provisions of this policy, the District shall categorize and weight courses Level I, Level II and Level III and publish annually in the district course catalog.

Level III: Eligible Advanced Placement (AP) and International Baccalaureate (IB) courses, and locally designated advanced courses shall be categorized and weighted as Level III courses.

Level II: Eligible locally designated advanced courses shall be categorized and weighted as Level II courses.

Level I: All other eligible courses shall be categorized and weighted as Level I.

The District shall convert semester grades to grade points and shall calculate a weighted grade point average (GPA) in accordance with the following chart:

Grade	Level I	Level II	Level III
100	5	5.5	6
99	4.9	5.4	5.9
98	4.8	5.3	5.8
97	4.7	5.2	5.7
96	4.6	5.1	5.6
95	4.5	5.0	5.5
94	4.4	4.9	5.4

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

93	4.3	4.8	5.3
92	4.2	4.7	5.2
91	4.1	4.6	5.1
90	4.0	4.5	5.0
89	3.9	4.4	4.9
88	3.8	4.3	4.8
87	3.7	4.2	4.7
86	3.6	4.1	4.6
85	3.5	4.0	4.5
84	3.4	3.9	4.4
83	3.3	3.8	4.3
82	3.2	3.7	4.2
81	3.1	3.6	4.1
80	3.0	3.5	4.0
79	2.9	3.4	3.9
78	2.8	3.3	3.8
77	2.7	3.2	3.7
76	2.6	3.1	3.6
75	2.5	3.0	3.5
74	2.4	2.9	3.4
73	2.3	2.8	3.3

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

72	2.2	2.7	3.2
71	2.1	2.6	3.1
70	2.0	2.5	3.0
Below 70	0	0	0

**Limits of
Computation**

The weighted GPA shall be computed to three decimal places, (i.e., the thousandths place).

Transferred Grades

The District shall assign weight to transferred grades for properly documented AP, IB or Advanced/Honors courses completed at an accredited school based on the categories and grade weight system used by the District only if the same or equivalent courses are available to the same class of students in the District.

**Letter Grade to
Numeric Grade
Conversion**

Leander ISD requires numeric grades on high school transcripts to calculate GPA. When a student submits a transcript from outside the district with alpha grades, the following numeric grades will be assigned.

Alpha Grade	Percentage
A+	98%
A	95%
A-	92%
B+	88%
B	85%
B-	82%
C+	78%
C	75%

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

C-	72%
D+	68%
D	65%
D-	62%
F	55%

**Local Graduation
Honors**

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

**Highest-Ranking
Graduate**

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

**Valedictorian and
Salutarian**

The valedictorian and salutarian shall be the eligible students with the highest and second highest ranking, respectively.

To be eligible for recognition as valedictorian or salutarian, a student must:

1. Have been continuously enrolled in the same high school in the District for the four semesters immediately preceding graduation; and
2. Be graduating after exactly eight semesters of enrollment in high school.

Ties

In case of a tie in weighted GPAs between the two highest ranking students, the District shall recognize covalledictorians and no salutarian shall be named.

If the tie involves more than two students, the District shall calculate cumulative numerical grade averages for those students using eligible grades earned in AP and IB courses only. The District shall recognize as covalledictorians the two students with the highest numerical grade averages from this calculation. No salutarian shall be named.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Casting a Ballot for the Travis Central Appraisal District (TCAD) Board of Directors Election
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Elaine Cogburn
Attachments:	Ballot – TCAD Board of Directors Bios - TCAD Board of Directors Nominees

Background Information:

The Travis Central Appraisal District has distributed the ballot for casting votes for a board member representing Leander ISD. The Leander ISD Board of Trustees submitted nominations for Tom Buckle and John Havenstrite. The ballot reflects an additional nominee, Randy Strader, submitted by another taxing entity.

Per the Resolution Regarding Board Membership and Selection executed in 2013, Leander ISD gets one member who represents a total of 21 taxing entities. Each of the 21 taxing units will have the ability to cast a vote for the member to represent the group.

The District must submit its ballot by December 2, 2020. The nominee with the most votes will serve a two-year term beginning January 1, 2021. The district gets one vote and according should allocate that vote to one of the three nominees reflected on the ballot.

Administrative Recommendation:

The administration recommends the Board of Trustees cast a ballot for a nominee to be elected to the TCAD Board of Directors.

Sample Motion:

I move the Board of Trustees cast a ballot for _____ to be elected to the TCAD Board of Directors.

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
BRUCE GRUBE
VICE CHAIRPERSON
THERESA BASTIAN
SECRETARY/TREASURER



MARYA CRIGLER
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
BRUCE ELFANT
ANTHONY NGUYEN
ELEANOR POWELL
RYAN STEGLICH
FELIPE ULLOA
BLANCA ZAMORA-GARCIA

LAKE TRAVIS ISD
KIM FLASCH, PRESIDENT
C/O JOHNNY HILL
3322 RR 620 SOUTH
AUSTIN, TX 78738

November 6, 2020

The deadline has passed for the jurisdictions in the western part of Travis County to make nominations for their representative member of the Board of Directors of the Travis Central Appraisal District. The term for the prospective member's service will be two years, starting in January 1, 2021. The following are the nominations and sponsoring jurisdictions for the Western Travis County member for our Board:

BALLOT

_____ Tom Buckle	City of Jonestown, City of Lakeway, Leander ISD
_____ John Havenstrite	City of Rollingwood, Eanes ISD, Leander ISD
_____ Randy Strader	City of Cedar Park

This letter serves as a ballot, and is being sent to the presiding officer of each city and school district in Western Travis County. **On or before December 2, 2020 your jurisdiction should vote and return the ballot to the Chief Appraiser of the appraisal district at the following mailing address or email address:**

Marya Crigler
Travis Central Appraisal District
P.O. Box 149012
Austin, TX 78714-9012
mcrigler@tcadcentral.org

On or before December 15, 2020, I will inform you of the results of the election and send you a complete list of the Board members. If you have any questions, please feel free to call me at (512) 834-9317, ext. 337.

Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
BRUCE GRUBE
VICE CHAIRPERSON
THERESA BASTIAN
SECRETARY/TREASURER



MARYA CRIGLER
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
BRUCE ELFANT
ANTHONY NGUYEN
ELEANOR POWELL
RYAN STEGLICH
FELIPE ULLOA
BLANCA ZAMORA-GARCIA

EANES ISD
DR. JENNIFER SALAS, PRESIDENT
C/O CHRIS SCOTT, CFO
601 CAMP CRAFT RD
AUSTIN, TX 78746

November 6, 2020

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On or before December 15, 2020, I will inform you of the results of the election and send you a complete list of the Board members. If you have any questions, please feel free to call me at (512) 834-9317, ext. 337.

Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
BRUCE GRUBE
VICE CHAIRPERSON
THERESA BASTIAN
SECRETARY/TREASURER



MARYA CRIGLER
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
BRUCE ELFANT
ANTHONY NGUYEN
ELEANOR POWELL
RYAN STEGLICH
FELIPE ULLOA
BLANCA ZAMORA-GARCIA

CITY OF WEST LAKE HILLS
THE HONORABLE LINDA ANTHONY, MAYOR
911 WESTLAKE DRIVE
WEST LAKE HILLS, TX 78746

November 6, 2020

The deadline has passed for the jurisdictions in the western part of Travis County to make nominations for their representative member of the Board of Directors of the Travis Central Appraisal District. The term for the prospective member's service will be two years, starting in January 1, 2021. The following are the nominations and sponsoring jurisdictions for the Western Travis County member for our Board:

BALLOT

_____ Tom Buckle	City of Jonestown, City of Lakeway, Leander ISD
_____ John Havenstrite	City of Rollingwood, Eanes ISD, Leander ISD
_____ Randy Strader	City of Cedar Park

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Marya Crigler
Travis Central Appraisal District
P.O. Box 149012
Austin, TX 78714-9012
mcrigler@tcadcentral.org

On or before December 15, 2020, I will inform you of the results of the election and send you a complete list of the Board members. If you have any questions, please feel free to call me at (512) 834-9317, ext. 337.

Sincerely,

Marya Crigler
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Travis Central Appraisal District

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BLANCA ZAMORA-GARCIA

HAYS CONSOLIDATED ISD
MEREDITH KELLER, PRESIDENT
C/O ANNETTE FOLMAR
21003 INTERSTATE 35
KYLE, TX 78640

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CITY OF ROLLINGWOOD
THE HONORABLE MICHAEL R. DYSON, MAYOR
403 NIXON DRIVE
ROLLINGWOOD, TX 78746

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LAGO VISTA ISD
DAVID SCOTT, PRESIDENT
C/O JASON STONER
PO BOX 4929
LAGO VISTA, TX 78645

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CITY OF LAKEWAY
THE HONORABLE SANDRA L COX, MAYOR
1102 LOHMANS CROSSING
AUSTIN, TX 78734

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MARBLE FALLS ISD
KEVIN NAUMANN, PRESIDENT
1800 COLT CIRCLE
MARBLE FALLS, TX 78654-4803

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CITY OF CEDAR PARK
THE HONORABLE CORBIN VAN ARSDALE, MAYOR
450 CYPRESS CREEK RD, BLDG #1
CEDAR PARK, TX 78613

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BLANCA ZAMORA-GARCIA

DRIPPING SPRINGS ISD
CARRIE FONTANA KROLL, PRESIDENT
C/O LARRY KEISER
PO BOX 479
DRIPPING SPRINGS, TX 78620

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JOHNSON CITY ISD
SHELLEY WENMOHS, PRESIDENT
BLANCO CAD
PO BOX 498
JOHNSON CITY, TX 78636

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CITY OF LAGO VISTA
THE HONORABLE ED TIDWELL, MAYOR
PO BOX 4727
LAGO VISTA, TX 78645

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VILLAGE OF VOLENTE
THE HONORABLE CHRIS WILDER, MAYOR
16100 WHARF COVE
VOLENTE, TX 78641

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CITY OF JONESTOWN
THE HONORABLE PAUL JOHNSON, MAYOR
18649 FM 1431, STE 4A
JONESTOWN, TX 78645

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VILLAGE OF BRIARCLIFF
THE HONORABLE AL HOSTETLER, MAYOR
302 SLEAT DR.
BRIARCLIFF, TX 78669

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CITY OF LEANDER
THE HONORABLE TROY HILL, MAYOR
PO BOX 319
LEANDER, TX 78646

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LEANDER ISD
AARON JOHNSON, PRESIDENT
C/O SUPERINTENDENTS OFFICE
PO BOX 218
LEANDER, TX 78646-0218

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Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
BRUCE GRUBE
VICE CHAIRPERSON
THERESA BASTIAN
SECRETARY/TREASURER



MARYA CRIGLER
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
BRUCE ELFANT
ANTHONY NGUYEN
ELEANOR POWELL
RYAN STEGLICH
FELIPE ULLOA
BLANCA ZAMORA-GARCIA

VILLAGE OF THE HILLS
THE HONORABLE ERIC OVLEN, MAYOR
C/O BETH CACCAMISI
102 TROPHY DRIVE
THE HILLS, TX 78738

November 6, 2020

The deadline has passed for the jurisdictions in the western part of Travis County to make nominations for their representative member of the Board of Directors of the Travis Central Appraisal District. The term for the prospective member's service will be two years, starting in January 1, 2021. The following are the nominations and sponsoring jurisdictions for the Western Travis County member for our Board:

BALLOT

_____ Tom Buckle	City of Jonestown, City of Lakeway, Leander ISD
_____ John Havenstrite	City of Rollingwood, Eanes ISD, Leander ISD
_____ Randy Strader	City of Cedar Park

This letter serves as a ballot, and is being sent to the presiding officer of each city and school district in Western Travis County. **On or before December 2, 2020 your jurisdiction should vote and return the ballot to the Chief Appraiser of the appraisal district at the following mailing address or email address:**

Marya Crigler
Travis Central Appraisal District
P.O. Box 149012
Austin, TX 78714-9012
mcrigler@tcadcentral.org

On or before December 15, 2020, I will inform you of the results of the election and send you a complete list of the Board members. If you have any questions, please feel free to call me at (512) 834-9317, ext. 337.

Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

JAMES VALADEZ
CHAIRPERSON
BRUCE GRUBE
VICE CHAIRPERSON
THERESA BASTIAN
SECRETARY/TREASURER



MARYA CRIGLER
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
BRUCE ELFANT
ANTHONY NGUYEN
ELEANOR POWELL
RYAN STEGLICH
FELIPE ULLOA
BLANCA ZAMORA-GARCIA

VILLAGE OF POINT VENTURE
THE HONORABLE CRISTIN CECALA, MAYOR
18606 VENTURE DR
POINT VENTURE, TX 78645

November 6, 2020

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Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District

W. THOMAS BUCKLE

EXPERIENCE

2019-present **Scanlan, Buckle & Young, P.C** **Austin, TX**
Of Counsel

- Primary Areas of Practice: Commercial and Residential Real Estate, including all aspects of land use controls; Wills, Trusts and Estate Planning, Probate and Guardianship and the creation and representation of various business entities.

1995-2019 **Scanlan Buckle and Young, P.C.** **Austin, TX**
Principal

- Primary Areas of Practice: Litigation, Municipal Law, Commercial and Residential Real Estate, including all aspects of land use controls; Wills, Trusts and Estate Planning, Probate and Guardianship and the creation and representation of various business entities.

1988-1995 **Scanlan & Buckle, P.C.**
Principal

- Primary Areas of Practice: Litigation, Commercial and Residential Real Estate; Municipal Law; and Wills, Trusts and Estate Planning; Probate and Guardianship; and, the creation and representation of various business entities.

1978-1987 **Scanlan, Buckle & Fleckman** **Austin, TX**
Partner

- Primary Areas of Practice: Litigation, Environmental law, Commercial and Residential Real Estate. Highly active in the State Bar's Environmental Law Section and also lecturing at a number of continuing legal education seminars concerning environmental matters.

1975-1978 **Office of the Attorney General** **Austin, TX**
Assistant Attorney General

- Primary Areas of Practice: Environmental Protection Division of the Attorney General's office representing the state's environmental agencies advising them on air pollution matters. Litigated cases throughout the State of Texas and was directly involved with the congressional revisions to the Clean Air Act. Worked closely with Senator Lloyd Bentsen's staff and various congressmen from Houston's area.

1973-1975 **Texas Air Control Board** **Austin, TX**
Staff Attorney

- Primary Areas of Practice: Staff attorney for agency responsible for

controlling air pollution in the State of Texas.

1970–1973 **Legal Aid Society of Travis County** Austin, TX
Staff Attorney/Executive Director

- Primary Areas of Practice: Staff Attorney from 1970-1972 before serving on the Board of Directors. As Acting Director in 1971-1972, supervised 20 employees and was responsible for administering six grants which funded the Legal Aid program.

EDUCATION

1970 **University of Texas School of Law** Austin, TX
■ Doctor of Jurisprudence degree.

1967 **Rice University** Houston, TX
■ B. A., Political Science

LICENSES/ADMISSIONS/MEMBERSHIPS

Licenses: State Bar License for State of Texas (1970)

Admissions: United States District Court, Western District of Texas, (1980); Southern District of Texas, (1985)

Professional Memberships: State Bar of Texas, 1970 to present; Travis County Bar Association, 1972 to present; Texas Bar Foundation, 1987 to present; Austin Bar Foundation, 2004 to present.

Memberships: State Bar District 9 Grievance Committee Member 1986 to 1993; City of Jonestown Planning & Zoning Commission Member 1998 to 2005; City of Jonestown City Council Member 2005-2006; 2007 to 2013; 2015 to present.

Board of Directors: State Bar of Texas, Environmental Law Section, 1979 to 1982; Chair 1981-1982; Legal Aid Society of Central Texas, 1974-1978, President, 1978; Travis County Bar Association 1974; Twilight Concerts, 2005 to present, Family Eldercare, 2006 to 2012; Travis Central Appraisal District, 2010 to present.

Officer: Treasurer, State Bar of Texas, Environmental Law Section, 1982 to 1983; Vice Chair, Environmental Section of State Bar, 1984; Chair Elect, Environmental Section of State Bar, 1985; Chair, Environmental Section of State Bar, 1986; Chair, State Bar District 9 Grievance Committee, January 1992 to June 1993; Chair, City of Jonestown Planning & Zoning Commission 2000 to 2005; Mayor Pro Tem, City of Jonestown, 2007 to 2013; 2015 to present; Treasurer, Family Eldercare 2008 and 2009; Chair Travis Central Appraisal District 2019.

Assistant City Attorney: City of Westlake Hills, Texas, 1979 to 1985; City of Lakeway, Texas, 1981 to 1990; City of Sunset Valley, Texas 1982 to 1990.

City Attorney: City of Jonestown, Texas, 1985 to 1995; City of Lakeway,

Texas, 1990 to 2007; City of Sunset Valley, Texas, 1990 to 2020; Village of Volente, Texas, 2004 to 2017.



JOHN HAVENSTRITE
506 BROOKHAVEN TRAIL
AUSTIN, TEXAS 78746
John.havenstrite@yahoo.com

**RE: Travis Central Appraisal District
Board of Directors Candidacy**

September 23, 2020

John Havenstrite is a Principal Account Manager for the Lower Colorado River Authority (LCRA) where he works to enhance emergency communication among first responders throughout Central Texas. Specifically, John helps elected officials and policy makers solve problems that impede first responder interoperability.

John began his career in municipal governance and finance. For fourteen years, he served as the Tax Assessor Collector for dozens of municipalities serving countless commercial and residential property owners scattered across four urban and rural Texas counties. In that capacity, John became expertly familiar with the varying functions, responsibilities, and operations of the region's appraisal districts, the tax assessment and collection cycle, and the relationship each has with municipal finance and economic development.

Prior to moving to Austin in 2004, John was a partner and vice president of a Houston-based urban planning firm. Here he gained experience creating, managing, and monitoring the myriad public/private economic development tools available to municipalities in Texas - all of which are dependent upon a reliable, well-functioning appraisal district, and tax assessment collection team.

John is currently the Vice President of the Eanes Independent School District (EISD) Board of Trustees. He was elected to the Board in 2017, and will serve a second term beginning in November 2020. John has served as the Secretary of the Central Texas School Board Association (CTSBA) for the past two years and is a 2020 graduate of Leadership-TASB (L-TASB). John also serves on advisory committees related to public safety, telecommunications, and the utility industry.

John grew up in New Orleans, and graduated from Louisiana State University (LSU) with degrees in History, Political Science, and Journalism. He volunteers regularly at his church and in his community whenever he can. However, more important than any of the foregoing, John has been married for 20 years, is the proud father of two Westlake High School students, and is the unwitting owner of two dogs, two cats, and three chickens.



Public Service Biography

Randy Strader



Ralph E. Strader II (“Randy”) is a 12-year resident of Cedar Park, Texas. Randy moved with his wife, Tessa, who works locally as an accountant, and three sons from his residence in Austin, where he had lived since 1997 to a subdivision in unincorporated Travis County.

Motivated to serve his neighbors, he joined the Deer Creek Ranch Homeowners Association as Treasurer in 2011, using his skills in finance and taxation to restore and maintain the association’s balance sheet. Randy established ties with the City of Cedar Park in this capacity, helping the effort to bring the subdivision into the City when it was annexed.

Randy subsequently became President of the HOA and served in this role for four years. Through continuing dialogue on matters pertaining to the City, he was nominated and became a Commissioner on Cedar Park’s Planning and Zoning Commission. Randy later served as its Chair and it presently serving as Place Seven and Vice Chair.

Having worked in finance and accounting for much of his career, which includes his work in taxation for one of the Big Four accounting firms, Randy brings tremendous knowledge of various forms of taxation within both the public and private sector.

Randy also holds an MBA with a concentration in Real Estate Finance from the University of Texas at Austin, an MA from Boston College, and a BA from the University of St. Thomas in Houston, Texas.

Randy Strader

2702 Rambler Valley Dr. • Cedar Park, Texas 78613
Mobile: (512) 767-5809 • E-Mail: mail@randystrader.com

Overview

Distinguished track record of managing and delivering enterprise software projects, supported by broad business knowledge with expertise in finance, tax, and international logistics. Progressive achievement in working with senior leadership to create strategies, implement business objectives, and track performance of corporate initiatives.

Experience

Program Manager, Apple Inc.

May 2020 - Present

Program Manager with responsibility for overseeing a portfolio of finance and tax projects. Product Owner of Apple-internal finance system.

Tax Manager, Deloitte Tax LLP

2014 - 2020

Tax project manager within Deloitte Tax's Enterprise Tax Integration (SAP) group, focused on implementing finance and tax requirements relating to corporate taxation (US and US-International), State and Local Taxes, VAT, Property Tax, and other forms of use tax.

Program Manager, Finance IT, Hewlett-Packard Company

2009 – 2014

Chief-of-staff to the VP of Finance IT. Program and portfolio management for finance, tax, and global regulatory compliance applications at HP, including resource planning, financial analysis of IT projects, and project portfolio planning. Developed and communicated Finance IT strategy to internal stakeholders, including executives of HP's various lines-of-business. Configured and used financial management systems, including SAP Business Warehouse (SAP BW) and SAP Business Planning and Consolidation (SAP BPC) to communicate internal metrics and financial performance. Obtained HP Master Technologist level.

Tax Manager, Deloitte Tax LLP

2008 - 2009

Client engagement manager on Deloitte's Global Trade Solutions team. Advised clients on international trade requirements, aligning the trade function with business objectives via software automation. Performed research and analysis of regulatory, statutory, and international trade rules for client compliance. Managed staff and seniors. Created project proposals, including project timeline, budget, and fees.

Director, Solution Management, SAP America, Inc.

2006 - 2008

Led product management and solutions engineering teams for SAP's trade and customs software portfolio. Performed gap and market analysis to identify product features to implement. Managed direct reports in three regions – APA, EMEA, and Americas. Overall coordination of product definition, software development lifecycle (SDLC), and roll-out activities for products within the portfolio.

Manager, Product Management, SAP Labs LLC

2001 - 2006

Led product management for the SAP Global Trade Services application. Line manager with 5 – 7 reports. Authored product requirements documents, market opportunity analysis, and software design specifications. Managed the overall software development lifecycle for SAP GTS releases 1.0 through 7.0 with SAP core development teams.

SAP Support Consultant, SAP America, Inc.

1996 – 2001

Delivered on-site and remote services for SAP R/3, CRM, and SRM customers, including software configuration, performance tuning, and data analysis. SAP Certified Consultant in SAP R/3 Sales & Distribution, Logistics Execution, and Materials Management modules.

Education

MBA, The University of Texas at Austin

May 2008

Texas Executive MBA. Elective coursework in Real Estate Finance.

MA, Philosophy, Boston College

May 1996

BA, Philosophy, University of St. Thomas

May 1992

Completed US Federal Taxation sequence at Austin Community College as a continuing education student.

Skills

Project Management (waterfall, Agile, and Scrum)	US Federal Income Tax	SAP S/4HANA Finance
Financial Accounting	Regulatory Research	SAP ERP (ECC, S/4HANA)
Excel Modeling	Tax Analysis	SAP BPC & BW Reporting
IT Portfolio Planning	Customs Regulations	SAP HANA Database
Vendor Management	Global Trade	Enterprise Data Warehouse
	Software Development Lifecycle	Microsoft Office, Project & Visio

Community Service

Place 7 and Chair (2016-19),
Vice-Chair (2019-20)
Planning and Zoning Committee
City of Cedar Park

Director, Deer Creek Ranch HOA
President 2013-17
Treasurer 2011-13

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

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:	Elaine Cogburn
Attachments:	Resolution Nominating a Candidate to Fill a Vacancy on the WCAD Board of Directors WCAD Board of Directors Election General Information Sheet Lora Weber Resume-Bio

Background Information:

The administration received notification from the Williamson Central Appraisal District (WCAD) on October 8, 2020, that one of their members of the Board of Directors is unable to complete their 2020-2021 term. The LISD Board may nominate, by resolution, a candidate to fill the vacancy.

For any nominee to be considered, there is a list of member requirements that must be met, and the LISD Board, along with the nominee, must sign that document and return it to WCAD, along with its Resolution. A resume also needs to accompany the Resolution and member requirements document, as the selection is left up to the WCAD Board of Directors.

The LISD Board must submit the name of its nominee to Alvin Lankford, the Chief Appraiser, within 45 days after notification of the existence of the vacancy. Should the Board wish to submit a nomination for the WCAD vacancy, a Board Resolution needs to be adopted by the November 19th Board meeting, in order to meet the nomination deadline. LISD may submit only one nomination via the required resolution. The administration has received information on Lora Weber as a possible nominee.

Once the Chief Appraiser receives the nominations, a list will be prepared and delivered to the WCAD Board of Directors. The WCAD Board of Directors shall elect, by majority vote of its members, one of the nominees to fill the vacancy. Historically the WCAD Board has replaced vacancies with the nomination from the entity that originally nominated the vacating member. In this case, Mr. Honeycutt was originally nominated by the City of Round Rock as therefore, precedence would indicate a nomination for the vacancy from the City of Round Rock would carry more weight than a nomination from another entity.

Administrative Recommendation:

The administration recommends the Board of Trustees approve the Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors.

Sample Motion:

I move the Board of Trustees approve the Resolution Nominating an Individual to the Williamson Central Approval District WCAD Board of Directors indicating a nomination for _____.

RESOLUTION NO. _____

A RESOLUTION OF _____,
NOMINATING A CANDIDATE TO FILL A VACANCY ON THE WILLIAMSON
CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS.

WHEREAS, due to an unexpected vacancy on the Williamson Central Appraisal
District Board of Directors, the _____
(Entity)
wishes to nominate a candidate to fill said vacancy:

NOW THEREFORE BE IT RESOLVED BY _____
(Governing Body)

that the _____ hereby nominates
(Entity)

_____ as a candidate to fill a vacancy on the Williamson Central
Appraisal District Board of Directors.

RESOLVED this _____ day of _____, 2020.

Signed _____
Presiding Officer

Attest: _____



625 F.M. 1460
Georgetown, Texas 78626
(512) 930-3787
www.wcad.org

Board of Directors

Charles Chadwell, Chairman
Harry Gibbs, Vice Chairman
Donald L. Hisle, Secretary
Rufus Honeycutt
Jon Lux
Larry Gaddes

Chief Appraiser

Alvin Lankford
(512) 930-3787

We will provide quality service with the highest standards of professionalism, integrity and respect. We will uphold these standards while providing an accurate, fair and cost-effective appraisal roll in compliance with the laws of the State of Texas."

Dear Taxing Unit:

Unfortunately, one of our Board of Director members, Rufus Honeycutt, will be unable to complete his 2020-2021 term.

The procedures to replace this member are found in Section 6.03(l) of the Texas Property Tax Code. Please find a copy of that section attached.

The Code requires that if a vacancy occurs on the Board of Directors, each taxing unit that is entitled to vote, may nominate, by resolution adopted by its governing body, a candidate to fill the vacancy. The unit shall submit the name of its nominee to the Chief Appraiser within 45 days after notification from the Board of Directors of the existence of the vacancy. The Chief Appraiser shall prepare and deliver to the Board of Directors within the next five days a list of the nominees. The Board of Directors shall elect, by majority vote of its members, one of the nominees to fill the vacancy. We've enclosed a sample resolution for your use when submitting your nomination.

Since the selection is left up to us, the Board requires a resume with your nomination. A listing of member requirements is enclosed; we ask that both your taxing unit and your nominee sign this document and return it to the District along with your nomination.

If you have any questions, please feel free to contact our Chief Appraiser, Alvin Lankford at the number listed above.

Sincerely,

Charles Chadwell, Chairman
Board of Directors
Williamson Central Appraisal District

Enclosures

BOARD OF DIRECTORS

The Williamson Central Appraisal District is governed by a Board of five Directors.

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.

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.

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 units participating in the district. An option of the Property Tax Code allows three-fourths of the voting units to increase the number of Directors. The taxing units of Williamson County have adopted a five member Board of Directors.

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.

2020-2021
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 TAC serving as a non-voting Director.

(Continued on next page)

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

LORA H. WEBER

1902 Mulligan Drive Round Rock, Texas 78664
512-423-8263 lora.h.weber@gmail.com

SUMMARY

Results-oriented administrator, governmental relations professional, small business owner, and community leader. Accomplished at achieving organizational goals through and with others including public officials, governing boards, special interest groups, community leaders, the media, employees, and other stakeholders. Successful leader of organizations with diverse, complex mandates and multi-state operations who works productively in fast-paced, politically-charged environments. Extensive experience in developing public policy, writing legislation and cost analyses, and providing public testimony, as well as in developing and administering funding requests, operating budgets, and strategic plans.

PROFESSIONAL EXPERIENCE

BUSINESS OWNER

MaggieMoo's Ice Cream and Treatery

Owner of retail ice cream store in Round Rock, Texas awarded Small Business of the Year for 2012 by Round Rock Chamber of Commerce. (2005-2019)

DIRECTOR, EXTERNAL RELATIONS

Texas Higher Education Coordinating Board

Provided executive level strategic direction and planning for effective communications and collaboration with external stakeholders/partners to further the goals of the state's higher education plan. Directed interaction with the Texas Legislature, executive branch, U.S. Congress, and other federal, state, and local governmental entities, including provision of testimony by board members, commissioner, and staff. Directed preparation of cost estimates to the Legislative Budget Board on over 500 pieces of proposed legislation as well as hundreds of reports and responses annually to the Legislature and Governor's Office regarding highly complex issues. Managed agency-wide implementation of statutes including timely submission of over 150 agency reports and studies required by law. Advised board and commissioner on strategic interaction with institutions, business leaders, and community representatives. (2001-2010)

PRESIDENT/CHIEF EXECUTIVE OFFICER

Consumers Alliance of the Southeast (CASE)

Founded grassroots coalition of over 500 consumer organizations, community leaders, and small business owners in 12 states to address service issues vital to the home and small business, particularly electric utility deregulation. Represented organization before federal and state legislative/regulatory bodies, provided written and oral testimony at congressional and state legislative hearings, and organized meetings between stakeholders and governmental officials. Issued news releases, responded to interview requests, and conducted media events. (1997-2001)

DEPUTY EXECUTIVE DIRECTOR

Texas Department of Licensing and Regulation

Performed highly complex managerial work in strategic operations and planning for agency including administrative, budgetary, legislative, and regulatory activities. Direct supervision of regulatory divisions related to licensing, inspections, investigations, and policy development as well as of administrative divisions related to accounting, purchasing, human resource management, and data processing. Developed and managed agency's strategic plan, service quality initiatives, and governmental relations. Oversaw preparation of agency appropriations requests, operating budgets, and performance reports. Represented department in and before a variety of public forums, including legislative hearings. (1990-1997)

EXECUTIVE DIRECTOR

Texas Incentive and Productivity Commission

First executive director of agency. Responsible for agency start-up and for directing operations including all planning, staffing, administrative, legislative, and fiscal activities. Administered state-wide suggestion system and productivity plan targeting over 160 agencies and universities and over 200,000 employees. Worked with legislature and commissioners to develop and implement employee suggestion program, productivity bonus program, legislation, and agency rules and policies. Trained and directed 165 agency coordinators in implementation of suggestion system within their agencies. (1988-1990)

DIRECTOR, CONSUMER AND PUBLIC AFFAIRS

Public Utility Commission of Texas

Planned, staffed, and directed division activities including response to and investigation of over 10,000 consumer complaints annually. Set precedent for integrating customer service quality into commission decision-making through provision of expert testimony in commission proceedings. Formulated and enforced regulatory policy. Acted as liaison to members of the Texas Legislature regarding constituent complaints and development of legislation. Managed media relations and production of commission publications. Also supervised library and central records functions. (1980-1987)

EDUCATION AND TRAINING

Bachelor of Arts in English and Political Science, Stephen F. Austin State University
Graduate of Governor's Executive Development Program
Graduate of Leadership Texas
Graduate of Leadership Round Rock
PADI Dive Master

HONORS AND AFFILIATIONS

Honors and Awards

Woman of the Rock in Community Leadership
Small Business of the Year, Round Rock Chamber of Commerce
Chairman's Award, Round Rock Chamber of Commerce
Woman of the Year, Executive Women in Texas Government
Outstanding Woman in Texas Government, Governor's Commission for Women

Current Appointments/Affiliations

Board of Directors, CHASCO Family YMCA, 2019-present
Capital Area Council of Governments, Economic Development Council, 2016-present
Leadership Round Rock Planning Committee, 2016-present
Founder and Director, Austin Threshold Choir, 2010-present
Executive Women in Texas Government, 1984-present
Founding Member, 1984
President, 1989

Past Appointments/Affiliations

Board of Directors, Round Rock Chamber of Commerce, 2010-2017
Board Chair, 2014-2015
Chair, Business Advocacy Council, 2010-2013
Round Rock Economic Development Advisory Committee, 2014-2016
Round Rock Bond Advisory Commission, 2013
State Higher Education Executive Officers, 2001-2009
Verizon National Consumer Advisory Board, 1999-2007
National Consumers League Board of Directors, 1997-2003
National Council on Licensure, Enforcement, and Regulation (CLEAR), 1990-1997
State Employee Charitable Campaign (SECC)
Chair, Capital Area Campaign, 1993-1997
National Association of Suggestion Systems Long Star Chapter Board, 1988-1990

LORA HAMMOND WEBER

Lora Weber is a public policy professional, small business owner, community leader...and ice cream fanatic.

Lora's interest in public policy stems from her 25-year executive level career in Texas government. This included stints as Director of Consumer and Public Affairs for the Texas Public Utility Commission, Executive Director of the Texas Incentive and Productivity Commission, Deputy Executive Director of the Texas Department of Licensing and Regulation, and Director of External Relations for the Texas Higher Education Coordinating Board.

Honors in recognition of her contributions to the state include an Outstanding Woman in Texas Government award from the Governor's Commission for Women and being named Woman of the Year by Executive Women in Texas Government. She also was selected for the Governor's Executive Development Program and for Leadership Texas, a year-long program that provides advanced training for the top women leaders of Texas. She served as the first Chair of the State Employee Charitable Campaign for the Capital Area which raised almost \$2 million for Central Texas charitable organizations its first year.

During the mid-1990's, Lora founded the Consumers Alliance of the Southeast (CASE), a non-profit coalition of consumer groups, community leaders, and small businesses in twelve states. As president of the organization, Lora represented CASE members on service issues vital to the home and small business before state legislatures and regulatory bodies as well as before Congress and federal agencies in Washington D.C. Lora also served on the board of a number of national consumer organizations including the National Consumers League and the Verizon National Consumer Advisory Board.

Lora and her husband, Jay, love ice cream, and from 2005 through 2019, they owned MaggieMoo's Ice Cream & Treatery in Round Rock, Texas. In 2012, MaggieMoo's was honored as the Round Rock Chamber of Commerce Small Business of the Year. Lora earlier received the Chamber Chairman's Award in 2011.

Lora also brings her lifelong public service commitment to her home community, as a member of the 2013 Round Rock Bond Advisory Commission, as chair of the Round Rock Chamber Board of Directors, and as a member of the Economic Development Advisory Committee. She currently serves on the Capital Area Economic Development District for the Capital Area Council of Governments and on the board of the CHASCO Family YMCA in Round Rock. She also is a founder of the Austin Threshold Choir, and has sung at the bedside of hospice patients every week for ten years. In addition, Lora is a PADI certified dive master and has long enjoyed teaching scuba diving as a volunteer for the Texins Dive Club.

Lora holds a Bachelor of Arts degree in English and political science from Stephen F. Austin State University.

2019

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of Amended Compensation Plan and Payment of a Personal Protective Equipment Stipend
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Elaine Cogburn and KarieLynn McSpadden
Attachments:	Amended LISD 20-21 Compensation Plan 2020-2021 Budget Overview

Background Information:

We are asking the Board of Trustees to approve a \$800 Personal Protective Equipment Stipend (PPE) to cover employee expenses for the PPE that they have or will purchase over and above that which is provided by the district during this pandemic.

The Compensation Plan adopted by the Board in May 2020 outlined a 2% one-time payment to employees based on the criteria that student enrollment met or exceeded 41,300 as of the PEIMS snapshot date (October 30, 2020). At this time, enrollment is about 1,000 students short of this number therefore, the 2% one-time payment currently provided for in the Compensation Plan cannot be made. In order to honor employees' PPE expenses during the pandemic, the administration is recommending a PPE Stipend payment in lieu of the 2% one-time payment.

The budget currently includes \$5.4 million dollars that would have covered the 2% one-time payment. This amount covers the recommendation of an \$800 payment to all employees as well as the estimated cost of hiring a third party vendor to provide substitutes at a 100% fill rate. During the listening sessions held across the district, the administration heard many times the need for additional substitutes and disappointment that employees were not going to see the 2% one-time payment.

This one-time \$800 PPE Stipend payment will be paid to our eligible full-time employees as outlined in the LISD Compensation Plan. An employee who is employed as a 0.5 FTE or less will receive ½ of the payment. It will be paid in December 2020 to all full-time/part-time employees who were employed by the District at the time the payment is authorized by the Board.

This payment is not considered salary; therefore, it is not eligible for credit in accordance with the Teacher Retirement System.

Administrative Recommendation:

The administration recommends the Board approve the amendment to the LISD 20-21 Compensation Plan and payment of the one-time PPE Stipend payment.

Sample Motion:

I move that the Board accept the recommendation to amend the LISD 20-21 Compensation Plan and approve the one-time PPE Stipend payment to all employees in December 2020 as outlined in the amended LISD 20-21 Compensation Plan.

COMPENSATION PLAN

Amendment

COMPENSATION PLAN

LISD recommends amending the approved 2020-21 Compensation Plan as stated below. Once approved, the Board grants LISD administration the authority to make any administrative changes needed to meet the intent of what was presented and in compliance with district policy.

ONE-TIME PERSONAL PROTECTIVE EQUIPMENT (PPE) STIPEND AUTHORIZATION

The District will grant a one-time, lump sum \$800 PPE Stipend to cover employee expenses for the PPE (personal protective equipment) that they have or will purchase over and above that which is provided by the district during the COVID-19 pandemic.

Employee Eligibility

If authorized by the Board of Trustees, in order to be eligible to receive the one-time, lump -sum employee PPE stipend payment detailed above, a district employee must meet the following eligibility parameters:

- Employee is employed by the district in a regular part or full-time position at the time the payment is authorized by the Board in November;
- Employee must be in an active status, or on approved medical leave, on November 20, 2020;
- Any employees hired after the date of the one-time lump sum PPE Stipend payment are ineligible for a lump sum payment.
- The one-time, lump sum payment is not eligible for TRS creditable service.
- An employee who is employed as a 0.5 FTE or less will receive half of the PPE stipend payment.

**LEANDER INDEPENDENT SCHOOL DISTRICT
GENERAL FUND BUDGET OVERVIEW
FY 2020-2021**

	Projected 2019-2020	Original Budget	August Amendment	September Amendment	Potential Future Amendments	
Beginning FB	\$ 150,539,909	\$ 190,473,477	\$ 190,473,477	\$ 190,473,477	\$ 190,473,477	
Revenues	357,364,433	368,727,228	368,727,228	369,040,828	367,561,302	
PPE Inventory	0	0	313,600	0	0	
Golden Penny Adj	0	0	0	-1,479,526	0	
Prop Value Audit	0	0	0	0	-1,665,000	<i>Funds received in 19-20</i>
Local Revenues	0	0	0	0	-1,250,000	<i>Projecting lower local revenues 550</i>
Enrollment Decline	0	0	0	0	-12,190,238	<i>Impact of lower spring enrollment</i>
Revised Revenues	357,364,433	368,727,228	369,040,828	367,561,302	352,456,064	
Expenditures	317,430,865	379,845,079	379,778,829	388,310,351	388,310,351	
PO Rollover	0	0	8,217,922	0	0	
PPE Inventory	0	0	313,600	0	0	
Projected Savings	0	0	0	0	-17,553,258	<i>Estimate of unspent budgets</i>
Revised Expenditures	317,430,865	379,845,079	388,310,351	388,310,351	370,757,093	
Surplus/(Deficit)	39,933,568	-11,117,851	-19,269,523	-20,749,049	-18,301,029	
Transfers Out	0	-6,485,000	-6,551,250	-6,551,250	-6,571,250	
MM Transfers	0	-3,377,966	-3,377,966	-3,377,966	-8,556,496	
CNS Potential Deficit	0	0	0	0	-3,349,430	
Ending Fund Balance	\$ 190,473,477	\$ 169,492,660	\$ 161,274,738	\$ 159,795,212	\$ 153,695,272	

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of New Position Recommendations	
Purpose (this meeting):	☐ Discussion Item/Report Only	☒ Action Requested
Administrator Responsible:	Elaine Cogburn, Jason Miller	
Attachments:	N/A	

Background Information:

The Chief Financial Officer and Chief Technology Officer have reviewed the current structure of their departments and are proposing restructures that upgrade and add positions and realign duties. These reviews were based on distribution of duties, needs within the departments, comparisons to like districts, and consideration of future needs brought about by district growth. The addition of new positions mid-year is requested to accommodate the growing needs of the district.

Human Resources has reviewed the recommendations and provided a cost estimate of the upgraded and new positions. The proposed restructure within Financial Services and Business Services adds one professional position and one clerical position and modifies seven existing positions at an annual payroll cost of \$155,606 and would add to the 2020-2021 payroll budget \$78,492. The proposed IT restructure adds five professional positions and includes several modifications at an annual cost of \$461,511 and would add to the 2020-2021 payroll budget \$227,517. Costs for the 2020-2021 budget would be covered by projected savings within the overall payroll budget due to vacancies.

Administrative Recommendation:

The administration recommends the Board of Trustees approve the addition of seven new positions within Financial/Business Services and IT Services and modifications within the departments necessary to realign responsibilities and meet district needs.

Sample Motion:

I move the Board approve the addition of seven new positions within Financial Services, Business Services, and IT and modifications of existing positions to meet the needs of the departments.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Approval of Fleet Management Lease Purchase Option	
Purpose (this meeting):	☐ Discussion Item/Report Only	☒ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	10 Year Lease Analysis Lease Cashflow Analysis Enterprise Fleet Management Synopsis	

Background Information:

The district administration has been reviewing the district's need for vehicles and the way the existing fleet is maintained and expanded as needs arise. Currently, vehicles for Plant Services are budgeted for under the 2017 bond program. Vehicle needs for Custodial Services, Warehouse, and student activities (special education, extra-curricular) are funded with General Fund budgets when funding exists. In an effort to provide for a true replacement plan and accommodate additional needs for vehicles, other financing options have been pursued.

Enterprise Fleet Management (EFM) offers an equity leasing program that could provide two vehicles over a ten-year period at nearly the same cost as purchasing and holding one vehicle for the same ten-year period. The leasing program would provide for a newer fleet with lower long-term costs than holding older vehicles. At this time, the administration is recommending this program for student vehicles with the possibility of expanding the program to vehicles used in Custodial and Warehouse services.

The EFM program takes advantage of the ability of governmental entities to purchase vehicles at lower prices. EFM then sells those vehicles at the opportune time – 4 or 5 years in order to access the equity available through the sale of the vehicle. The district would pay a \$400 end of lease service charge and EFM would pay the district the difference between the balance due on the lease and the sales price. This equity payment can then be used towards the purchase of additional vehicles or returned to the district's general fund as a revenue source. In order to establish a true replacement cycle, the administration recommends using the equity towards replacement vehicles. Establishing a lease program provides a consistent, measurable amount for budgeting purposes versus the current process of allocating funds when available.

Last spring, the district ordered 10 suburbans for student use from budgeted funds. The district has not taken delivery of these vehicles and has the option to convert these to a lease through EFM rather than expending the \$400,760 currently budgeted for the payment of the purchase order. This amount would cover the lease payments for the next five years if the 10 vehicles were leased and then sold at the end of five years. The estimated equity from the sale of the original 10 suburbans would then help offset the leasing of 10 new suburbans for five years and is projected to use \$20,652 less cash than an initial outlay of \$400,760 to purchase the vehicles. While the actual cost of leasing over a ten year period is about \$12,000 more than an outright purchase, the benefits include providing newer vehicles for use in transporting students, savings in maintenance costs (not estimated) and potentially better fuel economy. The administrative burden of maintaining registrations and service records is also removed.

The district has several options to discontinue the lease program if so desired and can the lease can be terminated with 30-days' notice. An open-end lease means there are no early termination fees, no mileage restrictions, and no wear and tear penalties. Leases are written to a residual balance to preserve cash flow. The district would receive flexibility of ownership, as well as net equity from the sale at time of disposal.

Administrative Recommendation:

The administration recommends the Board of Trustees approve the administration negotiate a lease with Enterprise Fleet Management for ten suburbans ordered in the spring of 2020.

Sample Motion:

I move the Board approve the administration negotiate a lease of ten suburbans for student use through Enterprise Fleet Management.

Leander Independent School District
Enterprise Fleet Management
Lease Analysis

	Vehicle Number:	1	2	3	4	5	6	7	8	9	10	Annual Cost
Year 1		\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 8,527	\$ 85,270
Year 2		8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	85,270
Year 3		8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	85,270
Year 4		8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	85,270
Year 5		8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	8,527	85,270
Total Equity Lease Payments		\$42,635	\$42,635	\$42,635	\$42,635	\$42,635	\$42,635	\$42,635	\$42,635	\$42,635	\$42,635	\$ 426,348

SALE OF VEHICLES AFTER YEAR 5:

Sales Fee	\$	400	\$	400	\$	400	\$	400	\$	400	\$	400	4,000
Sales Price		-28,500		-28,500		-28,500		-28,500		-28,500		-28,500	(285,000)
Lease Balance		4,008		4,008		4,008		4,008		4,008		4,008	40,080
Net From Sale		-\$24,092		-\$24,092		-\$24,092		-\$24,092		-\$24,092		-\$24,092	\$ (240,920)

	Vehicle Number:	11	12	13	14	15	16	17	18	19	20	
Year 6		\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 8,962	\$ 89,620
Year 7		8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	89,620
Year 8		8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	89,620
Year 9		8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	89,620
Year 10		8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	89,620
Total Equity Lease Payments		\$44,810	\$44,810	\$44,810	\$44,810	\$44,810	\$44,810	\$44,810	\$44,810	\$44,810	\$44,810	\$ 448,100

SALE OF VEHICLES AFTER YEAR 10:

	\$	400	\$	400	\$	400	\$	400	\$	400	\$	400	4,000
		-29,954		-29,954		-29,954		-29,954		-29,954		-29,954	(299,540)
		4,212		4,212		4,212		4,212		4,212		4,212	42,120
Net From Sale		-\$25,342		-\$25,342		-\$25,342		-\$25,342		-\$25,342		-\$25,342	\$ (253,420)

LEASE ANALYSIS:

Lease Net Cost for a Total of 20 Vehicles over a 10 Year Period **\$ 380,108**

PURCHASE ANALYSIS:

Purchase of 10 Vehicles in Base Year and Held for 10 Years **\$ 400,760**
 Sales Price at End of Ten Years **(33,000)**
\$ 367,760

Net Difference Between Lease and Purchase \$ 12,348

**Maintenance costs are potentially reduceds as vehicles are under warranty for 3 years leaving only two years of maintenance vs seven*

**Better fuel efficiency achieved with newer vehicles *Students are transported in newer/safer vehicles*

**Leander Independent School District
Enterprise Fleet Management
Cash Outflow Analysis**

Funds Currently Allocated to Purchase	\$ 400,760
Lease Payment Year 1	\$ (85,270)
Lease Payment Year 2	(85,270)
Lease Payment Year 3	(85,270)
Lease Payment Year 4	(85,270)
Lease Payment Year 5	(85,270)
Cash on Hand after Lease Payments	\$ (25,588)

SALE OF VEHICLES AFTER YEAR 5

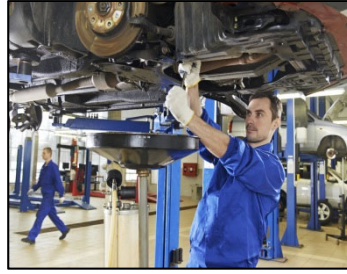
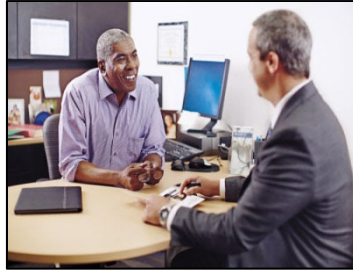
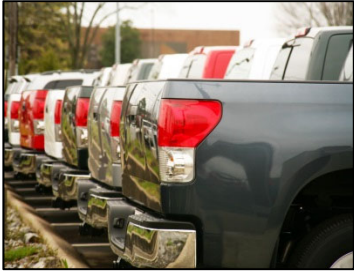
Sales Fee	(4,000)
Sales Price	285,000
Lease Balance	(40,080)
Cash on Hand after Sale of Vehicles	\$ 215,332

Lease Payment Year 6	\$ (89,620)
Lease Payment Year 7	(89,620)
Lease Payment Year 8	(89,620)
Lease Payment Year 9	(89,620)
Lease Payment Year 10	(89,620)
Cash on Hand after Lease Payments	\$ (232,768)

SALE OF VEHICLES AFTER YEAR 10

Sales Fee	(4,000)
Sales Price	299,540
Lease Balance	(42,120)
Cash on Hand after Sale of Vehicles	\$ 20,652

**Leasing vehicles and selling after 5 years of use actually nets district \$20,652 in cash.*



FLEET MANAGEMENT

FLEET SYNOPSIS



Leander ISD
204 West South St.
Leander, TX 78646

Enterprise Fleet Management, Inc.

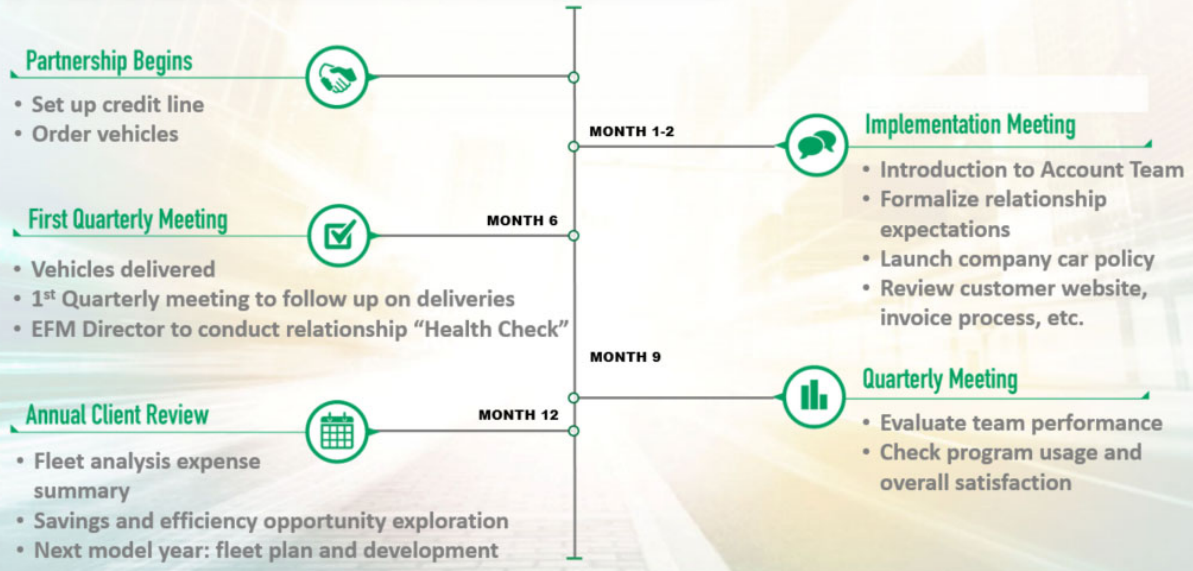
600 Corporate Park Drive
St. Louis, MO 63105
314-512-5000 Main
314-518-5583 Fax

Bo Ashe

Senior Fleet Consultant
4210 S. Congress Ave
Austin, TX 78745
512-826-5143 (cell)
Bo.Ashe@efleets.com

IMPLEMENTATION - PURCHASING DUE DILIGENCE - LEANDER ISD

WHAT TO EXPECT – FIRST YEAR



Sourcewell Awarded Contract # #060618-EFM

FLEET SYNOPSIS | LEANDER ISD

Impact of Partnership

BACKGROUND

Location: Leander, TX

Industry: Government-School District

THE SITUATION

Leander ISD is looking for a solution to better manage its aging fleet.

- 72% of the current light and medium duty fleet is over 10 years old.
- Older vehicles have higher fuel costs, maintenance costs, and tend to be unreliable.

THE OBJECTIVES

Enterprise Fleet Management's proposal is to save city resources and budget dollars through a managed vehicle program.

- Utilize an open-end lease* as a funding mechanism, allowing the ISD to acquire additional vehicles while avoiding a large capital budget outlay.
- Replace aged vehicles with newer models to increase fuel efficiency and reduce maintenance expense. Maintenance and repairs will be outsourced to local businesses to further stimulate economic growth and the integration of more fuel-efficient vehicles will reduce carbon footprint.
- Establish a proactive replacement plan that maximizes potential equity at time of resale, reduces operational expenses, and increases safety.

*An open-end lease means there are no early termination, no mileage, and no wear and tear penalties. Leases are written to a residual balance to preserve cash flow. The ISD receives flexibility of ownership, as well as net equity from sale at time of disposal. This is the opposite of the type of lease that you would incur at a dealership. The open-end equity lease is a flexible way to utilize a proactive vehicle replacement program.

CLIENT TESTIMONIAL

“By partnering with Enterprise, we have strengthened focus on our students, maximized personnel utilization, and provided our employees with vehicles they are proud to drive.”

– Pete Pape, Assistant Superintendent for Business Services

THE RESULTS

By partnering with Enterprise Fleet Management, Leander ISD can have newer, safer, more fuel-efficient vehicles that will have lower maintenance costs. LISD will receive a dedicated Account Manager with Enterprise Fleet Management to help LISD monitor and track all vehicles costs, help make recommendations on how to operate LISD vehicles at the lowest total cost of ownership. There is no contractual agreement that LISD is locked into. At the end of the lease, or at any time throughout the lease term you have the option to terminate the lease, pay if off and take title. Our goal of this program is to help LISD rotate these Suburbans out every 5 years and sell these vehicles while they still have a strong resale value. The equity in the vehicles belongs to LISD. If for any reason you wish to terminate the relationship with EFM we would only require a 30-day notice. EFM has a 95% customer retention rate and we are confident these initial 10 vehicles could lead to a long-lasting partnership like we have with hundreds of local governments in Texas.

PROGRAM RESOURCES | LEANDER ISD – these programs are all included when acquiring vehicles from EFM

SAFETY

- **105** LISD vehicles do not contain the most up to date safety features, such as airbag standardization and anti-lock brake control or electronic stability control (ESC)

ACCOUNT MANAGEMENT

Leander ISD will have a dedicated, local account team to proactively manage and develop your fleet while delivering the highest level of customer service to facilitate your day-to-day needs.

- Meeting with you at minimum 4 times a year- 2 of those are financial planning meetings. These are an Annual Client Review and a Fleet Analysis Meeting.
- Your Account Manager will provide ongoing analysis, which can include best makes/models, cents per mile, total cost of ownership, and replacement analysis.
- Monthly management reports consisting of a single invoice with all charges

ANCILLIARIES

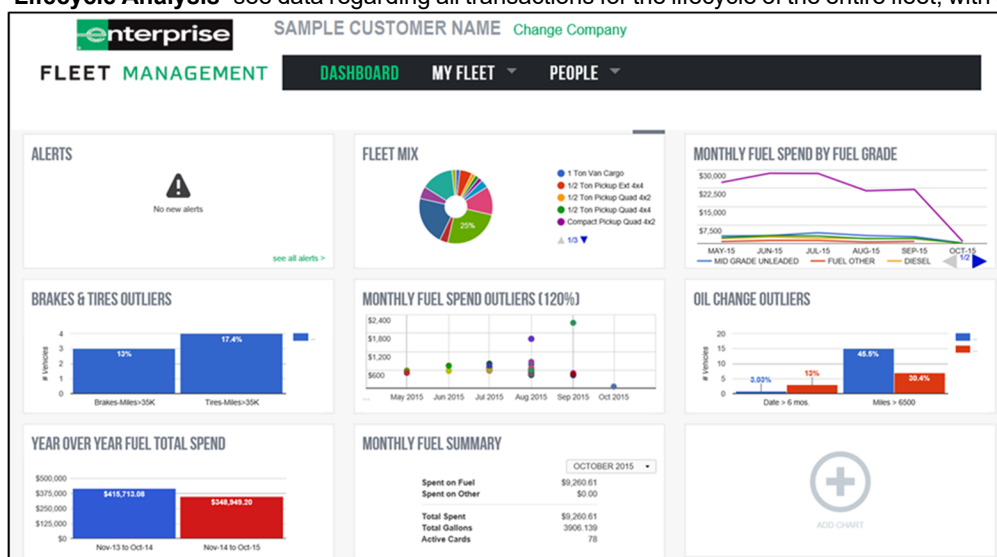
Enterprise Fleet Management can offer a total fleet solution should the ISD need further evaluation of the fleet. These can include:

- Fuel Card – free program to track mileage and odometers. Integrates with Maintenance program to automate maintenance reminders
- Maintenance Card – 62 Maintenance Facility locations within 10 miles of Leander. We can also help inhouse shop utilize the maintenance technology for tracking and better visibility on expense. This is optional and can be utilized on new vehicles from EFM as well as current owned LISD vehicles
- Telematics Device available for \$17 per month to monitor utilization and driving behavior

TECHNOLOGY

Enterprise Fleet Management's website provides vehicle tracking, reporting, and metrics. Our website can be customized to view a wide range of data to have a comprehensive and detailed look at all aspects of your fleet and the services provided. Our *Mobile App* also allows drivers a wide range of functions.

- **Invoices**- to include lease, maintenance, and ancillaries- all in one invoice
- **Maintenance Utilization**- review the life-to-date maintenance per vehicle
- **Recall Information**- see which units that are approaching the lease term still have open recalls
- **License & Registration**- see which plate renewals are being processed by Enterprise; view status
- **Alerts**- set customizable alerts for oil changes, lease renewals, license renewals, and billing data
- **Lifecycle Analysis**- see data regarding all transactions for the lifecycle of the entire fleet, with drill-down capability



SUPPORTING EVIDENCE | LEANDER ISD

enterprise

FLEET MANAGEMENT

Leander ISD - White Fleet Menu Pricing

Total Annual Cost for 10 Suburbans - 5 Years

\$85,270.80

Equity Lease Menu Pricing

Quote #	Vehicle Type	Year	Make	Model	Trim Level	Quantity	Term (months)	Monthly Cost (Lease Rate)*	Annual Cost Including Maintenance	Annual Cost by Quantity including Maintenance	Total Estimated Equity at Lease Term
4741482	Full Size SUV	2021	Chevrolet	Suburban	Commercial Fleet 4x2	10	60	\$710.59	\$8,527.08	\$85,270.80	\$240,920.00
Total Vehicles						10					

LESSEE Leander Independent School District	TITLE	DATE
BY		

REFERENCES | LEANDER ISD



REFERENCES

Below is a list of three (3) client/customer references including company name, contact person, and telephone number.

- Company Name:

Taylor ISD
- Business Phone #:

(512) 365-1391

Contact Person:

Keith Brown – Superintendent
- Company Name:

Abilene ISD
- Business Phone #:

(325) 677-1444

Contact Person:

Lisa Metcalf – Purchasing Director
- Company Name:

Lubbock Cooper ISD
- Business Phone #:

(806) 863-7100

Contact Person:

Danny Davis – Asst. Superintendent

CASE STUDY | LEANDER ISD

CASE STUDY | DEER PARK INDEPENDENT SCHOOL DISTRICT



School District finds savings and increased productivity with the Enterprise Fleet Management Program.

BACKGROUND

Location: Deer Park, TX
Industry: Government – School District
Total vehicles: 90 vehicles

THE CHALLENGE

Before partnering with Enterprise, Deer Park Independent School District (ISD) had 80+ vehicles ranging from 6 to 15 years of age, causing them to become less reliable and more expensive to maintain. Because vehicles were typically purchased with bond money, it created a pattern of a large number of vehicles needing to be repaired or replaced at the same time. District employees started complaining about the quality of the fleet, and mechanics were spending too much time working on the white fleet instead of buses.

THE SOLUTION

By partnering with Enterprise Fleet Management, Deer Park ISD will upgrade its fleet over a 4-year period by replacing its oldest vehicles first. Once the fleet has been updated, the vehicles will continue to be replaced every five years. A proactive replacement plan will allow the district to capitalize on maximum vehicle resale values. This process will also help streamline the annual transportation budget since the district will be able to predict most vehicle costs.

“By partnering with Enterprise, we have strengthened focus on our students, maximized personnel utilization, and provided our employees with vehicles they are proud to drive.”

– Pete Pape, Assistant Superintendent for Business Services

The Deer Park ISD leverages Enterprise’s maintenance program. All district vehicles are now repaired by a local service vendor. District mechanics can focus on buses to transport students. District employees have reported that they are more productive and are not waiting as long for repairs.

THE RESULTS

The Deer Park ISD and Enterprise have been partners for three years. Enterprise has yielded over \$300,000 in revenue by selling the district’s older vehicles. It has been able to maintain 58 vehicles for half the cost of a mechanic. Enterprise Fleet Management continues to help the district maximize its operations and reduce costs to meet strict budgetary requirements while keeping their vehicles on the road.

To learn more, visit efleets.com or call 877-23-FLEET.



Key Results

**MORE THAN
\$300,000
IN VEHICLE RESALE**



**9X
FASTER
AT REPLACING VEHICLES**

**REDUCED
STAFF OVERHEAD**



FLEET MANAGEMENT

CASE STUDY | MELISSA INDEPENDENT SCHOOL



School District's Fleet Program Savings allows Reinvestment in Student Programs

BACKGROUND

Location: Melissa, TX
Industry: Government
Total vehicles: 20 vehicles

THE CHALLENGE

Melissa Independent School District (ISD) had 20-year-old vehicles that were unreliable and expensive to maintain. The district was rapidly growing, so capital budgets were tight and purchasing new vehicles did not make the cut. Ultimately, the district realized that they needed to find an alternative for the safety of their employees and students.

THE SOLUTION

Enterprise Fleet Management helped Melissa ISD select vehicles best suited for their district, and created a uniform fleet with new, white vehicles. The district has decided not to hold onto vehicles for ten or more years and instead, proactively replaces vehicles every 3-4 years. This change allows the district to build a sustainable vehicle strategy allowing for growth and fixed budgeting for all their fleet needs. Updated vehicles with the latest safety standards help the district offer the safest transportation possible for their employees and students.

“Working with Enterprise has allowed us to maximize our financial resources. Enterprise gives us buying power and expertise within the market to spend wisely, freeing up dollars to spend where it counts the most, on our students.”

— Weston Bartlett, Director of Transportation.

Additionally, with the vehicle maintenance program the district can accrue for maintenance expenditures, eliminating the maintenance spend fluctuations previously felt by the aged fleet. The program helps drivers significantly reduce unexpected downtime and allowed the district employees to better focus on their students.

THE RESULTS

Enterprise Fleet Management helped the district make improvements to the uniformity and efficiency of their program. By implementing a sustainable replacement plan, the Melissa Independent School District's vehicles are now safer and more reliable than ever before. Since the partnership began over two years ago, the district has realized over \$150,000 in savings for their total budget by selling the older vehicles. The Melissa ISD's newer vehicle fleet has helped reduce maintenance spend by 17%, annually. The ability to proactively plan for both replacement and growth needs allows the district to capitalize on resale values of the current fleet, while meeting budgetary requirements as the district continues to grow and pursue new initiatives.

To learn more, visit efleets.com or call 877-23-FLEET.

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Key Results

REDUCED THE
AGE OF THEIR
FLEET BY OVER
50%



**MORE THAN
\$200,000
IN VEHICLE RESALE**

MAINTENANCE
LOWERED BY
17%



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	2020 Property Tax Roll Review	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Action Requested (future meeting):	Thursday, December 17, 2020	
Administrator Responsible:	Elaine Cogburn	
Attachments:	N/A	

Background Information:

Section 26.09 of the Texas Property Tax Code requires the governing body of the school district to approve the tax roll. Section 26.09(e) of the Property Tax Code states: "The assessor shall enter the amount of tax determined as provided by this section in the appraisal roll and submit it to the governing body of the unit for approval. The appraisal roll with amounts of tax entered as approved by the governing body constitutes the unit's tax roll."

The certified property values were received from Williamson Central Appraisal District (WCAD) and Travis Central Appraisal District (TCAD) on July 20 and July 27, 2020, respectively. The tax rolls are prepared by the Williamson County and the Travis County tax offices. Each tax office uses the value information provided by the applicable central appraisal district and the tax rate previously adopted by Leander ISD to produce a total levy. The District received a tax roll summary indicating a total levy of \$401,519,019. Note, that this levy represents only those values which had cleared through the appeals process at the time of establishing the levy. As values under appeal are processed, they appear on supplemental rolls. Accordingly, the Administration recommends approval of the 2020 Tax Levy as certified by the Williamson and Travis County Tax Assessor Collectors for Tax Year 2020 and school year 2020-2021 in the amount of \$401,519,019.

These tax levies represent revenues of \$269,908,433 for M&O and \$131,610,586 for I&S. In comparison, the current revenue estimate based on July values at a 98% collection rate for M&O is \$259,231,514 and \$126,494,673 for I&S.

Administrative Recommendation:

The recommendation is that the Board of Trustees approve the 2020 Property Tax Roll in the amount of \$401,519,019.

Sample Motion:

I move the Board of Trustees approve the 2020 Property Tax Roll in the amount of \$401,519,019.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item: Purchasing Cooperative Annual Report
Purpose (this meeting): ☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible: Elaine Cogburn
Attachments: N/A

Background Information:

The Texas Education Code, Section 44.0331 requires school districts that enter into a purchasing contract valued at \$25,000 or more under an interlocal agreement, or under any other cooperative purchasing program authorized for school districts, shall document any contract-related fee, including any management fee, and the purpose of each fee under the contract. The amount, purpose, and disposition of any fee must be presented in a written report and submitted annually in an open meeting of the Board of Trustees of the school district. The written report must appear as an agenda item.

The following cooperative purchasing programs utilized by Leander ISD for the 2019-20 fiscal year had an associated fee. Cooperatives to which LISD has an active interlocal agreement and are not shown below did not require any payment of fees per the requirements of the law.

ORGANIZATION	Type of Purchase(s)	FEE	REASON
Central Texas Purchasing Alliance (CTPA)	Commodity/Service Purchases	\$100.00	Annual Membership Fee
Texas Association of School Boards (BuyBoard)	Commodity/Service Purchases	\$3,600.00	Vehicle Purchase Fee
Texas Comptroller of Public Accounts (TPASS)	Commodity/Service Purchases	\$100.00	Annual Membership Fee

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Monthly Bond Status Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	Bond Project Status Report	

Background Information:

A new financial report showing the budget status of projects supported by bond funds was introduced in September. This report 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.

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 other projects allowable within the confines on the bond orders. The report included this month is for transactions through November 10, 2020.

Administrative Recommendation:

N/A

Sample Motion:

N/A

BOND PROJECT STATUS REPORT

AS OF NOVEMBER 10, 2020



		PROJECT SOURCES :					PROJECT EXPENDITURES :						
CAMPUS	PROJECT DESCRIPTION	2007 AUTH REMAINING	2017 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS - 2017 AUTH	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	2017-2018	2018-2019	2019-2020	2020-2021	TOTAL EXPENDITURES TO DATE	PROJECT ENCUMBRANCES	REMAINING BUDGET
HS CAMPUS IMPROVEMENTS													
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	\$ -	\$ 4,947,836	\$ -	\$ -	\$ 4,947,836	\$ 1,590	\$ 3,756,402	\$ 972,608	\$ 25,513	\$ 4,756,113	\$ 97,398	\$ 94,325
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	-	11,150,507	-	-	11,150,507	505,712	6,109,691	3,161,020	348,410	10,124,833	702,035	323,639
Cedar Park HS	Board Approved: Major Maintenance: CPHS Renovations	-	-	-	9,855,820.00	9,855,820.00	-	7,279,651.75	2,576,168.25	-	9,855,820.00	-	-
Cedar Park HS	Flex Lab	3,100,000	-	-	-	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	2,105,099	285,071	275,333
Vandegrift HS	Ag Facility	-	3,768,160	-	-	3,768,160	-	294,468	1,735,381	1,279,514	3,309,363	146,969	311,828
Vandegrift HS	Classroom Additions, Incubator Renovation	-	31,245,385	-	-	31,245,385	-	4,618,833	11,021,375	4,186,471	19,826,679	2,195,120	9,223,585
Vandegrift HS	Secondary Access Road	-	3,000,000	-	-	3,000,000	26,883	39,722	45,474	240	112,318	137,682	2,750,000
Glenn HS	Remaining Construction Contract (Under 2007 Auth)	408,677	-	-	-	408,677	-	-	-	-	-	408,677	-
Glenn HS	Remaining GHS Template (Under 2007 Auth)	763,642	-	-	-	763,642	-	-	-	621	621	630	762,391
Glenn HS	Ag Facility	-	3,163,960	-	-	3,163,960	148,457	2,297,596	211,760	14,142	2,671,955	-	492,005
Various HS	Campus Security Upgrades (High School Sites)	-	3,625,020	-	-	3,625,020	-	-	1,136,909	2,583,827	3,720,736	43,069	(138,786)
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	-	1,758,284	-	-	1,758,284	1,054,496	591,541	12,000	-	1,658,037	-	100,247
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	-	-	-	-	-	-	21,411,300
Total HS Campus Improvements		\$ 4,272,319	\$ 96,809,600	\$ -	\$ 9,855,820	\$ 110,937,739	\$ 1,737,136	\$ 26,665,065	\$ 21,298,943	\$ 8,440,430	\$ 58,141,575	\$ 4,016,651	\$ 48,779,513
MS CAMPUS IMPROVEMENTS													
Leander MS	HVAC Update, Classroom Addition	\$ -	\$ 21,516,101	\$ -	\$ -	\$ 21,516,101	\$ 3,594,061	\$ 11,265,274	\$ 902,173	\$ 1,176,535	\$ 16,938,044	\$ 1,995,011	\$ 2,583,046
Leander MS	HVAC Update: Under 2007 Auth	692	-	-	882,988	883,680	-	188,707	694,281	86	883,074	-	606
Cedar Park MS	HVAC Update	-	15,240,743	-	-	15,240,743	-	6,936,074	1,940,710	1,196,213	10,072,997	2,407,061	2,760,686
Danielson MS	MS New Construction	-	63,410,011	-	-	63,410,011	761,745	20,857,501	30,847,648	5,642,976	58,109,871	3,122,687	2,177,453
Danielson MS	MS Template (From 2007 Auth)	62,738	-	-	-	62,738	-	-	-	55,786	55,786	-	6,952
Various MS	Campus Security Upgrades (Middle School Sites)	-	7,250,040	-	-	7,250,040	-	-	1,406,210	4,109,376	5,515,585	1,407,324	327,131
MS Land	Future MS #11	-	10,018,850	-	-	10,018,850	-	-	-	-	-	-	10,018,850
Total MS Campus Improvements		\$ 63,430	\$ 117,435,745	\$ -	\$ 882,988	\$ 118,382,163	\$ 4,355,807	\$ 39,247,557	\$ 35,791,022	\$ 12,180,971	\$ 91,575,357	\$ 8,932,083	\$ 17,874,723
ES CAMPUS IMPROVEMENTS													
Mason ES	Play Area Renovation and District Standard Traffic Gates	\$ -	\$ 603,560	\$ -	\$ -	\$ 603,560	\$ 391,220	\$ 49,098	\$ -	\$ -	\$ 440,317	\$ -	\$ 163,243
Giddens ES	HVAC Update and District Standard Traffic Gates	-	9,005,975	-	-	9,005,975	2,433,399	4,321,512	428,859	-	7,183,769	587,547	1,234,659
Steiner ES	HVAC Update	-	8,857,136	-	-	8,857,136	-	-	2,783,462	2,024,601	4,808,062	554,112	3,494,962
Akin ES	Remaining Construction Contract (Under 2007 Auth)	607,348	-	-	-	607,348	-	-	-	-	-	607,348	-
Larkspur ES 27	New construction	-	37,779,628	-	-	37,779,628	2,965,860	8,982,507	874,374	151,168	12,973,909	4,217	24,801,502
Larkspur ES 27	Board Approved: 2007 Funds: EL 27 Construction	-	-	-	18,639,920	18,639,920	-	18,168,836	471,084	-	18,639,920	-	(0)
Tarvin ES 28	ES New Construction	-	40,862,445	-	-	40,862,445	-	-	4,472,697	8,952,451	13,425,148	21,760,766	5,676,531
ES 29	ES New Construction	-	42,496,943	-	-	42,496,943	-	-	-	-	-	-	42,496,943
ES 30	ES New Construction (Design Only)	-	2,181,032	-	-	2,181,032	-	-	-	-	-	-	2,181,032
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	-	-	245,700	-	245,146	-	-	245,146	-	554
ES Land	Future Elementary Sites	6,238,719	-	-	-	6,238,719	-	-	-	-	-	4,681	6,234,038
ES Land	Future ES (34, 35, 36, 37, 38, 39, 40)	-	30,504,236	-	-	30,504,236	-	-	-	-	-	-	30,504,236
Total ES Campus Improvements		\$ 6,846,067	\$ 172,536,655	\$ -	\$ 18,639,920	\$ 198,022,642	\$ 5,790,479	\$ 31,767,099	\$ 9,030,475	\$ 11,128,219	\$ 57,716,273	\$ 23,518,671	\$ 116,787,699
TECHNOLOGY PROJECTS													
Technology	Device, Hardware, Infrastructure Replacement, Disaster Recovery Hot Site	\$ -	\$ 38,730,000	\$ -	\$ -	\$ 38,730,000	\$ 3,391,432	\$ 10,679,797	\$ 4,391,158	\$ 3,531,705	\$ 21,994,092	\$ 389,703	\$ 16,346,205
Vista Ridge HS	Disaster Recovery Site Improvements	465,062	-	-	-	465,062	-	-	-	-	-	344,699	120,363
Total Technology Projects		\$ 465,062	\$ 38,730,000	\$ -	\$ -	\$ 39,195,062	\$ 3,391,432	\$ 10,679,797	\$ 4,391,158	\$ 3,531,705	\$ 21,994,092	\$ 734,402	\$ 16,466,568
SUPPORT SERVICES PROJECTS													
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	\$ -	\$ 893,000	\$ -	\$ -	\$ 893,000	\$ -	\$ 100,136	\$ 148,630	\$ -	\$ 248,766	\$ -	\$ 644,234
Plant Services	Water Bottle Refilling Stations	314,087	-	-	-	314,087	-	-	-	-	-	314,087	-
Transportation	88 Replacement Buses; A/C Retrofit	-	10,200,000	-	-	10,200,000	-	8,688,117	-	818,918	9,507,035	-	692,965
Transportation	Bus A/C Upgrades: 2007 Funded Portion	-	-	-	35,080	-	-	35,080	-	-	-	-	-
Transportation	North Satellite Transportation Center	-	17,800,000	-	-	17,800,000	773,943	14,232,376	436,119	111,614	15,554,052	-	2,245,948
Transportation	South Satellite Transportation Center	3,100,000	-	-	-	3,100,000	-	-	-	-	-	-	3,100,000
Land	Initial Land Costs: Warehouse/Science Material Center	100,000	-	-	-	100,000	-	-	-	93,831	93,831	104,856	(98,687)
Total Support Service Projects		\$ 3,514,087	\$ 28,893,000	\$ -	\$ 35,080	\$ 32,442,167	\$ 773,943	\$ 23,055,709	\$ 584,749	\$ 1,024,363	\$ 25,438,765	\$ 418,943	\$ 6,584,460
PROJECT MANAGEMENT													
Unallocated	Contingency/Project Savings	\$ 2,896,993	\$ -	\$ -	\$ -	\$ 2,896,993	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,896,993
Unallocated	Project Interest Earnings/ Project Management Costs	-	-	-	2,459,950	2,459,950	-	-	-	210,262	210,262	55,069	2,194,619
Unallocated	Other Revenues - Refunds/Rebates/etc.	-	-	-	12,000	-	-	-	-	-	-	-	12,000
Unallocated	Project Management Costs (Reserve)	500,000	-	-	-	500,000	-	-	-	-	-	-	500,000
Total Project Management		\$ 3,396,993	\$ -	\$ -	\$ 2,471,950	\$ 5,868,943	\$ -	\$ -	\$ -	\$ 210,262	\$ 210,262	\$ 55,069	\$ 5,603,612
TOTALS		\$ 18,557,958	\$ 454,405,000	\$ -	\$ 31,885,758	\$ 504,848,716	\$ 16,048,798	\$ 131,415,227	\$ 71,096,347	\$ 36,515,951	\$ 255,076,322	\$ 37,675,819	\$ 212,096,575

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Monthly Financial Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	N/A	

Background Information:

The monthly financial reports for October are not available at this time. Due to the conversion to Munis as of October 5, 2020, the Finance Department is still posting data for October and consolidated data from the legacy system. Financial reports for October are projected to be available by the December Board meeting.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Monthly Investment Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	Monthly Investment Report – September 2020	

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. This month the report of the District's investments as of September 30, 2020, is presented.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Monthly Investment Report
September 30, 2020

Description	Acquistion Date	Broker/Dealer	CUSIP	Rating Agency	Rating	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 09/01/20	Ending Book 09/30/20	Beginning Market 09/01/20	Additions & Changes to Market Value	Ending Market 09/30/20

569

General Operating

Individually Acquired Securities

General Operating	2/6/2020	Mutual Securities	2254EAJ87	S&P	A1	Credit Suisse New York	-	0.000%	9/8/2020	-	1.687%	9,996,254	-	9,999,778	(9,999,778)	-
General Operating	1/13/2020	Mutual Securities	80285PK68	S&P	A1	Santander UK PLC	10,000,000	0.000%	10/6/2020	5	1.845%	9,981,732	9,996,955	9,998,800	1,100	9,999,900
General Operating	2/11/2020	FHN Financial	07274LK71	Fitch	F1	Bayerische Landesbk Giro	10,000,000	0.000%	10/7/2020	6	1.641%	9,983,633	9,997,272	9,998,000	(1,000)	9,997,000
General Operating	1/10/2020	Wells Fargo	56108JKF7	S&P	A1	Malayan Banking BHD/NY	10,000,000	0.000%	10/15/2020	14	1.846%	9,977,595	9,992,871	9,997,800	1,700	9,999,500
General Operating	5/20/2020	FHN Financial	5006E0LG9	S&P	A1	Korea Development BK NY	5,000,000	0.000%	11/16/2020	46	0.313%	4,996,653	4,997,957	4,997,500	1,000	4,998,500
General Operating	7/9/2020	Raymond James	63873JQ86	S&P	A1	Natixis NY	5,000,000	0.000%	3/8/2021	158	0.321%	4,991,600	4,992,933	4,993,000	(500)	4,992,500
General Operating	6/25/2020	Wells Fargo	53948AQC8	S&P	A1	Lloyds Bank Corp NY	5,000,000	0.000%	3/12/2021	162	0.401%	4,989,319	4,990,979	4,993,050	1,500	4,994,550
Subtotal-Commercial Paper							45,000,000					54,916,785	44,968,968	54,977,928	(9,995,978)	44,981,950
General Operating	1/14/2020	Raymond James	912828L65	-	-	US Treasury		1.375%	9/30/2020	-	1.529%	4,999,367		5,005,078	(5,005,078)	
General Operating	1/14/2020	Raymond James	912828L99	-	-	US Treasury	5,000,000	1.375%	10/31/2020	30	1.573%	4,998,357	4,999,165	5,010,352	(4,883)	5,005,469
Subtotal - Agencies							5,000,000					9,997,723	4,999,165	10,015,430	(5,009,961)	5,005,469
Total Individually Acquired							50,000,000					64,914,508	49,968,133	64,993,358	(15,005,939)	49,987,419

Pooled Investments

General Operating		LOGIC				Pool	34,934,816		10/1/2020	1	0.257%	14,632,114	34,934,816	14,632,114	20,302,702	34,934,816
General Operating		TexPool				Pool	17,440		10/1/2020	1	0.147%	17,438	17,440	17,438	2	17,440
General Operating		TexStar				Pool	12,966		10/1/2020	1	0.134%	12,964	12,966	12,964	1	12,966
General Operating		Texas Class				Pool	5,018,443		10/1/2020	1	0.251%	5,017,411	5,018,443	5,017,411	1,032	5,018,443
General Operating		Texas DAILY				Pool	10,901,441		10/1/2020	1	0.140%	20,323,293	10,901,441	20,323,293	(9,421,852)	10,901,441
General Operating	3/12/2020	Texas Term				Fixed Rate-Term	-		9/14/2020	-	0.940%	10,000,000	-	10,000,000	(10,000,000)	-
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	-		9/30/2020	-	0.970%	5,000,000	-	5,000,000	(5,000,000)	-
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		11/27/2020	57	0.940%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		12/31/2020	91	0.900%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating	3/3/2020	Texas Term				Fixed Rate-Term	5,000,000		1/29/2021	120	0.890%	5,000,000	5,000,000	5,000,000	-	5,000,000
General Operating		LoneStar				Pool	5,159,627		10/1/2020	1	0.210%	5,158,743	5,159,627	5,158,743	884	5,159,627
Total Pooled Investments:							71,044,733					75,161,963	71,044,733	75,161,963	(4,117,230)	71,044,733
Total General Operating							121,044,733					140,076,472	121,012,866	140,155,321	(19,123,169)	121,032,152

Debt Service

Pooled Investments

Debt Service		LOGIC				Pool	30,217,566		10/1/2020	1	0.257%	38,990,127	30,217,566	38,990,127	(8,772,561)	30,217,566
Debt Service		TexStar				Pool	525		10/1/2020	1	0.134%	525	525	525	0	525
Debt Service		Texas Class				Pool	10,124,791		10/1/2020	1	0.251%	10,122,709	10,124,791	10,122,709	2,082	10,124,791
Debt Service		Texas DAILY				Pool	1,417		10/1/2020	1	0.140%	1,417	1,417	1,417	0	1,417
Debt Service		LoneStar				Pool	1,840		10/1/2020	1	0.210%	1,840	1,840	1,840	0	1,840
Total Debt Service							40,346,139					49,116,618	40,346,139	49,116,618	(8,770,478)	40,346,139

Capital Project '05-06

Pooled Investments

Cap Proj. '05-06		LOGIC				Pool	29,693		10/1/2020	1	0.257%	29,687	29,693	29,687	6	29,693
Cap Proj. '05-06		TexPool				Pool	2,967		10/1/2020	1	0.147%	2,967	2,967	2,967	0	2,967
Cap Proj. '05-06		TexStar				Pool	2,328		10/1/2020	1	0.134%	2,328	2,328	2,328	0	2,328
Total Capital Project '05-06							34,988					34,981	34,988	34,981	7	34,988

Capital Project '06-07

Pooled Investments

Cap Proj. '06-07		LOGIC				Pool	5,247		10/1/2020	1	0.257%	5,246	5,247	5,246	1	5,247
Cap Proj. '06-07		TexPool				Pool	6,146		10/1/2020	1	0.147%	6,145	6,146	6,145	1	6,146



Monthly Investment Report
September 30, 2020

Description	Acquisition Date	Broker/Dealer	CUSIP	Rating Agency	Rating	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 09/01/20	Ending Book 09/30/20	Beginning Market 09/01/20	Additions & Changes to Market Value	Ending Market 09/30/20
Cap Proj. '06-07		TexStar				Pool	1,409		10/1/2020	1	0.134%	1,409	1,409	1,409	0	1,409
Cap Proj. '06-07		LoneStar				Pool	100,813		10/1/2020	1	0.210%	100,796	100,813	100,796	17	100,813
Total Capital Project '06-07							113,615					113,596	113,615	113,596	19	113,615
570																
Capital Project 630																
Pooled Investments																
Cap Proj. 630		LOGIC				Pool	541		10/1/2020	1	0.257%	541	541	541	0	541
Cap Proj. 630		LoneStar				Pool	2,736		10/1/2020	1	0.210%	2,735	2,736	2,735	0	2,736
Total Capital Project 630							3,276					3,276	3,276	3,276	1	3,276
Capital Project 631																
Pooled Investments																
Cap Proj. 631		LOGIC				Pool	703,407		10/1/2020	1	0.257%	703,259	703,407	703,259	148	703,407
Cap Proj. 631		LoneStar				Pool	397,516		10/1/2020	1	0.210%	397,448	397,516	397,448	68	397,516
Total Capital Project 631							1,100,923					1,100,707	1,100,923	1,100,707	216	1,100,923
Capital Project 632																
Pooled Investments																
Cap Proj. 632		LOGIC				Pool	2,036,661		10/1/2020	1	0.257%	2,036,232	2,036,661	2,036,232	429	2,036,661
Total Capital Project 632							2,036,661					2,036,232	2,036,661	2,036,232	429	2,036,661
Capital Project 633																
Pooled Investments																
Cap Proj. 633		LOGIC				Pool	717,891		10/1/2020	1	0.257%	737,738	717,891	737,738	(19,847)	717,891
Cap Proj. 633		LoneStar				Pool	19,475		10/1/2020	1	0.210%	19,471	19,475	19,471	3	19,475
Total Capital Project 633							737,366					757,210	737,366	757,210	(19,844)	737,366
Capital Project 634																
Pooled Investments																
Capital Proj 634		Texas DAILY				Pool	9,593,390		10/1/2020	1	0.140%	9,687,304	9,593,390	9,687,304	(93,914)	9,593,390
Cap Proj. 634		LoneStar				Pool	925,401		10/1/2020	1	0.210%	975,242	925,401	975,242	(49,840)	925,401
Total Capital Project 634							10,518,792					10,662,546	10,518,792	10,662,546	(143,754)	10,518,792
Capital Project 635																
Pooled Investments																
Cap Proj. 635		LoneStar				Pool	196		10/1/2020	1	0.210%	196	196	196	0	196
Total Capital Project 635							196					196	196	196	0	196
Capital Project 636																
Pooled Investments																
Cap Proj. 636		LoneStar				Pool	151,525		10/1/2020	1	0.210%	151,499	151,525	151,499	26	151,525
Total Capital Project 636							151,525					151,499	151,525	151,499	26	151,525
Capital Project 637																
Pooled Investments																
Cap Proj. 637		LoneStar				Pool	839,432		10/1/2020	1	0.210%	839,288	839,432	839,288	144	839,432
Total Capital Project 637							839,432					839,288	839,432	839,288	144	839,432
Capital Project 638																
Pooled Investments																
Cap Proj. 638		LOGIC				Pool	2,284		10/1/2020	1	0.257%	2,284	2,284	2,284	1	2,284
Capital Proj 638		Texas DAILY				Pool	3,650,554		10/1/2020	1	0.140%	4,215,100	3,650,554	4,215,100	(564,546)	3,650,554
Total Capital Project 638							3,652,838					4,217,384	3,652,838	4,217,384	(564,546)	3,652,838
Capital Project 639																



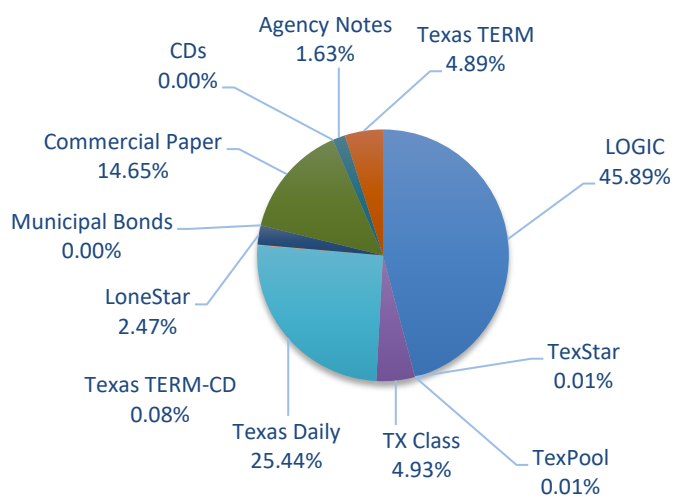
Monthly Investment Report
September 30, 2020

Description	Acquisition Date	Broker/Dealer	CUSIP	Rating Agency	Rating	Sec Type	Par	Coupon	Maturity	Days to Maturity	Annualized Yield	Beginning Book 09/01/20	Ending Book 09/30/20	Beginning Market 09/01/20	Additions & Changes to Market Value	Ending Market 09/30/20
Pooled Investments																
Capital Proj 639		Texas DAILY				Pool	1,666		10/1/2020	1	0.140%	1,666	1,666	1,666	0	1,666
Total Capital Project 639							1,666					1,666	1,666	1,666	0	1,666
Capital Project 640																
Pooled Investments																
Cap Proj. 640		LOGIC				Pool	57,185,143		10/1/2020	1	0.257%	5,497,219	57,185,143	5,497,219	51,687,924	57,185,143
Capital Proj 640		Texas DAILY				Pool	53,958,503		10/1/2020	1	0.140%	5,213,996	53,958,503	5,213,996	48,744,506	53,958,503
Capital Proj 640	2/20/2020	Texas CD Program				Bankunited, Miami Lakes, FL	244,000		3/26/2021	176	1.980%	244,000	244,000	244,000	-	244,000
Total Capital Project 640							111,387,646					10,955,216	111,387,646	10,955,216	100,432,430	111,387,646
Workers Comp.																
Pooled Investments																
Workers Comp.		LOGIC				Pool	5,506,435		10/1/2020	1	0.257%	5,544,273	5,506,435	5,544,273	(37,838)	5,506,435
Total Workers Comp							5,506,435					5,544,273	5,506,435	5,544,273	(37,838)	5,506,435
Health Insurance																
Pooled Investments																
Health Insurance		LOGIC				Pool	8,583,376		10/1/2020	1	0.257%	8,023,171	8,583,376	8,023,171	560,206	8,583,376
Total Health Insurance							8,583,376					8,023,171	8,583,376	8,023,171	560,206	8,583,376
Child Nutrition																
Pooled Investments																
Child Nutrition		LOGIC				Pool	977,101		10/1/2020	1	0.257%	1,401,823	977,101	1,401,823	(424,722)	977,101
Total Child Nutrition							977,101					1,401,823	977,101	1,401,823	(424,722)	977,101
Accrued Interest:							76,328					64,870	76,328	64,870	11,458	76,328
GRAND TOTAL							307,113,039					235,101,023	307,081,171	235,179,873	71,920,585	307,100,458
Weighted Average Maturity/Yield							13 days / .433%									

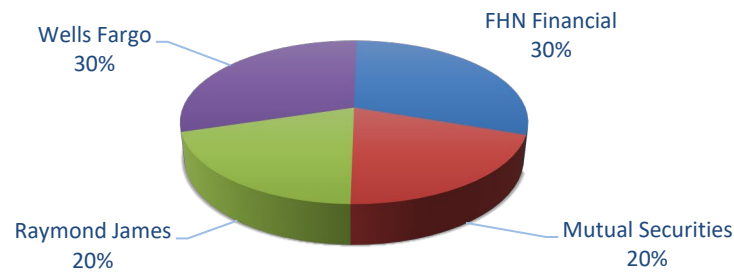
This report is in compliance with the strategies as approved in Board policy and relevant provisions of the Public Funds Investment Act (Texas Gov't Code 2256).

Investment Officer	Investment Officer	Investment Officer
Investment Officer	Investment Officer	Investment Officer

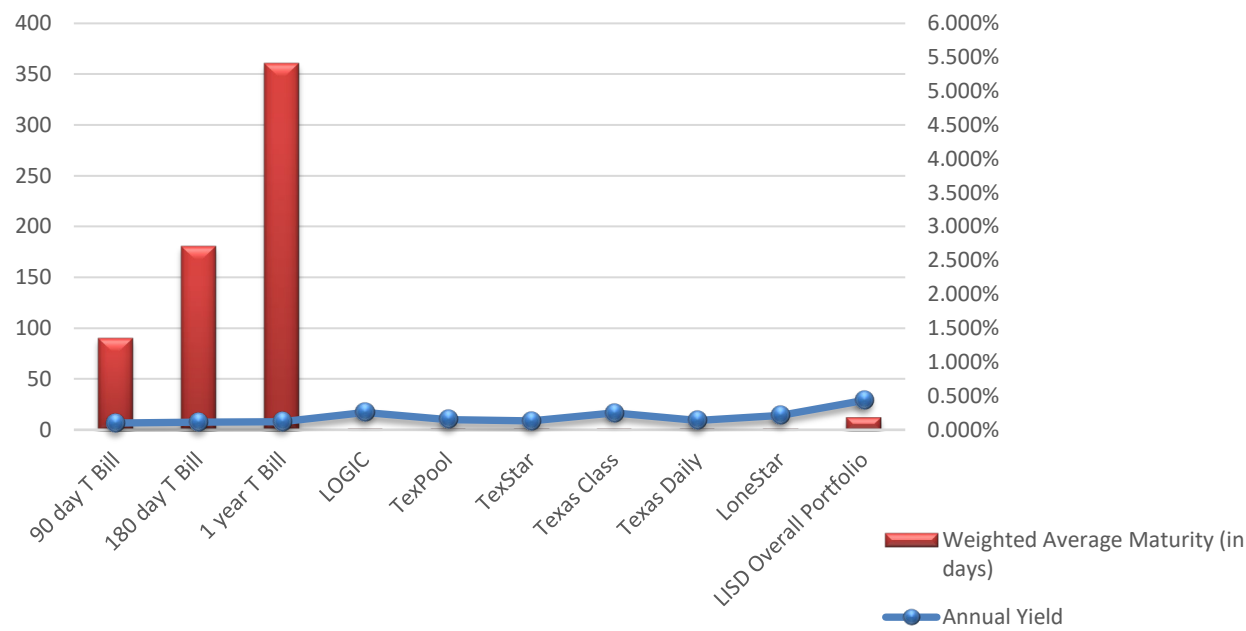
Investment Diversification



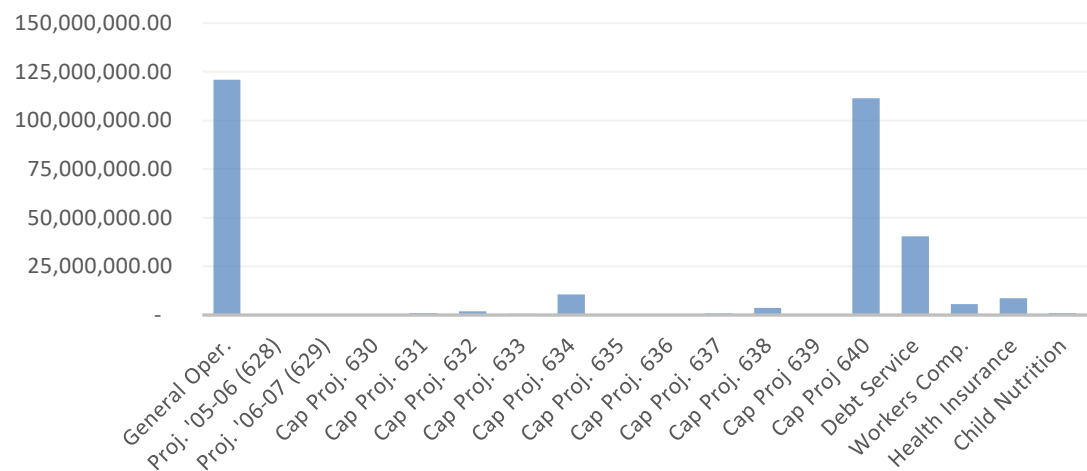
Broker Dealer Allocation



Yield and Maturity Comparison



Investments by Fund



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Monthly Tax Collection Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Elaine Cogburn	
Attachments:	Monthly Tax Collection Report	
	WCAD List of Lawsuits Currently Pending – November 5, 2020	
	TCAD List of Lawsuits Currently Pending – October 14, 2020	

Background Information:

A new tax collection report is presented this year. The new format reflects tax collections based on the 2020 tax year rather than by the district's fiscal year. The tax collection report for October reflects collections of \$7.6 million in current collections for M&O and I&S which is substantially higher than prior year October collections. Tax levies for 2020 have been established and tax bills have been distributed to property owners. The administration will monitor collections over the next few months in comparison to budgeted amounts.

Administrative Recommendation:

N/A

Sample Motion:

N/A

**Leander Independent School District
Tax Collections Report
2020 Tax Year**

As of October 31, 2020

M & O Collections	Collections to Date	Current Month	Total Collections
Current Year Collections	\$ -	\$ 5,140,319.19	\$ 5,140,319.19
Delinquent Collections	-	180,629.40	180,629.40
Rollbacks	-	135,461.16	135,461.16
Penalty & Interest	-	31,595.54	31,595.54
	<u>\$ -</u>	<u>\$ 5,488,005.29</u>	<u>\$ 5,488,005.29</u>

I & S Collections			
Current Year Collections	\$ -	\$ 2,505,647.03	\$ 2,505,647.03
Delinquent Collections	-	86,338.91	86,338.91
Rollbacks	-	62,703.15	62,703.15
Penalty & Interest	-	15,008.22	15,008.22
	<u>\$ -</u>	<u>\$ 2,669,697.31</u>	<u>\$ 2,669,697.31</u>

Total Collections			
Current Year Collections	\$ -	\$ 7,645,966.22	\$ 7,645,966.22
Delinquent Collections	-	266,968.31	266,968.31
Rollbacks	-	198,164.31	198,164.31
Penalty & Interest	-	46,603.76	46,603.76
	<u>\$ -</u>	<u>\$ 8,157,702.60</u>	<u>\$ 8,157,702.60</u>

2020 Original Tax Levy	\$ 401,519,018.79
Adjustments to Date	(2,061.28)
2020 Adjusted Tax Levy	\$ 401,516,957.51

Current Rate	1.90%
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Taxes Outstanding	
Current Year Uncollected	\$ 393,870,991.29
Delinquent Taxes	3,782,005.36
Rollbacks	213,251.66
	<u>\$ 397,866,248.31</u>

**Leander Independent School District
Tax Collections Report
2020 Tax Year**

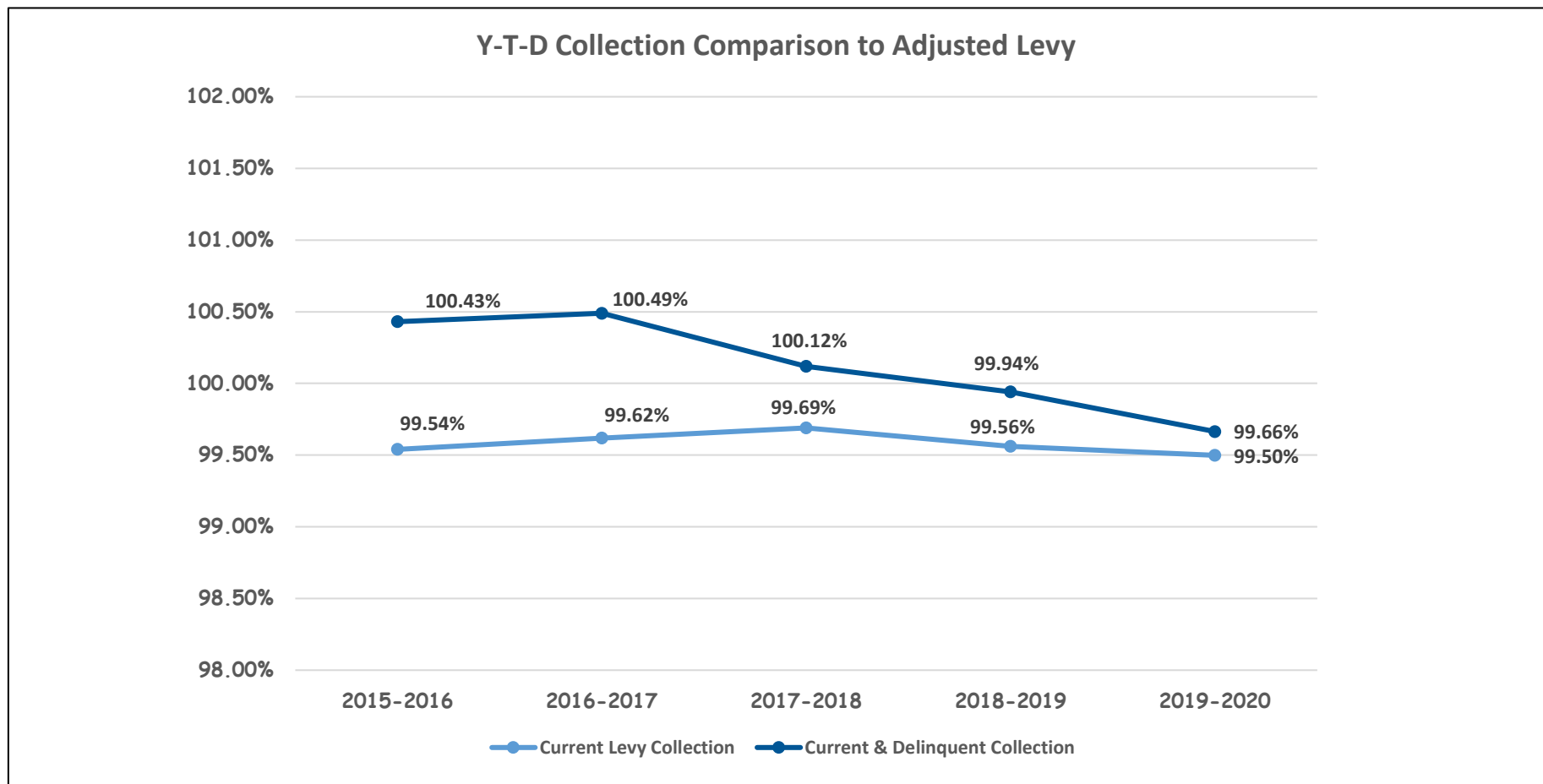
12 Month Collection Comparison

Monthly Collections	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CURRENT:						
October	2,465,350	5,184,156	5,410,595	4,889,207	4,996,661	7,645,966
November	6,776,698	13,613,682	15,842,082	15,949,954	15,365,390	
December	144,586,913	158,770,317	182,506,362	191,714,942	208,405,529	
January	87,006,967	95,120,496	102,242,329	123,950,495	118,038,446	
February	26,463,699	26,502,699	23,441,054	25,739,331	26,750,027	
March	2,219,226	2,130,376	2,084,108	2,613,424	3,031,131	
April	1,019,921	961,305	1,096,281	1,094,725	928,488	
May	724,083	969,642	1,084,623	1,188,957	1,575,273	
June	501,852	425,477	794,902	487,888	708,691	
July	526,836	479,937	635,086	755,556	645,083	
August	293,846	282,182	309,136	351,891	285,364	
September	153,973	99,672	78,315	136,834	116,523	
TOTAL	272,739,364	304,539,941	335,524,873	368,873,204	380,846,606	

Current Levy	99.54%	99.62%	99.69%	99.56%	99.50%	1.90%
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Current & Delinquent	100.43%	100.49%	100.12%	99.94%	99.66%	2.03%
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Final Adjusted Tax Roll	273,848,686.00	305,591,126.56	336,487,181.00	370,356,031.00	382,765,183.62	401,516,957.51
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ALL OTHERS

ILE	-- LEANDER ISD											
YEAR	BEGINNING TAX BALANCE	TAX ADJ	BASE TAX COLLECTED	NET BASE TAX REVERSALS	NET BASE TAX COLLECTED	PERCENT COLLECTED	ENDING TAX BALANCE	P & I COLLECTED	P & I REVERSALS	LRP COLLECTED	OTHER PENALTY COLLECTED	TOTAL DISTRIBUTED
0000	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
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	64.15	.00	.00	.00	.00	.00 %	64.15	.00	.00	.00	.00	.00
1988	112.56	.00	.00	.00	.00	.00 %	112.56	.00	.00	.00	.00	.00
1989	117.50	.00	.00	.00	.00	.00 %	117.50	.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	83.37	.00	.00	.00	.00	.00 %	83.37	.00	.00	.00	.00	.00
1994	185.89	.00	.00	.00	.00	.00 %	185.89	.00	.00	.00	.00	.00
1995	287.14	.00	.00	.00	.00	.00 %	287.14	.00	.00	.00	.00	.00
1996	986.03	.00	.00	.00	.00	.00 %	986.03	.00	.00	.00	.00	.00
1997	1213.74	.00	.00	.00	.00	.00 %	1213.74	.00	.00	.00	.00	.00
1998	2143.57	.00	.00	.00	.00	.00 %	2143.57	.00	.00	.00	.00	.00
1999	7187.71	.00	.00	.00	.00	.00 %	7187.71	.00	.00	.00	.00	.00
2000	6453.65	.00	.00	.00	.00	.00 %	6453.65	.00	.00	.00	.00	.00
2001	12256.78	.00	.00	.00	.00	.00 %	12256.78	.00	.00	.00	.00	.00
2002	16798.48	.00	.00	.00	.00	.00 %	16798.48	.00	.00	.00	.00	.00
2003	11778.15	.00	.00	.00	.00	.00 %	11778.15	.00	.00	.00	.00	.00
2004	12755.61	.00	.00	.00	.00	.00 %	12755.61	.00	.00	.00	.00	.00
2005	15758.16	.00	.00	.00	.00	.00 %	15758.16	.00	.00	.00	.00	.00
2006	27735.79	.00	.00	.00	.00	.00 %	27735.79	.00	.00	.00	.00	.00
2007	29115.30	.00	.00	.00	.00	.00 %	29115.30	.00	.00	.00	.00	.00
2008	40559.79	.00	.00	.00	.00	.00 %	40559.79	.00	.00	.00	.00	.00
2009	48303.61	.00	.00	.00	.00	.00 %	48303.61	.00	.00	.00	.00	.00
2010	56245.80	.00	.00	.00	.00	.00 %	56245.80	.00	.00	.00	.00	.00
2011	53592.02	.00	35.46	.00	35.46	.07 %	53556.56	41.48	.00	.00	.00	76.94
2012	68311.40	.00	.00	.00	.00	.00 %	68311.40	.00	.00	.00	.00	.00
2013	66387.07	.00	.00	.00	.00	.00 %	66387.07	.00	.00	.00	.00	.00
2014	82807.58	.00	.00	.00	.00	.00 %	82807.58	.00	.00	.00	.00	.00
2015	86244.04	.00	257.29	.00	257.29	.30 %	85986.75	177.53	.00	.00	.00	434.82
2016	115457.51	.00	6226.79	.00	6226.79	5.39 %	109230.72	637.79	.00	16.22	.00	6880.80
2017	198050.52	.00	882.61	.00	882.61	.45 %	197167.91	396.41	.00	.00	.00	1279.02
2018	377224.14	.00	15392.34	.00	15392.34	4.08 %	361831.80	4787.96	.00	.00	.00	20180.30
TOTL	1338217.06	.00	22794.49	.00	22794.49	1.70 %	1315422.57	6041.17	.00	16.22	.00	28851.88
2019	1132933.10	.01	164998.40	.00	164998.40	14.56 %	967934.71	26531.78	.00	88.99	.00	191619.17
576												
ENTITY												
TOTL	2471150.16	.01	187792.89	.00	187792.89	7.60 %	2283357.28	32572.95	.00	105.21	.00	220471.05

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 10/01/2020 to 10/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
IS

2020 Fiscal Year: 10/01/2020 - 09/30/2021

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance YTD	Collections
2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2020	80,626,149.65	0.00	80,625,473.89	80,625,473.89	2,505,647.03	0.00	0.00	0.00	1.05	78,119,827.91	2,505,645.98
2019	75,775,669.00	225,577.96	0.00	225,577.96	24,243.85	4,352.55	0.00	3,751.11	-0.10	201,334.01	24,243.95
2018	68,954,540.92	54,178.69	0.00	54,178.69	742.45	101.98	0.00	61.74	0.00	53,436.24	742.45
2017	62,290,320.36	40,971.15	0.00	40,971.15	571.62	28.30	0.00	16.28	0.00	40,399.53	571.62
2016	55,603,656.23	30,962.69	0.00	30,962.69	0.00	0.00	646.74	0.00	0.00	30,315.95	646.74
2015	49,093,370.76	25,652.75	0.00	25,652.75	2.13	1.47	0.00	0.54	0.00	25,650.62	2.13
2014	44,412,322.78	22,780.20	0.00	22,780.20	17.45	14.13	0.00	4.74	0.00	22,762.75	17.45
2013	38,869,330.27	24,428.85	0.00	24,428.85	0.00	0.00	0.00	0.00	0.00	24,428.85	0.00
2012	36,200,605.63	19,631.56	0.00	19,631.56	0.00	0.00	0.00	0.00	0.00	19,631.56	0.00
2011	34,042,595.83	15,342.32	0.00	15,342.32	0.00	0.00	0.00	0.00	0.00	15,342.32	0.00
2010	30,041,634.03	11,783.49	0.00	11,783.49	0.00	0.00	0.00	0.00	0.00	11,783.49	0.00
2009	27,944,427.52	7,490.81	0.00	7,490.81	0.00	0.00	122.61	0.00	0.00	7,368.20	122.61
2008	24,003,652.64	3,854.57	0.00	3,854.57	0.00	0.00	0.00	0.00	0.00	3,854.57	0.00
2007	0.00	3,065.93	0.00	3,065.93	0.00	0.00	0.00	0.00	0.00	3,065.93	0.00
2006	0.00	2,760.56	0.00	2,760.56	0.00	0.00	0.00	0.00	0.00	2,760.56	0.00
2005	0.00	1,370.37	0.00	1,370.37	0.00	0.00	0.00	0.00	0.00	1,370.37	0.00
2004	0.00	1,388.72	0.00	1,388.72	0.00	0.00	0.00	0.00	0.00	1,388.72	0.00
2003	0.00	507.30	0.00	507.30	0.00	0.00	0.00	0.00	0.00	507.30	0.00
2002	0.00	475.28	0.00	475.28	0.00	0.00	0.00	0.00	0.00	475.28	0.00
2001 & prior	0.00	301.50	0.00	301.50	0.00	0.00	0.00	0.00	0.00	301.50	0.00
Summary											
Total Current	80,626,149.65	0.00	80,625,473.89	80,625,473.89	2,505,647.03	0.00	0.00	0.00	1.05	78,119,827.91	2,505,645.98
Total Delinquent	547,232,125.97	492,524.70	0.00	492,524.70	25,577.50	4,498.43	769.35	3,834.41	-0.10	466,177.75	26,346.95
Rollbacks		130,318.79	12,227.76	142,546.55	62,703.15	0.00	0.00	0.00	0.00	79,843.40	62,703.15
Fee Type Total	627,858,275.62	622,843.49	80,637,701.65	81,260,545.14	2,593,927.68	4,498.43	769.35	3,834.41	0.95	78,665,849.06	2,594,696.08

Combined Collections (Collections + P&I Collected) -- 2,598,426.11

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 10/01/2020 to 10/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
MO

2020 Fiscal Year: 10/01/2020 - 09/30/2021

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2020	165,309,606.89	0.00	165,308,221.37	165,308,221.37	5,137,383.71	0.00	0.00	0.00	2.20	160,170,839.86	5,137,381.51
2019	157,224,379.73	468,044.31	0.00	468,044.31	50,302.71	9,030.93	0.00	7,783.01	-0.22	417,741.38	50,302.93
2018	152,580,256.06	119,884.67	0.00	119,884.67	1,642.89	225.63	0.00	136.60	0.00	118,241.78	1,642.89
2017	137,287,673.22	90,300.04	0.00	90,300.04	1,259.86	62.38	0.00	35.88	0.00	89,040.18	1,259.86
2016	122,550,282.37	68,241.30	0.00	68,241.30	0.00	0.00	1,425.41	0.00	0.00	66,815.89	1,425.41
2015	108,201,646.02	56,538.40	0.00	56,538.40	4.69	3.23	0.00	1.19	0.00	56,533.71	4.69
2014	97,884,620.94	50,207.33	0.00	50,207.33	38.47	31.16	0.00	10.45	0.00	50,168.86	38.47
2013	85,667,878.57	53,840.99	0.00	53,840.99	0.00	0.00	0.00	0.00	0.00	53,840.99	0.00
2012	79,786,018.87	43,267.76	0.00	43,267.76	0.00	0.00	0.00	0.00	0.00	43,267.76	0.00
2011	77,006,044.05	34,705.01	0.00	34,705.01	0.00	0.00	0.00	0.00	0.00	34,705.01	0.00
2010	75,321,364.08	29,543.84	0.00	29,543.84	0.00	0.00	0.00	0.00	0.00	29,543.84	0.00
2009	76,011,409.77	20,375.55	0.00	20,375.55	0.00	0.00	333.51	0.00	0.00	20,042.04	333.51
2008	73,587,435.47	11,816.70	0.00	11,816.70	0.00	0.00	0.00	0.00	0.00	11,816.70	0.00
2007	0.00	9,413.17	0.00	9,413.17	0.00	0.00	0.00	0.00	0.00	9,413.17	0.00
2006	0.00	11,464.46	0.00	11,464.46	0.00	0.00	0.00	0.00	0.00	11,464.46	0.00
2005	0.00	6,597.03	0.00	6,597.03	0.00	0.00	0.00	0.00	0.00	6,597.03	0.00
2004	0.00	6,166.86	0.00	6,166.86	0.00	0.00	0.00	0.00	0.00	6,166.86	0.00
2003	0.00	2,145.15	0.00	2,145.15	0.00	0.00	0.00	0.00	0.00	2,145.15	0.00
2002	0.00	2,366.49	0.00	2,366.49	0.00	0.00	0.00	0.00	0.00	2,366.49	0.00
2001 & prior	0.00	1,536.31	0.00	1,536.31	0.00	0.00	0.00	0.00	0.00	1,536.31	0.00
Summary											
Total Current	165,309,606.89	0.00	165,308,221.37	165,308,221.37	5,137,383.71	0.00	0.00	0.00	2.20	160,170,839.86	5,137,381.51
Total Delinquent	1,243,109,009.15	1,086,455.37	0.00	1,086,455.37	53,248.62	9,353.33	1,758.92	7,967.13	-0.22	1,031,447.61	55,007.76
Rollbacks		280,920.32	27,901.29	308,821.61	135,461.16	0.00	0.00	0.00	0.00	173,360.45	135,461.16
Fee Type Total	1,408,418,616.04	1,367,375.69	165,336,122.66	166,703,498.35	5,326,093.49	9,353.33	1,758.92	7,967.13	1.98	161,375,647.92	5,327,850.43

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **10/01/2020 to 10/31/2020** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

Combined Collections (Collections + P&I Collected) -- 5,335,446.82
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Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 10/01/2020 to 10/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2020 Fiscal Year: 10/01/2020 - 09/30/2021

SA

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance YTD	Collections
2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2020	64,284.07	0.00	64,284.07	64,284.07	2,935.48	0.00	0.00	0.00	0.00	61,348.59	2,935.48
2019	69,012.56	3,231.43	0.00	3,231.43	341.65	71.08	0.00	61.90	0.00	2,889.78	341.65
2018	83,414.82	1,744.50	0.00	1,744.50	7.00	2.31	0.00	1.40	0.00	1,737.50	7.00
2017	56,346.24	623.67	0.00	623.67	0.00	0.00	0.00	0.00	0.00	623.67	0.00
2016	55,049.70	955.70	0.00	955.70	0.00	0.00	0.00	0.00	0.00	955.70	0.00
2015	48,897.66	889.56	0.00	889.56	0.65	0.45	0.00	0.16	0.00	888.91	0.65
2014	50,500.66	568.91	0.00	568.91	0.00	0.00	0.00	0.00	0.00	568.91	0.00
2013	48,069.44	2,260.33	0.00	2,260.33	0.00	0.00	0.00	0.00	0.00	2,260.33	0.00
2012	44,655.51	892.42	0.00	892.42	0.00	0.00	0.00	0.00	0.00	892.42	0.00
2011	31,924.14	912.76	0.00	912.76	0.00	0.00	0.00	0.00	0.00	912.76	0.00
2010	36,721.71	1,523.82	0.00	1,523.82	0.00	0.00	0.00	0.00	0.00	1,523.82	0.00
2009	36,058.37	583.30	0.00	583.30	0.00	0.00	43.33	0.00	0.00	539.97	43.33
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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2002	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2001 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Summary											
Total Current	64,284.07	0.00	64,284.07	64,284.07	2,935.48	0.00	0.00	0.00	0.00	61,348.59	2,935.48
Total Delinquent	592,460.72	14,186.40	0.00	14,186.40	349.30	73.84	43.33	63.46	0.00	13,793.77	392.63
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fee Type Total	656,744.79	14,186.40	64,284.07	78,470.47	3,284.78	73.84	43.33	63.46	0.00	75,142.36	3,328.11

Combined Collections (Collections + P&I Collected) -- 3,358.62

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 10/01/2020 to 10/31/2020 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2020 Fiscal Year: 10/01/2020 - 09/30/2021

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
2021	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2020	246,000,040.61	0.00	245,997,979.33	245,997,979.33	7,645,966.22	0.00	0.00	0.00	3.25	238,352,016.36	7,645,962.97
2019	233,069,061.29	696,853.70	0.00	696,853.70	74,888.21	13,454.56	0.00	11,596.02	-0.32	621,965.17	74,888.53
2018	221,618,211.80	175,807.86	0.00	175,807.86	2,392.34	329.92	0.00	199.74	0.00	173,415.52	2,392.34
2017	199,634,339.82	131,894.86	0.00	131,894.86	1,831.48	90.68	0.00	52.16	0.00	130,063.38	1,831.48
2016	178,208,988.30	100,159.69	0.00	100,159.69	0.00	0.00	2,072.15	0.00	0.00	98,087.54	2,072.15
2015	157,343,914.44	83,080.71	0.00	83,080.71	7.47	5.15	0.00	1.89	0.00	83,073.24	7.47
2014	142,347,444.38	73,556.44	0.00	73,556.44	55.92	45.29	0.00	15.19	0.00	73,500.52	55.92
2013	124,585,278.28	80,530.17	0.00	80,530.17	0.00	0.00	0.00	0.00	0.00	80,530.17	0.00
2012	116,031,280.01	63,791.74	0.00	63,791.74	0.00	0.00	0.00	0.00	0.00	63,791.74	0.00
2011	111,080,564.02	50,960.09	0.00	50,960.09	0.00	0.00	0.00	0.00	0.00	50,960.09	0.00
2010	105,399,719.82	42,851.15	0.00	42,851.15	0.00	0.00	0.00	0.00	0.00	42,851.15	0.00
2009	103,991,895.66	28,449.66	0.00	28,449.66	0.00	0.00	499.45	0.00	0.00	27,950.21	499.45
2008	97,622,898.02	15,671.27	0.00	15,671.27	0.00	0.00	0.00	0.00	0.00	15,671.27	0.00
2007	0.00	12,479.10	0.00	12,479.10	0.00	0.00	0.00	0.00	0.00	12,479.10	0.00
2006	0.00	14,225.02	0.00	14,225.02	0.00	0.00	0.00	0.00	0.00	14,225.02	0.00
2005	0.00	7,967.40	0.00	7,967.40	0.00	0.00	0.00	0.00	0.00	7,967.40	0.00
2004	0.00	7,555.58	0.00	7,555.58	0.00	0.00	0.00	0.00	0.00	7,555.58	0.00
2003	0.00	2,652.45	0.00	2,652.45	0.00	0.00	0.00	0.00	0.00	2,652.45	0.00
2002	0.00	2,841.77	0.00	2,841.77	0.00	0.00	0.00	0.00	0.00	2,841.77	0.00
2001 & prior	0.00	1,837.81	0.00	1,837.81	0.00	0.00	0.00	0.00	0.00	1,837.81	0.00

Summary

Total Current	246,000,040.61	0.00	245,997,979.33	245,997,979.33	7,645,966.22	0.00	0.00	0.00	3.25	238,352,016.36	7,645,962.97
Total Delinquent	1,790,933,595.84	1,593,166.47	0.00	1,593,166.47	79,175.42	13,925.60	2,571.60	11,865.00	-0.32	1,511,419.13	81,747.34

Rollbacks		411,239.11	40,129.05	451,368.16	198,164.31	0.00	0.00	0.00	0.00	253,203.85	198,164.31
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Taxing Unit Total	2,036,933,636.45	2,004,405.58	246,038,108.38	248,042,513.96	7,923,305.95	13,925.60	2,571.60	11,865.00	2.93	240,116,639.34	7,925,874.62
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Percentages

% of Roll Collected - 2020 - 3.11%	Adjusted Original Roll -- \$245,997,979.33	Current YTD Collected -- \$7,645,962.97
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Tax Collections Compared to Current Taxes Billed 0% Collected

All Collections Compared to Current Taxes Billed 0% Collected

Combined Collections (Collections + P&I Collected) -- 7,937,231.55
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Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **10/01/2020 to 10/31/2020** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

Williamson County Appraisal District

Pending Litigation Report for LISD

November 5, 2020

PROP ID	LAWUIT NAME	CAUSE NUMBER	DATE FILED	TAX YEAR	TAXING UNITS	MKT AMOUNT INVOLVED	DPMT
R472079	2500 Lakeline LLC & Denton Lakeline LLC & 12112 Lakeline TIC LLC	20-1447-C26	9/17/20	2020	GWI RFM SLE CCP J01 W09	3,685,762	C
R524375	A-L-L 136 Crystal Falls Pkwy-Lakeline Blvd LP	19-1317-C425	8/28/19	2019	GWI RFM SLE CLE J01 W09	3,655,215	C
R524375	A-L-L 136 Crystal Falls Pkwy-Lakeline Blvd LP	19-1317-C425	9/11/20	2020	GWI RFM SLE CLE J01 W09	4,350,213	C
R502512	Allure Acquisition LLC d/b/a The Allure	20-1426-C26	9/16/20	2020	GWI RFM SLE CCP J01 W09	49,091,220	C
R538842	ATX Family LLC	19-1448-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	3,220,357	C
R538842	ATX Family LLC	19-1448-C395	8/5/20	2020	GWI RFM SLE CCP J01 W09	3,056,365	C
P384096	Autozone Texas LP, Autozone West Inc AKA Autozone Inc., as Owner and Lessee	19-1238-C26	8/21/19	2019	GWI RFM SLE CCP J01 W09	490,397	P
P453549	Autozone Texas LP, Autozone West Inc AKA Autozone Inc., as Owner and Lessee	19-1238-C26	8/21/19	2019	GWI RFM SLE CLE J01 W09	482,213	P
P489973	Autozone Texas LP, Autozone West Inc AKA Autozone Inc., as Owner and Lessee	19-1238-C26	10/10/19	2019	GWI RFM SLE CCP J01 W09	616,667	P
R525531	Bastrop Investment Group LP	20-1217-C26	8/17/20	2020	GWI RFM SLE CCP J01 W09	1,597,622	C
R532144	Beacon Funeral Partners Texas LLC	20-1089-C26	7/27/20	2020	GWI RFM SLE CCP J01 W09	2,767,192	C
R427548	BRB Silver Spur LLC	20-1627-C425	10/12/20	2020	GWI RFM SLE CCP J01 W09	5,890,333	C
R577387	BRE RC 1890 Ranch TX LP	19-1323-C395	8/29/19	2019	GWI RFM SLE CCP J01 W09	102,000,000	C
R369883	Cedar Inn Inc	20-1016-C368	7/15/20	2020	GWI RFM SLE CCP J01 W09	1,500,000	C
R565440	Cedar Park Health System LP	20-1717-C368	10/26/20	2020	GWI RFM SLE CCP J01 W09	86,355,992	C
R404540	Cedar Park Hospitality	20-1246-C368	8/19/20	2020	GWI RFM SLE CCP J01 W09	3,250,000	C
R565328	Cedar Park Town Center, LP	19-1142-C26	8/7/19	2019	GWI RFM SLE CCP J01 W09	6,596,000	C
R565328	Cedar Park Town Center, LP	20-1515-C26	9/28/20	2020	GWI RFM SLE CCP J01 W09	6,566,360	C
R398643	CFD Holdings LLC	20-1353-C26	9/3/20	2020	GWI RFM SLE CLE J01 W09	810,661	C
R487570	CFT NV Developments LLC	18-1206-C395	9/21/18	2018	GWI RFM SLE CCP J01 W09	4,786,551	C
R487570	CFT NV Developments LLC	19-1383-C395	9/6/19	2019	GWI RFM SLE CCP J01 W09	4,904,682	C
R487570	CFT NV Developments LLC	20-0997-C368	7/10/20	2020	GWI RFM SLE CCP J01 W09	6,063,081	C
R481888	Chick-Fil-A Inc., As Owner and Lessee	19-1441-C395	9/13/19	2019	GWI RFM SLE CCP J01 W09	1,757,946	C
R481888	Chick-Fil-A Inc., As Owner and Lessee	20-1547-C26	10/1/20	2020	GWI RFM SLE CCP J01 W09	1,656,747	C
R528449	Costco Wholesale Corporation	20-1224-C26	8/17/20	2020	GWI RFM SLE CCP J01 W09	15,012,881	C
P478044	Costco Wholesale Corporation As Owner and Lessee	20-1429-C425	9/16/20	2020	GWI RFM SLE CCP J01 W09	11,957,554	P
P487804	Costco Wholesale Corporation As Owner and Lessee	20-1429-C425	9/16/20	2020	GWI RFM SLE CCP J01 W09	103,970	P
P489493	Costco Wholesale Corporation As Owner and Lessee	20-1429-C425	9/16/20	2020	GWI RFM SLE CCP J01 W09	382,543	P
R493007	Cottonwood Lodging Inc	20-1238-C425	8/18/20	2020	GWI RFM SLE CCP J01 W09	3,080,000	C
R032601	Cross Creek of Texas Ltd	20-1479-C26	9/22/20	2020	GWI RFM SLE CCP J01 W09	5,450,000	C
R351055	CVS As Lessee	20-1395-C425	9/11/20	2020	GWI RFM SLE CCP J01 W09	2,353,058	C
R437488	CVS As Lessee	20-1395-C425	9/11/20	2020	GWI RFM SLE CCP J01 W09	2,530,610	C
R495089	East 1890 Holdings LLC	20-1679-C26	10/20/20	2020	GWI RFM SLE CCP J01 W09	12,000,000	C
R558026	ES Austin Propco LLC	19-1266-C368	8/23/19	2019	GWI RFM SLE CCP J01 W09	2,642,890	C
R558026	ES Austin Propco LLC	20-1569-C395	10/2/20	2020	GWI RFM SLE CCP J01 W09	2,589,318	C
R456805	Extra Space Properties Two LLC and RPD Georgetown Williams LLC	20-1603-C26	10/7/20	2020	GWI RFM SLE CCP J01 W09	9,972,314	C
R543182	GC Parkway Crossing Ltd	20-1418-C368	9/16/20	2020	GWI RFM SLE CLE J01 W09	32,663,000	C
R404499	Granite Sagebrook Health Center LLC	20-1438-C368	9/17/20	2020	GWI RFM SLE CCP J01 W09	6,702,872	C
P462853	HEB Grocery Company LP	19-1398-C368	9/9/19	2019	GWI RFM SLE CLE J01 W09	6,378,071	P
R347609	H E Butt Grocery Company, H E Butt Inc and HEB Grocery Company LP	20-1223-C425	8/17/20	2020	GWI RFM SLE CCP J01 W09	13,642,672	C
R496073	H E Butt Grocery Company, H E Butt Inc and HEB Grocery Company LP	20-1223-C425	8/17/20	2020	GWI RFM SLE CCP J01 W09	1,501,850	C
R586909	H E Butt Grocery Company, H E Butt Inc and HEB Grocery Company LP	20-1223-C425	8/17/20	2020	GWI RFM SLE CLE T05 J01 W09	40,302,586	C

PROP ID	LAWSUIT NAME	CAUSE NUMBER	DATE FILED	TAX YEAR	TAXING UNITS	MKT AMOUNT INVOLVED	DPMT
R448052	HEB Grocery Company LP, H E Butt Grocery Co. and H-E-B LP	20-1618-C368	10/9/20	2020	GWJ RFM SLE CLE T05 J01 W09	133,664	L
R496900	HEB Grocery Company LP, H E Butt Grocery Co. and H-E-B LP	20-1618-C368	10/9/20	2020	GWJ RFM SLE CLE T05 J01 W09	2,628	L
R514054	HEB Grocery Company LP, H E Butt Grocery Co. and H-E-B LP	20-1618-C368	10/9/20	2020	GWJ RFM SLE CLE J01 W09	329,301	L
R530062	HEB Grocery Company LP, H E Butt Grocery Co. and H-E-B LP	20-1618-C368	10/9/20	2020	GWJ RFM SLE CLE T05 J01 W09	1,065,855	L
R542550	HEB Grocery Company LP, H E Butt Grocery Co. and H-E-B LP	20-1618-C368	10/9/20	2020	GWJ RFM SLE CLE T05 J01 W09	529,408	L
R538903	HRA View At Cedar Park LLC	20-1392-C26	9/11/20	2020	GWJ RFM SLE CCP J01 W09	24,659,890	C
R543269	Inland American Round Rock University Oaks LP and IVT Parke Cedar Park LLC	20-1257-C368	8/20/20	2020	GWJ RFM SLE CCP J01 W09	110,779,943	C
R417165	KH Liberty Plaza, LLC	18-0915-C368	8/1/18	2018	GWJ RFM SLE CCP J01 W09	2,900,000	C
R417165	KH Liberty Plaza, LLC	18-0915-C368	8/19/19	2019	GWJ RFM SLE CCP J01 W09	2,900,000	C
R417165	KH Liberty Plaza, LLC	18-0915-C368	8/5/20	2020	GWJ RFM SLE CCP J01 W09	2,915,067	C
R489772	Kin Inc. fka Kohl's Inc (Kohl's Stores #192, #510, and #1280)	20-1305-C368	8/28/20	2020	GWJ RFM SLE CLE J01 W09	11,142,281	C
R442408	Lakeline Homestead K/C Ltd, NWC US79/CR122 Ltd and Whitestone Retail Ltd,	20-1556-C26	10/1/20	2020	GWJ RFM SLE CCP J01 W09	10,873,210	C
R543566	Latitude/GW-DW LLC & Latitude/GW-SK LLC & Latitude/GW-SJ LLC	20-1330-C395	9/1/20	2020	GWJ RFM SLE CLE J01 W09	52,201,640	C
R427550	LIPT Whitestone Boulevard LLC (Whitestone Market Shopping Ctr)	20-1468-C368	9/21/20	2020	GWJ RFM SLE CCP J01 W09	35,310,781	C
R489763	Lowe's Home Centers Inc. and Lowe's Home Centers LLC	20-1255-C26	8/19/20	2020	GWJ RFM SLE CLE J01 W09	9,666,440	C
R577679	Memtex Dev. #1 LLC & Justventures Inc., SCMR Austin Ltd., WSP Dev. #3 Ltd and WSP Dev. #6 Ltd, et al	19-1269-C26	8/23/19	2019	GWJ RFM SLE SRR CAU R02 J01 W09	17,817,433	C
R577679	Memtex Dev. #1 LLC & Justventures Inc., WSP Dev. #3 Ltd and WSP Dev. #6 Ltd, et al. SCMR Austin Ltd.,	20-1196-C26	8/11/20	2020	GWJ RFM SLE SRR CAU R02 J01 W09	22,324,379	C
R399014	MMRMSM LLC	20-1019-C395	7/15/20	2020	GWJ RFM SLE CCP J01 W09	1,189,671	C
R392201	Mouser Properties LLC	18-1211-C425	9/21/18	2018	GWJ RFM SLE F09 J01 W09	1,131,871	C
R577676	NE Carneros LP	20-1450-C368	9/18/20	2020	GWJ RFM SLE CLE J01 W09	35,141,260	C
R558959	Noble Pursuits Austin LLC	20-1741-C395	10/29/20	2020	GWJ RFM SLE CCP J01 W09	8,282,192	C
R417138	Northland Lakeline II LLC	19-1231-C395	8/20/19	2019	GWJ RFM SLE CCP J01 W09	44,982,571	C
R417138	Northland Lakeline II LLC	19-1231-C395	9/28/20	2020	GWJ RFM SLE CCP J01 W09	48,599,333	C
R559132	Park At Crystal Falls II LP	20-1419-C395	9/16/20	2020	GWJ RFM SLE CLE J01 W09	31,979,080	C
R032297	PS LPT Properties Investors, PS Texas Holdings Ltd, Shurgard Texas Limited Partnership, and Public Storage Inc.	20-1723-C26	10/27/20	2020	GWJ RFM SLE CCP J01 W09	4,260,700	C
R566063	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWJ RFM SLE CCP J01 W09	1,336,449	L
R566064	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWJ RFM SLE CCP J01 W09	1,052,019	L
R566065	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWJ RFM SLE CCP J01 W09	738,778	L
R566066	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWJ RFM SLE CCP J01 W09	1,033,550	L
R566067	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWJ RFM SLE CCP J01 W09	684,639	L
R566069	Realtex Ventures LP	18-1091-C395	9/4/18	2018	GWJ RFM SLE CCP J01 W09	3,210,843	L
R566063	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWJ RFM SLE CCP J01 W09	1,386,881	L
R566064	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWJ RFM SLE CCP J01 W09	1,091,718	L
R566065	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWJ RFM SLE CCP J01 W09	766,656	L
R566066	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWJ RFM SLE CCP J01 W09	1,072,552	L
R566067	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWJ RFM SLE CCP J01 W09	710,474	L
R566069	Realtex Ventures LP	18-1091-C395	9/13/19	2019	GWJ RFM SLE CCP J01 W09	3,332,007	L
R566064	Realtex Ventures LP	18-1091-C395	9/28/20	2020	GWJ RFM SLE CCP J01 W09	942,847	L
R566065	Realtex Ventures LP	18-1091-C395	9/28/20	2020	GWJ RFM SLE CCP J01 W09	662,112	L
R566066	Realtex Ventures LP	18-1091-C395	9/28/20	2020	GWJ RFM SLE CCP J01 W09	926,294	L
R566067	Realtex Ventures LP	18-1091-C395	9/28/20	2020	GWJ RFM SLE CCP J01 W09	613,591	L
R309013	Round Rock Retirement Residence LP and Ventas Highland Estates LLC	20-1559-C395	10/1/20	2020	GWJ RFM SLE CCP J01 W09	10,500,000	C
R033681	Roxbury Holding Company LLC	20-1671-C425	10/19/20	2020	GWJ RFM SLE CCP J01 W09	5,209,608	C

PROP ID	LAWSUIT NAME	CAUSE NUMBER	DATE FILED	TAX YEAR	TAXING UNITS	MKT AMOUNT INVOLVED	DPMT
R577495	RPAI Cedar Park Town Center LLC	19-1253-C368	8/22/19	2019	GWJ RFM SLE CCP J01 W09	31,094,449	C
R577495	RPAI Cedar Park Town Center LLC	20-1566-C26	10/2/20	2020	GWJ RFM SLE CCP J01 W09	41,908,136	C
R543561	RRCA Parmer Ranch Trails Lots 1 & 2 Ltd	20-1487-C425	9/23/20	2020	GWJ RFM SLE CCP J01 W09	9,987,383	C
R518497	S-K Cedar Park Opportunity II LLC	19-1429-C425	9/11/19	2019	GWJ RFM SLE CCP M17 J01 W09	24,500,000	C
R489882	S-SI Leander I LP	20-1443-C368	9/17/20	2020	GWJ RFM SLE CLE J01 W09	1,737,674	L
R542572	Sabra Texas Holdings LP	20-1530-C425	9/29/20	2020	GWJ RFM SLE CCP J01 W09	6,350,000	C
R559267	Sarah 16760 LLC (The Sarah by Arium Apartments)	20-1694-C425	10/21/20	2020	GWJ RFM SLE CLE J01 W09	40,756,215	C
R495097	SCMR Austin LTD, WSP Dev #3, WSP Dev #6, Smith Family Ventures III, LLC and Herman Family Ventures III, LLC	18-0853-C395	7/18/18	2018	GWJ RFM SLE CAU J01 R02 W09	8,967,237	C
R539127	SCMR Austin LTD, WSP Dev #3, WSP Dev #6, Smith Family Ventures III, LLC and Herman Family Ventures III, LLC	18-0853-C395	7/18/18	2018	GWJ RFM SLE CAU J01 R02 W09	3,980,111	C
R468311	SH1 Cedar Ridge LLC	20-1545-C395	9/30/20	2020	GWJ RFM SLE CCP J01 W09	3,900,000	C
R525547	Shops At Crystal Falls LLC	20-1023-C425	7/15/20	2020	GWJ RFM SLE CLE J01 W09	6,995,677	C
R481885	Target Corporation and Dayton Hudson Corp	20-1607-C395	10/8/20	2020	GWJ RFM SLE CCP J01 W09	16,348,594	C
P462654	Target Corporation	20-1632-C26	10/13/20	2020	GWJ RFM SLE CCP J01 W09	4,243,197	P
R031488	Texas White House LLC	20-1529-C26	9/29/20	2020	GWJ RFM SLE CCP J01 W09	3,914,768	C
R496119	TX Brookwood Holdings	20-1565-C425	10/2/20	2020	GWJ RFM SLE CLE J01 W09	11,616,690	C
R472068	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	10/3/18	2018	GWJ RFM SLE CCP J01 W09	7,098,693	C
R472069	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	10/3/18	2018	GWJ RFM SLE CCP J01 W09	4,142,752	C
R472068	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	9/5/19	2019	GWJ RFM SLE CCP J01 W09	7,931,831	C
R472069	Walker, Ronald M Trustee & Gilbert C & Michaela I Walker Trustees	18-1289-C368	9/5/19	2019	GWJ RFM SLE CCP J01 W09	4,605,585	C
R442410	Wal-Mart Real Estate Business Trust, Wal-Mart Stores Inc. and Walmart Inc., Wal-Mart Stores Texas, LLC As Lessee and Wal-Mart Stores Texas, LP	20-1326-C368	9/1/20	2020	GWJ RFM SLE CCP J01 W09	16,608,034	C
R521246	Wal-Mart Real Estate Business Trust, Wal-Mart Stores Inc. and Walmart Inc., Wal-Mart Stores Texas, LLC As Lessee and Wal-Mart Stores Texas, LP	20-1326-C368	9/1/20	2020	GWJ RFM SLE CCP J01 W09	15,983,485	C
R521248	Wal-Mart Real Estate Business Trust, Wal-Mart Stores Inc. and Walmart Inc., Wal-Mart Stores Texas, LLC As Lessee and Wal-Mart Stores Texas, LP	20-1326-C368	9/1/20	2020	GWJ RFM SLE CCP J01 W09	1,617,257	C
R510851	West 1890 Holdings LLC	20-1680-C368	10/20/20	2020	GWJ RFM SLE CCP J01 W09	9,356,455	C
						1,274,451,604	
Revised 11/5/20							



Travis County Active Lawsuits by Year

Year	Cause Number	Plaintiff Name	Entity Code	Entity Name	Cause Value	Number of Properties Involved
2017	D-1-GN-17-004104	SOVRAN ACQUISITION LIMITED PARTNERSHIP, ET AL	69	LEANDER ISD	\$9,714,200	1
2017	D-1-GN-17-004153	WHITESTONE QUINLAN CROSSING, LLC	69	LEANDER ISD	\$38,676,881	10
2017	D-1-GN-17-004170	CUBESMART, LP AND CENTERPORT STORAGE LP	69	LEANDER ISD	\$11,419,233	1
2017	D-1-GN-17-004565	KRT FAMILY TRUST	69	LEANDER ISD	\$1,223,169	1
2017	D-1-GN-17-004596	SIR STEINER RANCH APARTMENTS, LLC	69	LEANDER ISD	\$76,000,000	1
2017	D-1-GN-17-004843	TARGET CORPORATION AS OWNER AND LESSEE AND DAYTON HUDSON CORPORATION	69	LEANDER ISD	\$15,936,122	1
2017	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$4,859,000	1
2017	D-1-GN-17-006774	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$5,752,165	3
2018	D-1-GN-17-004170	CUBESMART, LP AND CENTERPORT STORAGE LP	69	LEANDER ISD	\$12,000,000	1
2018	D-1-GN-17-004565	KRT FAMILY TRUST	69	LEANDER ISD	\$1,253,889	1
2018	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$5,626,800	1
2018	D-1-GN-17-006774	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$3,786,410	2
2018	D-1-GN-18-003843	WHITESTONE QUINLAN CROSSING LLC	69	LEANDER ISD	\$36,076,361	10
2018	D-1-GN-18-003976	RANDY COHEN	69	LEANDER ISD	\$1,977,500	1
2018	D-1-GN-18-004036	HEB GROCERY COMPANY LP S OWNER AND LESSEE, ET AL	69	LEANDER ISD	\$20,120,617	2
2018	D-1-GN-18-004103	THE BASSHAM TRUST; DEBORAH E. PARKER AND LODGE AT STONE OAK RANCH, LLC	69	LEANDER ISD	\$132,420,000	2
2018	D-1-GN-18-004636	BRUCE STUCKMAN MANAGEMENT TRUST	69	LEANDER ISD	\$1,417,750	1
2018	D-1-GN-18-004648	RANDALL'S FOOD & DRUG, L.P. AS OWNER AND LESSEE	69	LEANDER ISD	\$13,185,000	1
2018	D-1-GN-18-004658	RICHARD L HILTON & MARY L PARR	69	LEANDER ISD	\$1,494,156	1
2018	D-1-GN-18-004662	TODD A & LYNN A NALODKA	69	LEANDER ISD	\$1,190,741	1
2018	D-1-GN-18-004946	TARGET CORPORATION AS OWNER AND LESSEE AND DAYTON HUDSON CORPORATION	69	LEANDER ISD	\$10,342,000	1
2018	D-1-GN-18-005250	WALGREENS CO. AS OWNER AND LESSEE	69	LEANDER ISD	\$6,062,625	1
2018	D-1-GN-18-005288	RUTH REAL ESTATE HOLDINGS INC	69	LEANDER ISD	\$654,809	1
2018	D-1-GN-18-005362	MOSLEY, GARY	69	LEANDER ISD	\$972,386	6
2018	D-1-GN-18-005651	MARK MILLER AND PAULA MILLER	69	LEANDER ISD	\$575,765	1
2018	D-1-GN-18-005687	JEAN BELLE VAN HOUTEN LIVING TRUST	69	LEANDER ISD	\$904,656	2
2018	D-1-GN-18-005861	MERILEE ABBODD AND DAVID ABBODD	69	LEANDER ISD	\$858,868	1
2019	D-1-GN-17-004565	KRT FAMILY TRUST	69	LEANDER ISD	\$1,453,400	1
2019	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$5,871,000	1
2019	D-1-GN-18-004103	THE BASSHAM TRUST; DEBORAH E. PARKER AND LODGE AT STONE OAK RANCH, LLC	69	LEANDER ISD	\$138,100,000	2
2019	D-1-GN-18-005362	MOSLEY, GARY	69	LEANDER ISD	\$735,551	3
2019	D-1-GN-19-003013	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$5,092	1
2019	D-1-GN-19-004353	SUBRAMANIAN LTD	69	LEANDER ISD	\$715,116	1
2019	D-1-GN-19-004560	NR TACARA AT STEINER RANCH LLC	69	LEANDER ISD	\$47,900,000	1
2019	D-1-GN-19-004879	KRG-USCRF PLAZA VOLENTE LLC	69	LEANDER ISD	\$19,418,834	4
2019	D-1-GN-19-004893	WHITESTONE QUIHNLAN CROSSING, LLC	69	LEANDER ISD	\$37,328,263	10
2019	D-1-GN-19-005292	CANYON CREEK TEXAS LLC	69	LEANDER ISD	\$57,120,000	1
2019	D-1-GN-19-005341	WALGREENS CO., WALGREENS CO., AS LESSEE AND WALTRUST PROPERTIES, INC.	69	LEANDER ISD	\$6,698,000	1
2019	D-1-GN-19-005431	SHOPS AT RIVERPLACE, LLC	69	LEANDER ISD	\$11,184,000	1
2019	D-1-GN-19-005443	STUCKMAN BRUCE MANAGEMENT TRUST	69	LEANDER ISD	\$1,567,900	1
2019	D-1-GN-19-005516	HEB GROCERY COMPANY LP AS OWNER AND LESSEE	69	LEANDER ISD	\$19,625,548	1
2019	D-1-GN-19-005533	HEB GROCERY COMPANY LP AS OWNER AND LESSEE AND BUTT HE STORE PROPERTY	69	LEANDER ISD	\$577,099	1
2019	D-1-GN-19-005766	BREIT STEADFAST MF STEINER TX LP	69	LEANDER ISD	\$81,480,000	1
2019	D-1-GN-19-005804	AUSTIN 9311 FM LLC	69	LEANDER ISD	\$23,369,004	1
2019	D-1-GN-19-005880	SIGNATURE LODGING LLC	69	LEANDER ISD	\$8,100,000	1
2019	D-1-GN-19-006000	DAYTON HUDSON CORPORATION AND TARGET CORPORATION AS OWNER AND LESSEE	69	LEANDER ISD	\$10,342,000	1
2019	D-1-GN-19-006552	ALLTEX RENTALS LP	69	LEANDER ISD	\$1,585,000	1
2019	D-1-GN-19-006574	REGIONS BANK AS OWNER AND LESSEE AND TEXAS HERITAGE BANK	69	LEANDER ISD	\$2,493,800	2
2019	D-1-GN-19-006676	ADVANCED DRYWALL SYSTEMS INC	69	LEANDER ISD	\$1,620,000	2
2019	D-1-GN-19-006691	CUBESMART LP (CUBESMART 707 AND 914)	69	LEANDER ISD	\$25,372,897	2
2019	D-1-GN-19-006836	RANDALL'S FOOD & DRUGS, LP	69	LEANDER ISD	\$3,679,825	1
2019	D-1-GN-19-006872	BELL FUND V FOUR POINTS LLC	69	LEANDER ISD	\$54,670,000	1
2019	D-1-GN-19-006927	AUSTIN BAPTIST CHURCH	69	LEANDER ISD	\$5,752,265	4
2019	D-1-GN-19-007110	RUTH REAL ESTATE HOLDINGS INC	69	LEANDER ISD	\$850,465	1
2019	D-1-GN-19-007435	HEB GROERY COMPANY LP	69	LEANDER ISD	\$3,882,088	1
2019	D-1-GN-19-007579	3400 W WHITESTONE, LLC	69	LEANDER ISD	\$310,147	1
2019	D-1-GN-19-008135	LINDEMAN LANE TRUST	69	LEANDER ISD	\$210,000	1
2019	D-1-GN-20-000049	ANTHONY SESSA, AND 137 PROPERTY OWNER/CLIENTS OF FIVE STONE TAX	69	LEANDER ISD	\$8,349,401	17
2019	D-1-GN-20-000564	JEAN BELLE VAN HOUTEN LIVING TRUST	69	LEANDER ISD	\$760,213	2
2020	D-1-GN-17-004998	CVS PHARMACY, INC. AS OWNER AND LESSEE	69	LEANDER ISD	\$6,904,383	1
2020	D-1-GN-19-005431	SHOPS AT RIVERPLACE, LLC	69	LEANDER ISD	\$11,102,000	1
2020	D-1-GN-19-005516	HEB GROCERY COMPANY LP AS OWNER AND LESSEE	69	LEANDER ISD	\$18,902,917	1
2020	D-1-GN-19-005533	HEB GROCERY COMPANY LP AS OWNER AND LESSEE AND BUTT HE STORE PROPERTY	69	LEANDER ISD	\$577,099	1
2020	D-1-GN-20-004294	PROMESA APARTMENTS LTD	69	LEANDER ISD	\$46,396,696	1
2020	D-1-GN-20-004411	KRG-USCRF PLAZA VOLENTE LLC	69	LEANDER ISD	\$23,653,500	4
2020	D-1-GN-20-004619	BREIT STEADFAST MF STEINER TX LP	69	LEANDER ISD	\$77,300,000	1
2020	D-1-GN-20-004810	MONTERONE APARTMENT INVESTOR LLC	69	LEANDER ISD	\$54,900,000	1
2020	D-1-GN-20-004874	WALGREENS CO AS OWNER AND LESSEE AND WALGREEN CO AS OWNER AND LESSEE	69	LEANDER ISD	\$6,582,717	1
2020	D-1-GN-20-004934	DAYTON HUDSON CORPORATION AND TARGET CORPORATION AS OWNER AND LESSEE	69	LEANDER ISD	\$10,342,000	1

TCAD ACTIVE LAWSUITS	Year	Number of Lawsuits	Total Cause Value	# of Props
	2017	8	\$163,580,770	19
	2018	19	\$250,920,333	37
	2019	32	\$581,126,908	70
	2020	10	\$256,661,312	13
	TOTALS	69	\$1,252,289,323	139

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Annual Energy Management Report	
Purpose (this meeting):	☒ Discussion Item/Report Only	☐ Action Requested
Administrator Responsible:	Jimmy Disler	
Attachments:	Annual Report	

Background Information:

The energy management report is meant to provide the Board with an overview of the District's energy management program. The report covers energy/utility usage during the most recent year of the District's current energy management program (April 2019 through March 2020), and compares this usage to prior years. The report also provides the total cost avoidance, which represents the amount (in dollars) LISD saves as a result of its energy management initiatives. The current energy program has been in place for 19 years, and over that time LISD has avoided approximately \$46 million in utility costs; including more than \$3.5 million in savings over the past year.

The report also updates the Board on current energy management initiatives, significant changes to utility rates, and highlights LISD achievements in the area of energy management. LISD again participated in the Benchmark 4 Excellence Maintenance and Operations benchmarking study that included a total of 23 Texas school districts. For energy consumption (electricity and natural gas), LISD had the lowest energy consumption per square foot.

Please contact Jimmy Disler if you have any questions prior to the meeting.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Annual Energy Management⁵⁸⁸ Report

November 19, 2020



589

**42 of 43 LISD facilities qualify
for Energy Star with an overall
average of 93.1.**

Conservation Goals

- Maintain a comfortable learning and working environment
- Minimize energy waste by promoting responsible energy use throughout the District
- Save energy expenditures (\$\$\$)
- Effectively coordinate LISD recycling efforts

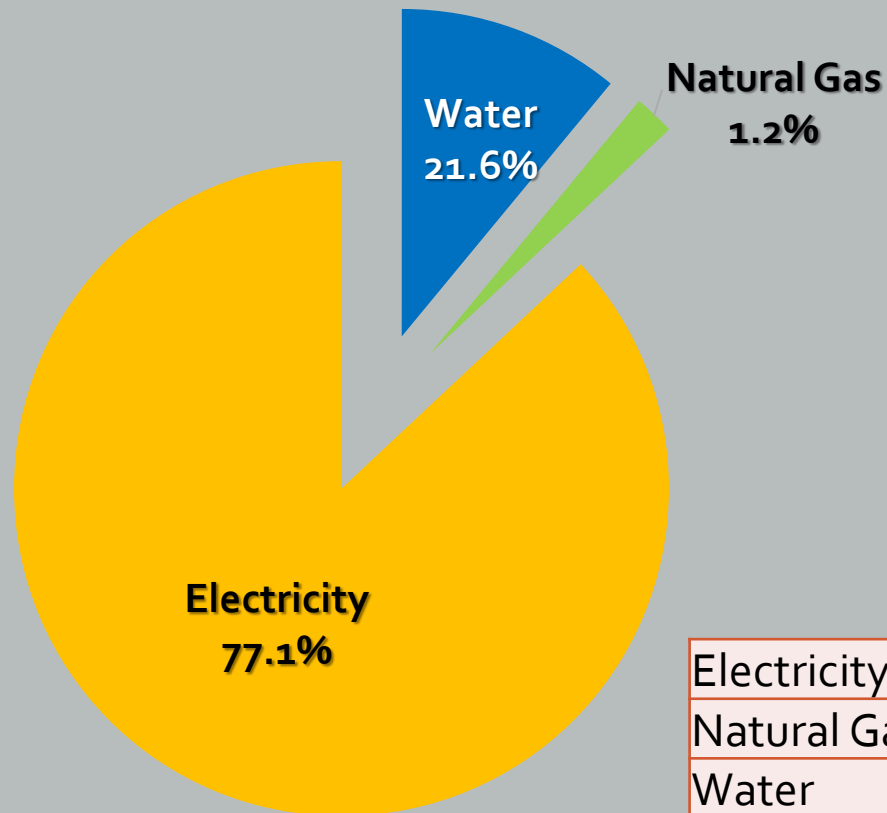
590

Changes Affecting Energy Costs and Consumption

- 2019 Summer schedules and volume.
- Weather
 - Late Winter with wetter more humid conditions.
- Added/Renovated HVAC and controls systems
 - Allows facility to run efficiently thru an automated set of parameters remotely. LED lighting in new facilities and renovations.
- After hours facility use
 - LISD facilities have become an important resource for special programs, extracurricular activities, and facility rentals that extend beyond the school day.

591

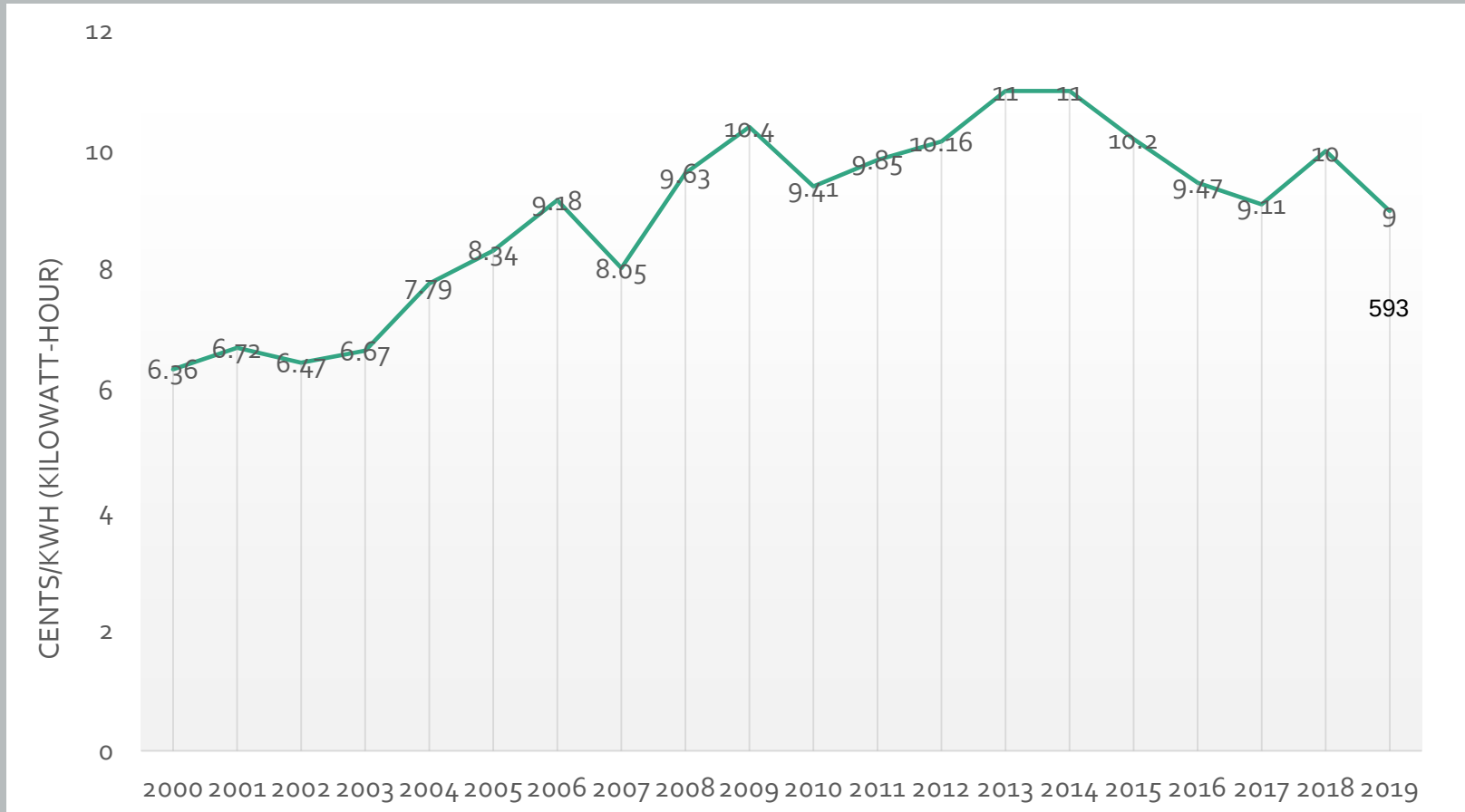
Total Utilities Cost Summary (Year 19)



Electricity	\$	5,508,474.70
Natural Gas	\$	88,146.68
Water	\$	1,545,884.53
	\$	7,142,505.91

592

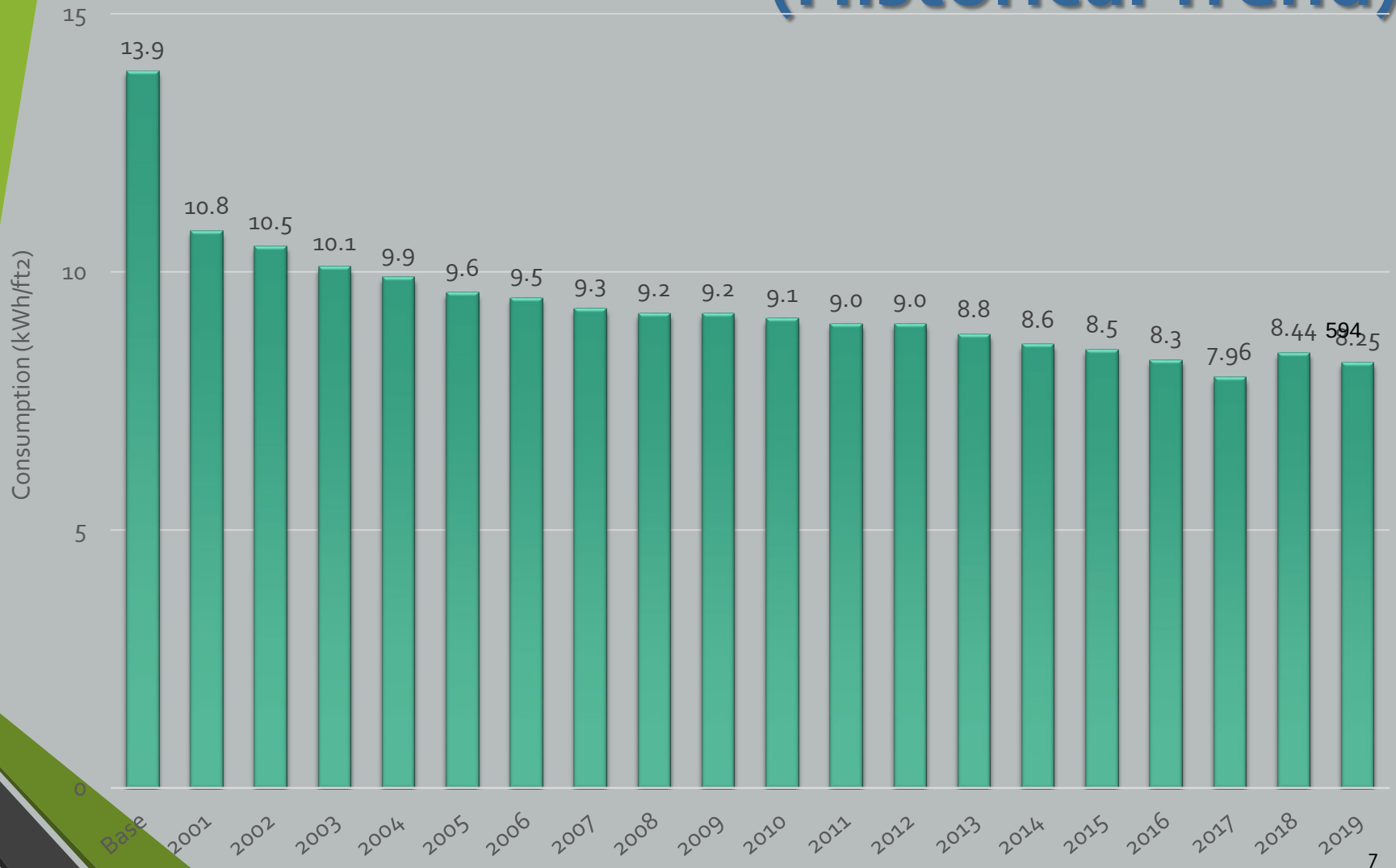
Historical Electric Rate Comparison



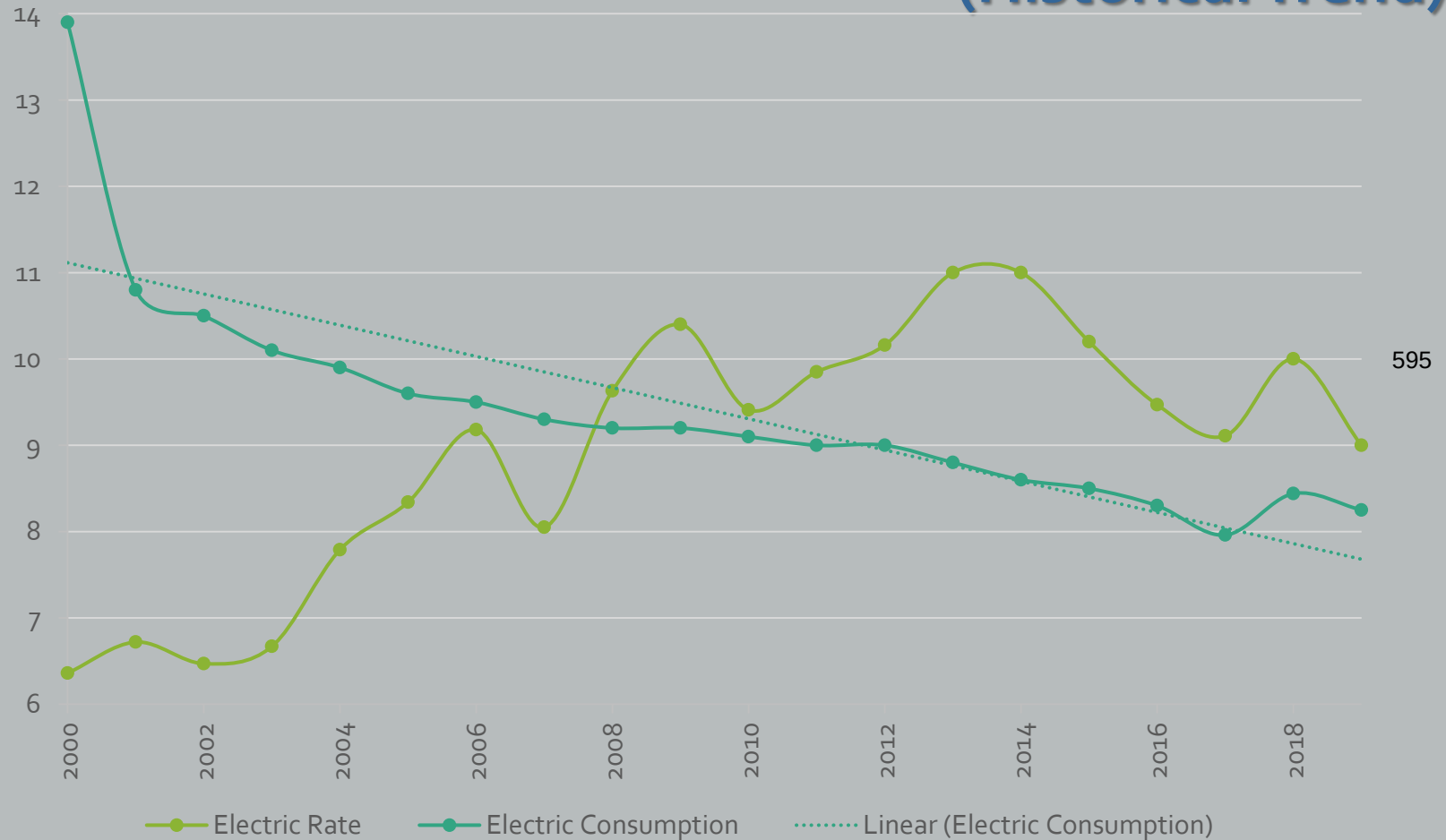
Note:

Rates are based on a 12-month average.

Electric Consumption (Historical Trend)



Electric Consumption vs. Electric Rates (Historical Trend)



Energy Costs Anticipated vs. Actual

\$12,000,000

10,662,096

\$10,000,000

\$8,000,000

\$6,000,000

\$4,000,000

\$2,000,000

\$0

Anticipated Costs

7,070,422

Actual Costs

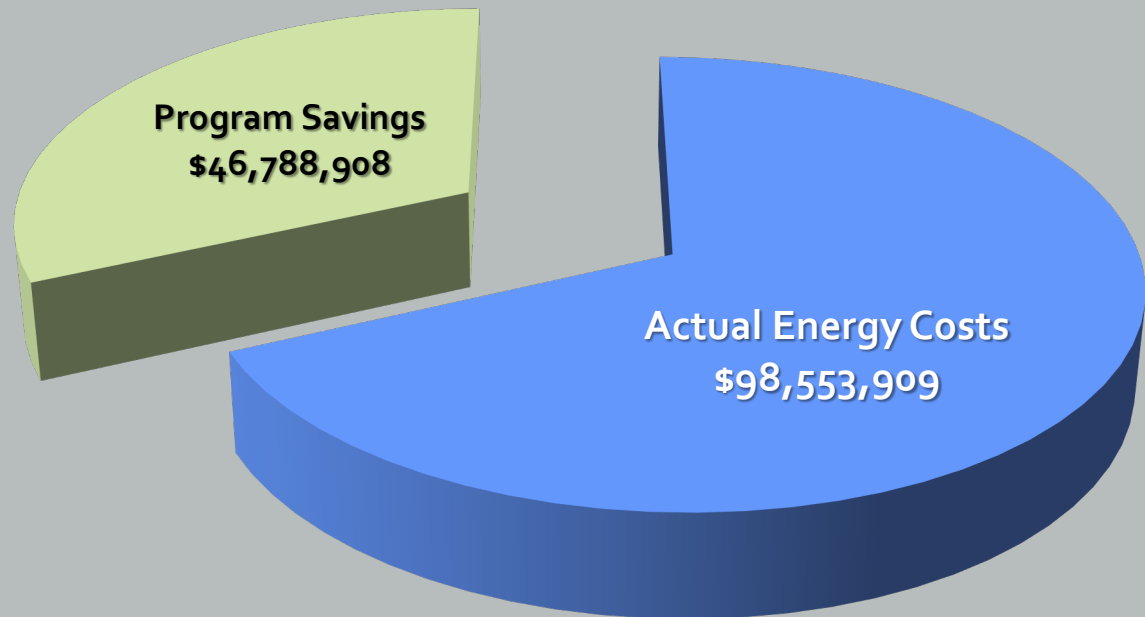
596

Anticipated
- Actual
\$3,591,674



Cumulative Savings (2001 to Present)

Over \$46.7 million in total savings since 2001



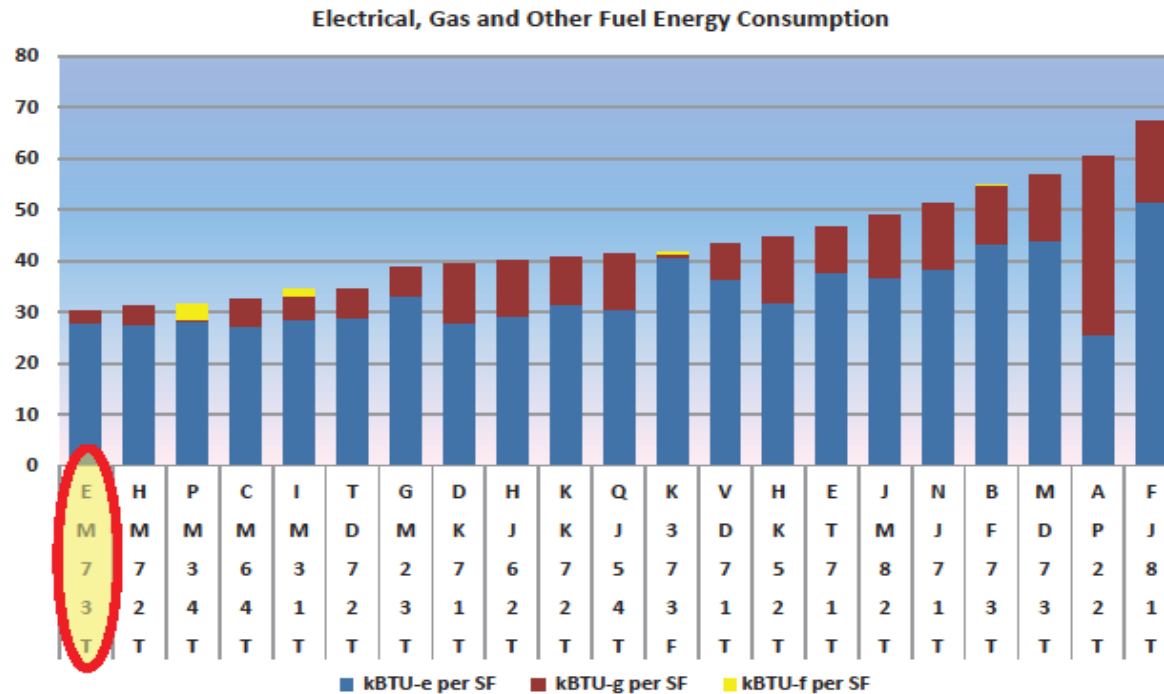
597

Total Anticipated Energy Costs: \$145,342,817

Benchmark 4 Excellence Report

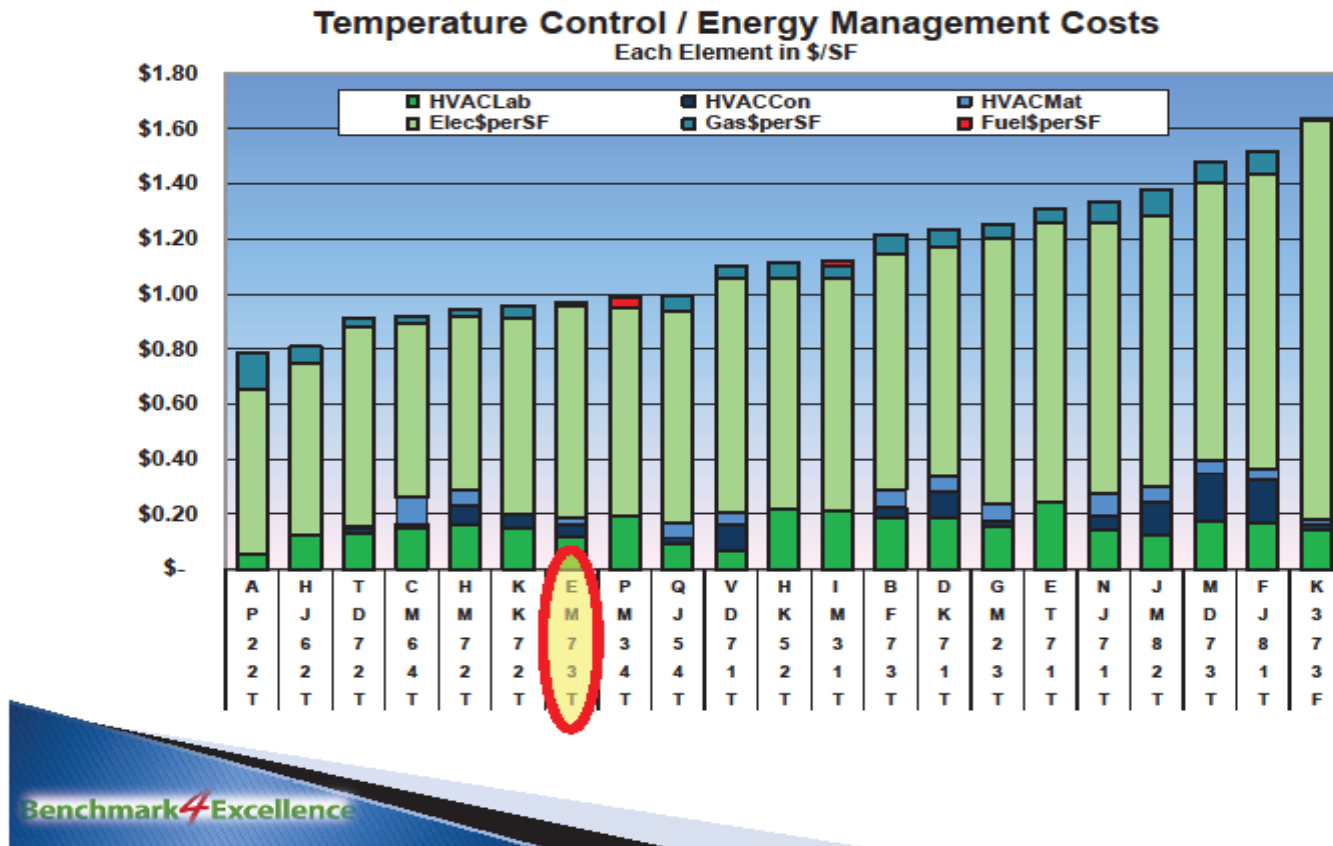
LISD again participated in Benchmark 4 Excellence study

- Lowest kBTU per Square Foot.



598

LISD also had the 7th lowest overall Temperature and Energy Management costs per square foot in the study (including HVAC- Labor, Material, Contracted Services, Electrical, Gas, and fuel utilities).



599

Good Stewards of the Environment

In 19 years, Leander ISD has saved **1,551,781** MMBTU (Metric Million British Thermal Units) in energy. These savings are equal to:



224,978 metric tons of carbon dioxide emissions being prevented,

600



46,870 automobiles being removed from the highways annually, or



5,768,665 trees being planted.

Investing in Energy Efficiency

Energy Management Systems

DDC (Direct Digital Control) Systems - Allows the remote access and control of the District's BAS (Building Automation Systems), which allow the programming of numerous scenarios to handle our HVAC needs.

- Campuses currently not on DDC - Steiner Ranch ES (1/2), Naumann ES, Bagdad ES, and LEO.

601

Lighting and Lighting Control System - Allows the remote access and control of the District's Interior and exterior lighting. Accepts commands from the BAS HVAC Controller. LED lighting being used in place of florescent.

- **Room Occupancy Sensors** - Uses multi-sensing technology to turn the lights ON when motion is detected and OFF when motion is no longer detected. Internal microprocessor continually analyzes, evaluates and adjusts setting.

Musco Greensystem Sports lighting - Cuts operating costs by allowing the remote access and control of Sports lighting. Also reduces spill light by 50%.

Central Irrigation Controller - ET Based irrigation control - watering schedules are adjusted automatically by central computer based upon actual watering needs as determined by data collected from our weather stations.

Investing in Energy Efficiency

HVAC Systems

Geothermal Conditioning - Uses the constant ground temp (Approx. 55 degrees) to cool and heat. The ground provides over 70% of the energy needed to operate system. System life is 25 years for internal components and 50 years for the ground loop.

Heat Recovery Units - Introduces fresh air to the building and improves climate control. Decreases the costs of fuel and energy consumption needed by preheating incoming gas.

602

Investing in Energy Efficiency

Construction Methods

Insulated Concrete Tilt Wall Construction - Extremely thermally efficient wall system. The increased Thermal Mass stabilizes interior temperatures along with minimizing air infiltration and moisture penetration. 100 year life span.

Artificial Turf Athletic Fields - Lower Maintenance costs when compared to natural turf. Average natural grass field uses approximately 50,000 gallons of water per week during the growing season. 603

Low Flow Plumbing Fixtures - Equipped with touch free sensors reduces water use substantially

Native grasses (Buffalo Grass) - In lieu of traditional varieties. Buffalo grass needs 25% less water than Bermuda, 33%-50% less water than Zoysia or St. Augustine brands. There are some forms of Bermuda that are a hybrid and are becoming more compatible with our needs.



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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 19, 2020

Agenda Item:	Consider Reorganization of the Board of Trustees	
Purpose (this meeting):	☐ Discussion Item/Report Only	☒ Action Requested
Administrator Responsible:	Brue Gearing	
Attachments:	Policy BDAA (Legal and Local)	

Background Information:

Board Members will consider the reorganization of the Board of Trustees. Policy BDAA (Legal) requires the Board to reorganize at the first meeting after each Trustee election and qualification of Board Members; however, the policy also allows the Board to reorganize at other times.

Administrative Recommendation:

N/A

Sample Motion:

I move to nominate _____ as president of the Leander ISD Board of Trustees.
I move to nominate _____ as vice president of the Leander ISD Board of Trustees.
I move to nominate _____ as secretary of the Leander ISD Board of Trustees.

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LEGAL)

Selection of Officers At the first meeting after each election and qualification of Board members, the members of the Board shall organize by selecting:

1. A president, who shall be a member of the Board.
2. A secretary, who may or may not be a member of the Board.
3. Such other officers and committees as the Board may deem necessary.

Education Code 11.061(c)

Reorganization In addition to the required post-election organization, the Board may also organize at other times. *Atty. Gen. Op. MW-531 (1982)*

Duties / Powers of Board President The duties and powers of the President of the Board include, but are not limited to, the following:

- | | |
|--|---|
| Public Meeting on Budget and Proposed Tax Rate | 1. Call a meeting of the Board, giving public notice not earlier than the 30th day or later than the tenth day before the meeting, to discuss and adopt the budget and the proposed tax rate. <i>Education Code 44.004</i> [See CE and CCG] |
| Financial Statements | 2. Ensure that the annual financial statements are published as required by law. <i>Local Gov't Code 140.006</i> [See CFA] |
| Mineral Rights | 3. Execute an oil and/or gas lease or sell, exchange, and convey the minerals in land belonging to the District, approved by resolution of the Board. <i>Education Code 11.153</i> |
| Deeds | 4. Execute the deed for the sale of property, other than minerals, held in trust for free school purposes. <i>Education Code 11.154(b)</i> |

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LOCAL)

Board Officers	The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Officers shall be elected by majority vote of the members present and voting.
Vacancy	A vacancy among officers of the Board shall be filled by majority action of the Board.
Term and Duties	Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.
President	In addition to the duties required by law, the President of the Board shall: 1. Preside at all Board meetings unless unable to attend. 2. Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.
Vice President	The Vice President of the Board shall: 1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President. 2. Become President only upon being elected to the position.
Secretary	The Secretary of the Board shall: 1. Ensure that an accurate record is kept of the proceedings of each Board meeting. 2. Ensure that notices of Board meetings are posted and sent as required by law. 3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer. 4. Sign or countersign documents as directed by action of the Board.