



**Regular Meeting Agenda
Thursday, October 5, 2023
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
6:15 PM**

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

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

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

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/45xrUsW>, between noon the day prior to the meeting and noon the day of the meeting and be present at the meeting when their number is called.

Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on September 29, 2023, at 5:48 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**
2. **OPENING CEREMONY**
 - A. Pledge of Allegiance
 - B. Moment of Silence
3. **RECOGNITION**
 - A. Spotlight on Learning: Early College High School
 - B. Custodian Appreciation Week, October 2-6
4. **CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
5. **CONSENT AGENDA**
 - A. Consider Approval of Remote Homebound Waiver 3
 - B. Consider Approval of District and Campus Improvement Plans 4
 - C. Consider Approval of Long-Range Planning Committee Charter 413
 - D. Consider Approval of Adding Assistant Principal Position Per Staffing Guidelines 416
6. **SUPERINTENDENT'S REPORT** 417
 - A. Safe and Innovative Learning Environments
 - B. Empowered Student Learning
7. **DISCUSSION/ACTION ITEMS**
 - A. **STUDENT EXPERIENCE**
 1. 2022-2023 Community Based Accountability Report 443

B. GOVERNANCE	
1. Consider Approval of a Resolution to Support and Promote a Culture of Voting	493
2. Consider Approval of Leander ISD Legislative Priorities for the October 2023 Special Legislative Session	496
C. OPERATIONS	
1. Discussion of Elementary #30 Attendance Zoning Charter and Process Timeline	502
2. Consider Approval of Vendor for Artificial Turf Projects for the Leander ISD Baseball and Softball Fields in the 2023 Bond Program	509
8. 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	
9. ACTION PURSUANT TO CLOSED SESSION	
10. BOARD MEETING DEBRIEF	
11. 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)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

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

Background Information:

To be placed in the special education homebound instructional setting, a student aged six years or older must meet the following four criteria:

- The student is eligible for special education and related services as determined by an ARD committee.
- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill and the local district policy allows for such.¹²⁴
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed¹²⁵ to practice in the United States.

The district is currently seeking a homebound waiver from TEA for one student who has medical needs that impair their ability to have in-person Homebound services due to their health condition. The Admission, Review, Dismissal (ARD) committees and/or Section 504 recommended that these students be given a remote homebound option so that they can be supported in their coursework at their appropriate level given their needs. Individual waivers will be submitted for each student.

Administrative Recommendation:

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

Sample Motion:

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item: Consider Approval of District and Campus Improvement Plans
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Sarah Grissom, Angela Hodges, Christine Simpson and Kristen Alex
Attachments: 09-21-23 District and Campus Improvement Plans Presentation Atch
District and Campus Goals and HB3 Performance Objectives Atch

Background Information:

On September 21, 2023, the administrative team presented the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs) to the Board of Trustees. These plans are the one-year improvement cycle based on the LISD five-year strategic plan and align to the Superintendent's evaluation.

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

Administrative Recommendation:

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

Sample Motion:

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



Discussion of District and Campus Improvement Plans

September 21, 2023

5

PURPOSE

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

6

System Alignment

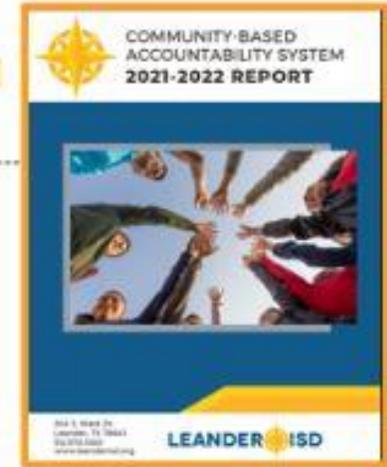


LISD 5-Year Strategic Plan

Superintendent Evaluation



Community-Based Accountability



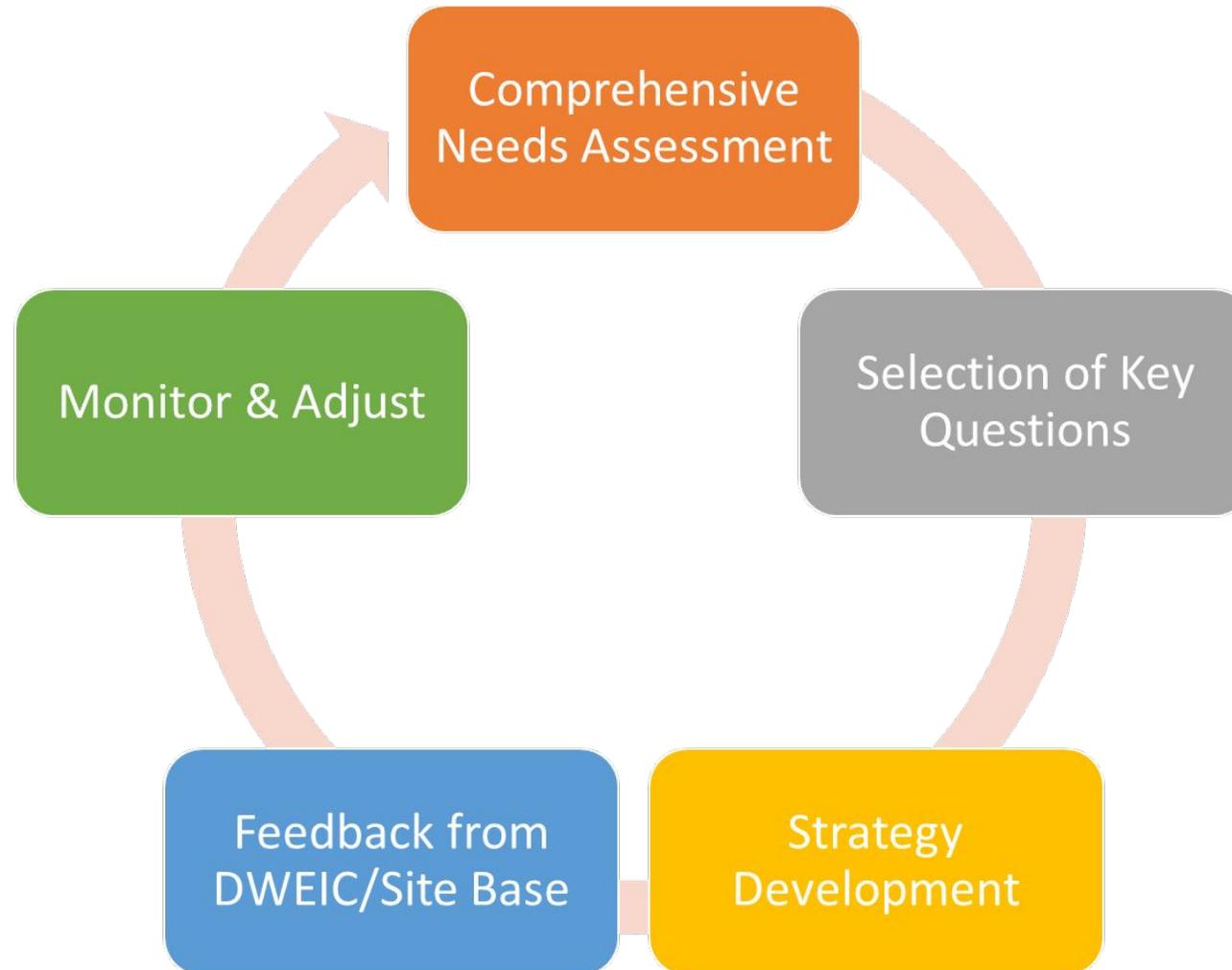
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District and Campus Improvement Plans



3

IMPROVEMENT PROCESS



DISTRICT AND CAMPUS IMPROVEMENT PLANS



Goals

Key Questions

System Responses

Strategies

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

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

HB3 Goal
Initial Status: Major Change

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

0% No Progress
 100% Accomplished
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 ✗ Discontinue



DISCUSSION

10

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



Mission Statement

We will cultivate each individual student by:

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

Vision

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

Core Beliefs

12

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

Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.

LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.

Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.

A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.

Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

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District Improvement Plan

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Evidence of defined processes and expectations for the development of student portfolios, student-led conferences, and other learning showcase opportunities. Additionally, the total percentage of students with active student portfolios will increase each year over the next three years. 2. Documentation of a shared vision and understanding of Deeper Learning and student agency in LISD and documentation of agendas and professional development opportunities aligned to Deeper Learning <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Area Superintendents, Campus Principals</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				15

 No Progress
 Accomplished
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Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Feedback from campus and district leaders on implementation and finalized parameters and options within the assessment framework 2. Evidence within agendas and professional learning opportunities addressing assessment tools and data and use of data protocols/analysis is evident in campus PLC time collected through campus walks, agendas, and professional learning opportunities 3. Professional learning sessions and agendas reflecting learning aligned to engaging students in goal setting and progress tracking and student-level artifacts which show students are engaged in or have knowledge of their individualized goals and progress (goal-setting, monitoring, and self-reflection of learning needs) as viewed during classroom/Graduate Profile walkthroughs 4. Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA. 5. Agendas and professional learning attendance records for all teachers' attendance from the K/1 reading professional learning. 6. Professional Learning agendas and attendance records for all 3-6 math teachers, Algebra 1 teachers, and campus/district leaders and curriculum implementation with fidelity will be reflected in campus and district leader classroom observations. <p>Staff Responsible: Chief Academic Officer</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
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 No Progress

 Accomplished

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 Discontinue

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: 1) Positive trends in student, teacher, and parent survey questions related to acquiring the LISD Graduate Profile attributes.</p> <p>Awareness Score: Elementary Students (Baseline/2021-22=34%; 2022-23=54%) Secondary Students (Baseline/2021-22=32%; 2022-23=40%) Parent (Baseline/2021-22=29%; 2022-23=43%)</p> <p>Connection between Graduate Profile and what students are doing in school. Elementary Students (Baseline/2021-22=52%; 2022-23=71%) Secondary Students (Baseline/2021-22=53%; 2022-23=56%) Parent (Baseline/2021-22=25%; 2022-23=48%)</p> <p>2) Campus-based artifacts related to the LISD Graduate Profile.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Agendas and professional learning opportunities aligned to the implementation of the Graduate Profile indicators PLC planning aligned to the Graduate Profile indicators as viewed through walkthroughs and campus visits Alignment and expansion of resources available on the LISD Graduate Profile Resource Website Resource use as viewed during classroom and/or Graduate Profile Affirmation walkthroughs Campus and district walkthrough qualitative data and artifacts Documentation of the Graduate Profile implementation (what, how, and why) in Mentor and New Leader Academy agendas and professional learning. Student communication and collaboration will increase as viewed in walk-throughs/observations. <p>Staff Responsible: Chief Academic Officer and Teaching and Learning Leadership team</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				17
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Initial Status: Minor Change

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: Positive trends in staff retention data and Employee Engagement Survey especially in areas related to: Supervisors promote work-life balance, supervisors assign reasonable workloads, empower employees to do their best work, and encourage open and honest communication</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Number of staff spotlights and events that honor staff. (LEEF grants) Leadership Meeting agendas focused on PLC commitments and professional learning sessions/agendas aligned to the PLC Commitments Development of the Guiding Coalition/ meeting agendas <p>Staff Responsible: Chief Human Resources Officer</p> <p>Opportunity Statements: District Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				19
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Review and redesign systems to improve trust, mutual respect, and shared responsibility within Leander ISD.</p> <p>Evidence of Success: Improved climate survey data from parents, students, and staff on the: Family Involvement Dimension- Parents (Baseline/2021-22= 66%; 2022-23=71%) Acceptance and Belonging Dimension Elementary Students (Baseline/2021-22= 91%; 2022-23=93%) Secondary Students (Baseline/2021-22= 56%; 2022-23=60%) Parents (Baseline/2021-22= 72%; 2022-23=72%) Community Dimension for the UT Employee Engagement Survey (Baseline/2021-22= 400; 2022-23=405)</p> <p>A matrix of options for ensuring and enhancing campus-level accessibility by the end of the year.</p> <p>Evidence by Strategy: 1. Increase of community engagement activities beyond written communication (Listening sessions, board chats, etc.). 2. A compiled list of campus practices for family engagement at the campus level.</p> <p>Staff Responsible: Chief Communications Officer, Superintendent, Board of Trustees, Campus and District Administration, Teachers and Staff</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				20

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Each tool will have a process for access and use from the district to the campus level. Perception of district and community partnership engagement increased. Level of access with campuses and campus staff and LEEF increased. (Measured by event participation, grant requests, etc) <p>Staff Responsible: Chief Communications Officer</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				21

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

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Reduction in any gaps in representative participation in academic and extra-curricular opportunities.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Evidence of feeder pattern meetings, processes, and improvement in targeted Equity Inventory elements. Evidence of the use of Equity Access Inventory Data to continue to focus on reducing gaps between student groups' participation in these programs. Increase in the staff cultural competency survey results using pre to post-survey administrations Increased participation in the Inclusive Practices Academy compared to the previous year and Increased participation in Unified Champions, which increases inclusive opportunities for students. Development of a clear, defined plan for implementation and evidence of communication aligned to this implementation communicated with campus leaders. <p>Staff Responsible: Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Assistant Superintendent of Special Programs</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				22

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Increase in positive responses from the Student and parent survey results Action plan is developed Documentation of processes at classroom, campus, and district levels. Increase in percentage of students completing the annual survey, indicating students feeling heard and included. A clear process is created, communicated, and utilized for gathering feedback. Fully implementing all requirements per TEA. <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				23
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments and implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: Completed long-range facilities plan, staff and student surveys</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Current resources are evaluated based on feedback from stakeholders (through listening sessions and trends in help tickets) and continued or discontinued based on effectiveness. 2. Documentation of professional learning sessions offered ; participation in sessions. Strategies are observed during SIVs and campus classroom visits. 3. Increased positive responses from surveys (student, parent, and staff); Bond projects are designed and implemented based on stakeholder feedback. 4. Communication of refined plan to the LISD Board of Trustees and the long-range planning committee. Board memorandums and meeting agendas serve as documentation of communication. <p>Staff Responsible: Chief Operations Officer, Chief Academic Officer</p> <p>Opportunity Statements: District Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				24
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Akin Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)</p> <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
				25
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

HB3 Goal

Initial Status: Minor Change

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

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recruit and retain high-quality staff to promote a sense of belonging and create an atmosphere of instructional support for staff.</p> <p>Evidence of Success: Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff</p> <p>Staff Responsible: All hiring agents (district and campus administration)</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				27

Bagdad Elementary

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students: 92% students state school helps them know what skills need work</p> <p>Staff Responsible: Bagdad Campus Leadership, District Staff from Teaching and Learning, Teachers</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				28
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Initial Status: Major Change

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

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Increase in positive trends regarding staff recruitment and retention data.</p> <p>Evidence of Success: Positive trends in staff recruitment and retention data Increase in staff satisfaction survey Increased diversity of LISD staff</p> <p>Staff Responsible: All hiring agents (district and campus administration), Bagdad Guiding Coalition, Administration</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
30				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.</p> <p>Evidence of Success: Improved climate survey data from parents. An increase of agreement for the questions: The campus provides me with adequate and timely communication (56%) and The campus keeps me informed about my child's academic progress (60%).</p> <p>Staff Responsible: Principal, Guiding Coalition</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Block House Creek Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: At least 90% of students will show at least a year's growth in reading. (22-23 Campus Average=90%)</p> <p>Staff Responsible: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				32
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: At least 70% of students will respond positively to survey question "I know what I am expected to learn each day." (Spring student survey 2022= 65%)</p> <p>Staff Responsible: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

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

Camacho Elementary

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote student growth and success.</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. A year's worth of growth for all students in reading and math (ISIP, NWEA MAP, etc. will be used to determine growth)</p> <p>Staff Responsible: Teachers, Administrators, Instructional Coach</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				35
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

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

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Increase in responses for Student & parent surveys specifically related to safe schools.</p> <p>Staff Responsible: Principal, Assistant Principal, Counselors, Teachers, Staff</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Canyon Ridge Middle School

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I receive support when I am struggling to learn in class" by 3% (2023 student response was 74%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "Classroom activities keep me actively engaged in my learning." by 3% (2023 student response was 64%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My teachers encourage me to take charge of my own education" by 3% (2023 student response was 68%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				38

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and support staff.</p> <p>Evidence of Success: Staff Survey: Increase the overall percentage of staff answering as Highly Engaged or Engaged by 3% (2023 staff overall level of engagement was 74%).</p> <p>Increase the percentage of staff answering 'Strongly Agree' or 'Agree' on the Employee Engagement Survey to the question, "Learning Opportunities/staff development is made available to me for personal growth and development" by 3% (2023 student response was 80%).</p> <p>Increase the percentage of staff answering 'Strongly Agree' or 'Agree' on the Employee Engagement Survey to the question, "I feel a strong sense of personal belonging while at work" by 3% (2023 student response was 89%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				39

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.</p> <p>Evidence of Success: Improved parent climate survey: Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "The campus encourages parent and community involvement." by 3% (2023 parent response was 62%).</p> <p>Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "The campus makes me feel informed, included, and welcome." by 3% (2023 parent response was 71%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I feel accepted and valued as a student in our school community." by 3% (2023 student response was 66%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				40
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys: Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "My child feels like they are a part of a community at their school." by 3% (2022 parent response was 65%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to pursue my passions, strengths, and aspirations during the school day." by 3% (2022 student response was 48%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Demographics 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				41
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Cedar Park High School

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 1. Positive trend in student experience survey responses for the following prompts: -I feel like I am being prepared to do well in the next grade or after graduation. 2022-23 baseline - 60% Almost Always/ Always or Often Goal = 5% increase in positive responses - 65% Total -I see how what I am learning in school relates to the outside world. 2022-23 baseline - 26% Almost Always/ Always or Often Goal = 5% increase in positive responses - 31% Total</p> <p>2. Positive progress in the percentage of students meeting TSI readiness. 2022-23 Baseline = 78% Goal = 80%</p> <p>3. Positive progress toward campus-wide implementation of cooperative learning strategies resulting in student collaboration/ communication. 2022-23 Baseline - 47% of classrooms showed evidence of student communication and collaboration (learning walk data) Goal = 10% Increase - 57%</p> <p>Staff Responsible: CPHS Admin Team, Transition Coordinator</p> <p>Opportunity Statements: Demographics 2, 3 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 2, 3, 4 - Perceptions 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				42

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and support staff.</p> <p>Evidence of Success: 10% Increase on the "Job Satisfaction" construct from the 2022 Employee Engagement Survey. 7.5% increase from 2023 survey. 2022 Baseline = 362; 2023=370; Target = 398</p> <p>Staff Responsible: Campus Leadership Team</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	43			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: 10% Increase in students feeling of acceptance/ sense of belonging based on the following survey prompt: "I feel good about myself at school" Baseline=36% often; 15% Almost always/ always (51% often - always). Goal = 56% often - always Increase the percentage of economically disadvantaged and black/ African American students in advanced programs. 2022-23 Baseline enrollments= economically disadvantaged - 27%; Black/ AA students - 29% 2024-25 Enrollment Goal = 5% Increase</p> <p>Staff Responsible: Campus leadership team</p> <p>Opportunity Statements: Demographics 1, 4 - Student Learning 3, 4 - School Processes & Programs 3 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				44
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Cedar Park Middle School

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress on student survey question asking "classroom activities keep me actively engaged in my learning." 2022-23 score was 57% of students reporting often or always, which was down 1% from the previous year.</p> <p>Increased evidence of classrooms observed using Kagan strategies during learning walks.</p> <p>Staff Responsible: Administration, teachers, and staff.</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				45
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Recruit and retain high-quality staff through a foundation of authentic PLCs.</p> <p>Evidence of Success: Continued upward trend of overall level of employee engagement of 62% from 2022-2023 survey. PLC Collaborative survey - increase results in commitments 1.3 and 1.4 by providing intervention and enrichment Positive trends in staff recruitment and retention data</p> <p>Staff Responsible: Administration and Campus Leadership Team</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				46
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions through proactive campus systems.</p> <p>Evidence of Success: Positive progress on student & parent survey question " I/my child feel(s) accepted and valued as a student in my school community"I/my child feel a part of the community at my school." In 2022-23, 57% of students and 64% of parents reported often or always.</p> <p>Staff Responsible: Administration, Teachers, and Staff</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				47

Cox Elementary

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

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote deeper learning through collaboration and challenge.</p> <p>Evidence of Success: Walkthrough data, PLC agenda and action plans, lesson plans, student write and articulate goals and tracking progress</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				48
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent survey</p> <p>Opportunity Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Cypress Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Refine existing and develop new systems to promote Student Ownership of Learning.</p> <p>Evidence of Success: Perceptual surveys of students will increase- "My teachers encourage me to take charge of my own education." 54% say no or sometimes.</p> <p>Staff Responsible: Teachers, Administration, Instructional Coach</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				51
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Processes to recognize and support staff.</p> <p>Evidence of Success: Improvement in perceptual surveys of staff. Baseline- Overall Job Satisfaction is listed as a construct score of 312, a decrease of 35 points from the previous year.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Opportunity Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Initial Status: Minor Change

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

Danielson Middle School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: New Tech Network partnership and training. Improvement in/positive trend in STAAR, ISIP, MAP, and perceptual survey of students, staff and parents related to classroom engagement, rigor, and intervention. (baseline '23 STAAR, EOY ISIP, EOY MAP, surveys)</p> <p>Staff Responsible: Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				54
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards the adoption of Outcomes-Based Grading as well as measured success improving overall student growth on MAP and ISIP assessments.</p> <p>Staff Responsible: Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. Evidence of Success: Improved climate survey data from parents, students, and staff. Staff Responsible: Principal, Assistant Principals, Counselors, Instructional Coaches, Teaching Staff	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. Evidence of Success: Increase in student & parent survey data. Staff Responsible: Principal, Assistant Principals, Instructional Coaches, Counselors, Teaching Staff	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Deer Creek Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Innovation Lab rotation schedule, student end-of-year showcase artifacts and parent attendance, staff agendas for shared UDL learning, staff survey feedback for professional learning, Instructional Rounds data regarding presence of Kagan structures, EOY staff survey (baseline: My work group regularly uses performance data to improve the quality of our work 76% agreement, my supervisor recognizes outstanding work 64% agreement).</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Campus ILT, Grade Level Teams, SPROGS</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				58
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 100% of students meet or exceed projected growth in math (as determined by EOY MAP Projected RIT Growth) and in reading (as determined by EOY ISIP ROI); 2023-24 STAAR results in grades 4 and 5, Assembly agendas, Student Goal Attainment rates.</p> <p>Staff Responsible: Principal Assistant Principal Instructional Coach Instructional Leadership Team Grade Level Teachers</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				59
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Gains/Positive trends in student and parent perception survey data (Student baseline: Acceptance and Belonging dimension 92%, Student Experience 89%; Parent baseline: Empowered Student Learning 80%, Acceptance and Belonging 86%, Safety and Behavior 70%). Evidence of Kagan structures in classroom during Instructional Rounds, student goal attainment success rates, and end of year student survey feedback regarding opportunity to be a creative and critical thinker and project opportunities.</p> <p>Staff Responsible: Instructional Leadership Team Principal Assistant Principal Instructional Coach Counselor SPROGS Teachers</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				60
 No Progress  Accomplished  Continue/Modify  Discontinue				

Early College High School

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of all scholars, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)</p> <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
				61
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Refine existing, and develop new systems, to promote student ownership of learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. Use of a variety of intervention and assessment tools to monitor scholar growth toward TSI readiness.</p> <p>Staff Responsible: Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

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

Faubion Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a professional learning culture with a focus on student experience and deeper learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022); walkthrough/observation data; PLC Agendas</p> <p>Staff Responsible: Campus Admin, Instructional Coach, Classroom Teachers</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				64
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

HB3 Goal

Initial Status: Maintain but Consider a Change

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

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access through collective efficacy</p> <p>Evidence of Success: Perceptual survey data, student performance data on various assessments, Response to Intervention data</p> <p>Opportunity Statements: Demographics 2, 3 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Four Points Middle School

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Instructional Identity - Instituting the "FPMS Classroom Structure" as an expectation for all classrooms</p> <p>Evidence of Success: Posted "FPMS Class Structure" Classroom Walks aligning instruction to "FPMS Class Structure."</p> <p>Staff Responsible: Administration, Instructional Coach, Student Success Facilitator, Staff</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes & Programs 4, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	May
				67
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Fall 2022 & Spring 2023)</p> <p>Staff Responsible: Principal, Assistant Principals, Instructional Coach, Student Success Facilitators</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes & Programs 4, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	May
System Response 2 Details	Reviews			
<p>System Response 2: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness as measured by Student Data Trackers and Teacher Failure Rate Reports.</p> <p>Staff Responsible: Teachers, Instructional Coach, Student Success Facilitators</p> <p>Opportunity Statements: Demographics 1 - Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Major Change

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

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: All Language Arts, Social Studies, and Science classes having a heterogeneously grouped class make up and the elimination of Advanced Placement vs. On-Level Classes.</p> <p>Staff Responsible: Principal</p> <p>Opportunity Statements: Demographics 1 - Student Learning 4, 6 - School Processes & Programs 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Giddens Elementary

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

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Refine systems to focus on student academic growth in Reading and Math.</p> <p>Evidence of Success: MAP Scores Istation Scores</p> <p>Staff Responsible: Teachers, Administrators, and Instructional Coach</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				71
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

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

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.</p> <p>Evidence of Success: Improved parent climate survey</p> <p>Staff Responsible: Admin and leadership team</p> <p>Opportunity Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Glenn High School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2023) 2) 33% of campus leadership teams completing Deeper Learning Institute</p> <p>Staff Responsible: Campus Leadership</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				74
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning and Personal Growth</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p>Staff Responsible: Campus Administration Transition Coordinator Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recruit and retain high-quality staff by maintaining market competitiveness and implementing a variety of options for workplace structures.</p> <p>Evidence of Success: Positive trends in staff recruitment and retention data Positive trends in staff satisfaction survey data Increase in diversity of GHS staff in the following groups (Hispanic, African American, and Asian) Positive trends in PLC survey data</p> <p>Staff Responsible: District and campus administration</p> <p>Opportunity Statements: Student Learning 4, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				76
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Initial Status: Minor Change

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

Grandview Hills Elementary

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

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Refine existing and develop new systems to promote student ownership of learning</p> <p>Evidence of Success: Increase the number of students scoring above the 40th %tile from 62.8 (EOY 2023) to 70% (EOY 2024) as measured by ISIP.</p> <p>Increase the number of students scoring above the 40th %tile from 60.8% (EOY 2023) to 65% (EOY 2024) as measured by MAP.</p> <p>Staff Responsible: GHE Empowered Student Learning Vertical Cadre GHE Admin GHE Math Curriculum Specialist GHE Instructional Coach GHE Math Co-Teacher GHE Teachers</p> <p>Opportunity Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				78

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and support staff.</p> <p>Evidence of Success: Increase from 24.2% of employees feel there aren't enough opportunities to give supervisor feedback to 50% as measured by surveys throughout the year and the University of Texas Employee Engagement Survey given in March.</p> <p>Staff Responsible: Empowered Staff Vertical Cadre GHE Admin GHE teachers GHE Empowered Student Learning Vertical Cadre GHE Admin GHE Math Curriculum Specialist GHE Instructional Coach GHE Math Co-Teacher GHE Teachers</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				79

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Develop and promote a shared understanding of equitable access.</p> <p>Evidence of Success: International Baccalaureate (IB) Assessment, Language, and Inclusion Policies will be understood to offer opportunities that help students explore their interests, talents, and passions by all stakeholders, as measured by quarterly surveys while including LISD policies related to the IB policies.</p> <p>Staff Responsible: GHE Safe and Innovative Learning Environment Vertical Cadre GHE Admin GHE Counselor GHE Social Worker GHE Math Curriculum Specialist GHE Instructional Coach GHE Math Co-Teacher GHE Teachers</p> <p>Opportunity Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				80
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Henry Middle School

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Increasing student achievement is dependent on increasing student engagement in school. Our evidence of success will be to increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Experience Survey for Secondary Students to the question, "How would you rate your overall engagement in school" by 5% (2023 student response was 76%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach, & Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				81
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

HB3 Goal

Initial Status: Maintain

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

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

Initial Status: Maintain

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

Knowles Elementary

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

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Students will demonstrate increased academic success in foundational curriculum areas.</p> <p>Evidence of Success: - Increase in the number of students reading on or above grade level - Increase in the number of students scoring in the Tier 1 range in ISIP - Increase in the number of students scoring above the 40th percentile of NWEA MAP Achievement - Increase in the number of students scoring above the 40th percentile on NWEA MAP Growth - Increase in the percentage of students scoring in the Approaches, Meets, and Masters range on STAAR Reading, Math, and Science</p> <p>Staff Responsible: Campus Administrators, Instructional Coaches, Interventionists, Reading Specialists, Teachers, and students</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				84

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.</p> <p>Evidence of Success: Improved parent climate survey Improved student climate survey data Improved attendance data Increased readership of campus newsletters Increased subscribers on campus social media channels Increase volunteerism as captured by adults checking in to volunteer Increased numbers of families attending school events as measured by sign in sheets</p> <p>Staff Responsible: Campus Administrators</p> <p>Opportunity Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1, 3, 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				85
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Increase in students rating their physical and emotional well-being as excellent or good Decrease in the number of students violating the Student Code of Conduct (Office Referrals) Teachers scoring proficient or better in LEADS Domain 3 Observations of classrooms observing campus wide RISE expectations Increase in the average daily attendance from 92.45% to 95% or higher</p> <p>Staff Responsible: All staff</p> <p>Opportunity Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				86
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Larkspur Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will build capacity among our staff regarding instructional practice using the support and partnership with Lead4ward.</p> <p>Evidence of Success: We will see our teachers obtain a deeper understanding of our TEKS and how to use our Essential Units of Study through our PLC Notebooks. We will see backwards design and focusing on high leverage standards becoming a focus for our teams through common assessment data.</p> <p>Staff Responsible: Campus Admin/Leadership Team</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				87
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will focus on high quality reading instruction and collaboration to meet individual student needs.</p> <p>Evidence of Success: -Increase students reading on or above grade level as measured throughout the year by Istation and Running Records. -Successful Co-Teaching environments in Kinder and 1st.</p> <p>Staff Responsible: All staff</p> <p>Opportunity Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will use our Collective Responsibility model to meet our individual student needs through responsive teaching.</p> <p>Evidence of Success: -Collaborative conversations around student needs with general education and Student Support Team members. -A decrease in Tier 2 and Tier 3 referrals.</p> <p>Staff Responsible: All staff</p> <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	89			

Laura Welch Bush Elementary

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

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 85% of students will have leadership opportunities either inside of the classroom or schoolwide. 100% of students will be members of a House and have the opportunity to participate in service projects throughout the year. 85% of parents will respond affirmatively to the prompt "My child sees how what they are learning in school relates to the outside world."</p> <p>Staff Responsible: Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				90
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: 90% of students in third and fourth grade will receive a score of Approaches or Above on the Math STAAR. 85% of second and third grade students will perform on grade level on iSip and Running Records.</p> <p>Staff Responsible: Grade Level Teachers Instructional Coach Administration</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	91			

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to ensure they are engaged and feel accepted.</p> <p>Evidence of Success: 100% of students will be sorted into a House. 50% or less of students will answer no or sometimes to the prompt "This school is free of incidents of bullying." 65% or more of students answered no or sometimes to the prompt "I feel respected by other students in the school." 25 % of parents will answer rarely/never or sometimes to the prompt "This school is free of incidents of bullying."</p> <p>Staff Responsible: Classroom Teachers Instructional Coach Principal Assistant Principal Counselor</p> <p>Opportunity Statements: Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				92
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Leander Extended Opportunity Center (LEO)

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

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Academic and Social/Emotional Learning</p> <p>Evidence of Success: Marked improvement in grades, and compared entry and exit resilience surveys. Continued monitoring of student success in recovered courses and continuing courses transitioned back to home campuses</p> <p>Staff Responsible: Administrators, counselors, teachers and credit recovery staff</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				93
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile for all students while focusing on students identified at-risk. This focus will be specifically on the students identified that receive Special Education services and how we incorporate the graduate profile attributes into their lessons and targeted interventions.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p>Staff Responsible: All</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
System Response 1: Recruit and retain high-quality staff. Evidence of Success: Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff Staff Responsible: All hiring agents (district and campus administration)	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	95			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: LEO staff will identify students who do not feel they have a positive connection with a staff member both at LEO and on their home campus. They will then seek to help the student build a connection with our staff to ensure positive outcomes academically, socially, and emotionally while at LEO. Their LEO connection will help them identify and connect with someone on their home campus.</p> <p>Evidence of Success: Student & parent survey Staff Responsible: All staff</p> <p>Opportunity Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				96

Leander High School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)</p> <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Campus Principals</p> <p>Opportunity Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				97
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Maintain

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

English Learners, 56%

Class of 2023 Goals:

All students, 83%

African American, 73%

Hispanic, 76%

White, 88%

Asian, 88%

Two or more races, 84%

Special Education, 95%

Economical Disadvantaged, 75%

English Learners, 61%

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

Class of 2024 Goals:

All students, 84%

African American, 74%

Hispanic 76%

White 89%

Asian 89%

Two or more races 85%

Special Education 95%

Economically Disadvantaged 75%

English Language Learners 62%

Staff Responsible: Administrative Team, Instructional Coach, Transition Coordinator

Opportunity Statements: Demographics 2 - Student Learning 2, 4

99

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p>Staff Responsible: LHS Administration</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Recruit and retain high-quality staff.</p> <p>Evidence of Success: Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff</p> <p>Staff Responsible: All hiring agents (district and campus administration)</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				101

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

Initial Status: Maintain

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

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

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

Initial Status: Maintain

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

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

Initial Status: Maintain but Consider a Change

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

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Increased participation in all student groups in advanced programming and/or Career & Technical education courses</p> <p>Staff Responsible: Transition Coordinator, Administrative Team, Counseling Team</p> <p>Opportunity Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: In the student and parent survey data, we would like to maintain and/or increase the 92% of responses indicating they feel safe on campus.</p> <p>CLASSROOM: For 2021-22: 75% For 2022-23: 72%</p> <p>CAMPUS: For 2021-22: 69% For 2022-23: 67%</p> <p>Staff Responsible: Entire faculty and staff of Leander HS with expectations set by Principal and APs for campus safety.</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				106

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Leander Middle School

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support the differentiated needs of ALL learners.</p> <p>Evidence of Success: Improvement/Positive Trend in ISIP/MAP Data across all three grade levels.</p> <p>Increase in the percentage of students approaching grade level standard on Reading.</p> <p>Increase in STAAR assessments campus wide.</p> <p>Staff Responsible: Teachers, Student Success Facilitators, Instructional Coach, Instructional Assistants, Special Education Staff, and Campus Administration.</p>	Formative			Summative
	Nov	Jan	Mar	May
				108
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Collective Efficacy and Shared Ownership of attributes connected to the Graduate Profile.</p> <p>Evidence of Success: Positive trends in student responses to survey questions related to student embodiment of the Leander ISD Graduate Profile, such as: "I have heard of the Leander ISD Graduate Profile."</p> <p>Positive trends in parent responses to survey questions related to Empowered Student Learning, such as: "My child's teachers include my child in classroom decisions."</p> <p>Positive trends in student responses to survey questions related to Empowered Student Learning, such as: "My teacher asks me what I want to learn about."</p> <p>Staff Responsible: Administration, Teachers, and Support Staff at LMS</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. Evidence of Success: Improved climate survey data from parents, students, and staff.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Mason Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of curiosity and connection that permeates our environment and results in students and adults taking applicable action aligned to the interests and passions.</p> <p>Evidence of Success: Survey data from students, staff and parents (2023); Walk through data; Reflections in IB planners; PLC planning and discussion; IB PYP Exhibition data (5th gr)</p> <p>Staff Responsible: Campus staff, Campus administrative leadership, Campus Community (staff, students, parents)</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				111
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of growth mindset in which students and adults are reflective, set individual goals and make adjustments in their pursuit of attaining those goals.</p> <p>Evidence of Success: Survey data from students, staff and parents (2023); Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data specifically related to goal setting; Student Portfolios; LEADS (to measure adult growth)</p> <p>Staff Responsible: Campus staff, Campus administrative leadership, Campus Community (staff, students, parents)</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: All students have access to a broad, balanced, and connected curriculum that serves the changing needs of the individual.</p> <p>Evidence of Success: Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data; Reflections in IB planners; PLC planning and discussion; Complete Program of Inquiry (grade levels with 6 completed and revised planners with exception of Kinder with 4)</p> <p>Staff Responsible: Campus staff, Campus administrative leadership, Campus Community (staff, students, parents)</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	113			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning, pursue interests and passions and collaborate with others.</p> <p>Evidence of Success: Survey data from students, staff and parents (2023); Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data specifically related to goal setting; Student Portfolios; LEADS (to measure adult growth); Reflections in IB planners; PLC planning and discussion</p> <p>Staff Responsible: IB Coordinator Instructional Coach Campus Administration</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				114
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Naumann Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)</p> <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Campus Principals</p> <p>Opportunity Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				115
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: All students will demonstrate positive towards growth in reading and math as measured by ISIP, MAP, STAAR, and running records.</p> <p>Students will be able to self-reflect on their academic progress.</p> <p>Staff Responsible: Teachers, Administrators, Instructional Coach</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	116			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and support staff.</p> <p>Evidence of Success: UT Engagement Staff Survey increase in the number of staff that respond positively to the statement, "My supervisor recognizes outstanding work." Spring 2023 56% of employees were in agreement with the statement.</p> <p>Staff Responsible: Administration</p> <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	117			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.</p> <p>Evidence of Success: Improved parent climate survey. in the spring 2023 survey, 80% of parents selected always or often in regard to the statement "The campus makes me feel informed, included, and welcome."</p> <p>Staff Responsible: All teachers, staff, administrators</p> <p>Opportunity Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

New Hope High School

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
System Response 1: Promote Student Ownership of Learning Evidence of Success: Positive progress towards meeting HB 3 Goals for college, career, and military readiness. Staff Responsible: Administration, Counselor Opportunity Statements: Demographics 1 - Student Learning 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
				119
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

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

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. Evidence of Success: Positive increase in scholar and parent survey data and participation in community service events. Staff Responsible: Administration, Counselor, Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

North Elementary School

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)</p> <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Campus Principals</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				122
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: To promote students reading at or above grade level. Evidence of Success: Literacy: Increase the percent of students reading on grade level (Levels 3-5) as evidenced by the May ISIP to at least 80%. (May 2023 Overall - 72.6%) Staff Responsible: Instructional Staff Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
System Response 2 Details	Reviews			
<p>System Response 2: To promote students ability to solve problems by applying mathematics concepts. Evidence of Success: Math: Increase the percent of students who gain typical RIT score growth from BOY to EOY as compared to their peers nationally. Students with lower starting achievement will grow at a rate greater than what is typical. (May 2023: 63% met or exceeded expected RIT growth on MAP) Staff Responsible: Instructional Staff Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May 23
System Response 3 Details	Reviews			
<p>System Response 3: To promote student growth and achievement in academics. Evidence of Success: STAAR: Increase the percent of students achieving at the meets level to at least 60% as evidenced on STAAR. Staff Responsible: Instructional Staff Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p>Staff Responsible: Administrators, Teachers</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Parkside Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote academic and personal growth across content areas, with a focus on mathematics.</p> <p>Evidence of Success: As measured by MAP Growth, 60% of all students will achieve expected growth. (Baseline 2022-23 53%)</p> <p>Staff Responsible: Campus administrators, Instructional Coach, Classroom teachers & Instructional staff</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				125
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Provide meaningful and relevant professional learning opportunities for staff that align with the student and family demographics of our campus. This will enhance both student engagement and stakeholder satisfaction.</p> <p>Evidence of Success: As measured by the UT Engagement Survey, 85% of teachers will respond in a favorable way when asked if learning opportunities/staff development is made available to them so that they can do their job better. (2023 80%)</p> <p>Staff Responsible: Campus administrators, Instructional Coach, School Counselor, and the LISD Department of Diversity, Equity, and Inclusion (DEI).</p> <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				126
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to build meaningful connections between themselves and their classroom/school community.</p> <p>Evidence of Success: As measured by the student and parent engagement surveys, 90% of students and 80% of parents will answer in a favorable way when asked if they believe there is bullying at Parkside.</p> <p>Staff Responsible: Administration</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	127			

Plain Elementary

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promoting growth in academics and student interests</p> <p>Evidence of Success: Students and staff will model elements of the Leander ISD Graduate Profile indicators as "Adaptable and Reflective Individuals" who confidently embrace their strengths and challenges while pursuing their interests and passions.</p> <p>Staff Responsible: Principal, Assistant Principals, Instructional Coach</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				128
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Retain high-quality staff by supporting their continuous improvement in a focused and intentional manner.</p> <p>Evidence of Success: Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff</p> <p>Staff Responsible: All hiring agents (district and campus administration)</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				129
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: There will be an increase in percentage points on the Student Perception Survey (Climate Survey) for the question that states "How would you rate your emotional well-being?" increasing our percentage from 70% to 73% or higher.</p> <p>Staff Responsible: Principal, Assistant Principals, Counselor, Social Worker</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> <div style="text-align: right;">130</div> </div>				

Pleasant Hill Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Improvement/ positive trend in student standardized assessment (STAAR) scores. Improvement/positive trend in student assessment (MAP Growth) scores. Improvement/positive trend in student assessment (ISIP) data. Improvement/positive trend in student running record data. Consistent implementation of district provided curriculum as observed via walkthroughs and classroom observation.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				131
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p>Staff Responsible: PHE Staff Instructional Coach Principal Assistant Principal</p> <p>Opportunity Statements: School Processes & Programs 1, 2 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Positive feedback from campus driven surveys Evidence of successful implementation during classroom visits, walkthroughs, and observations Decrease in tier 2 and tier 3 needs for students Positive student growth on district assessments Students exiting more restrictive programs due to growth</p> <p>Staff Responsible: PHE Staff Instructional Coach Principal Assistant Principal</p> <p>Opportunity Statements: School Processes & Programs 1, 2 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				133
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Reagan Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: Promote Student Ownership of Learning Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments Staff Responsible: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	May
				134
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

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

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

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

Initial Status: Maintain

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

Reed Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Focus school-wide on improving student experiences.</p> <p>Evidence of Success: Reed students will rate their school as "Excellent" from 46% (baseline) to 60% or more.</p> <p>Reed 3rd grade, 4th grade, and 5th grade students will set and meet their individual goals to increase STAAR Math and STAAR Reading.</p> <p>5th grade students will set and meet their individual goals to increase STAAR Science.</p> <p>Staff Responsible: Teachers and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
				137
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Reed students will gain awareness of the graduate profile from 26% (baseline-yes) to 60% or more. Reed parents will gain awareness of the graduate profile from 27% (baseline- agree/strongly agree) to 50% or more.</p> <p>Staff Responsible: Teachers and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student survey Reed students will report an increased feeling from 68% (baseline-yes) to 75% or more of being respected in school by other teachers and staff. Reed students will report an increased feeling from 42% (baseline-yes) to 50% or more of being respected in school by other students. Reed students will report increased opportunities to learn about things that interest them from 57% (baseline-yes) to 65% or more. 100% of Reed students will complete a student leadership conference by May 2024.</p> <p>Staff Responsible: Teachers and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
				139
 No Progress  Accomplished  Continue/Modify  Discontinue				

River Place Elementary

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Educators will refine existing goal setting practices and develop new goal setting processes from their learning to promote student ownership of learning.</p> <p>Evidence of Success: We will know we have accomplished this goal when (1) students experience a learning environment that embodies the Leander ISD Graduate Profile, (2) goal setting is visible across all content areas throughout the building and celebrated at the campus and classroom level, and (3) the new 45 minute block of time for flexible grouping on the master schedule is maximized to promote a rise in student growth in reading and/or math.</p> <p>Staff Responsible: Principal, Instructional Coach, and Empowering Student Learning Cadre Staff Members</p> <p>Opportunity Statements: Student Learning 1, 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				140
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Educators will align processes to support students and staff in the acquisition and application of the LISD Graduate Profile on campus and within the community.</p> <p>Evidence of Success: All Titan Community individuals will know and apply the LISD Graduate Profile in decision making, goal setting, and celebrating students.</p> <p>Staff Responsible: Principal and Assistant Principal</p> <p>Opportunity Statements: Student Learning 1, 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Educators will improve professional learning opportunities and ensure alignment with the district's core beliefs, vision, mission and graduate profile through applying campus input to impact campus systems.</p> <p>Evidence of Success: We will know we have accomplished this goal when (1) educators trust that their input on campus systems and learning is impactful to the Titan Community and (2) educators maximize their team budgets and resources to grow their personal and professional growth.</p> <p>Staff Responsible: Principal</p> <p>Opportunity Statements: Student Learning 2 - School Processes & Programs 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	142			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Educators will develop and promote a shared understanding of equitable practices and access.</p> <p>Evidence of Success: We will know we accomplished this goal when (1) student progress is shown to be at pace regardless of sub-population and (2) educators identify and address barriers to learning prior to teaching a lesson.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Inclusive Practices for All Cadre Staff Members, and Diversity, Equity, and Inclusion Cadre Staff Members</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2, 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	143			

River Ridge Elementary

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Greater than 5% increase of the overall average rate of students that answer yes to the "Empowered Student Learning" and "Enhanced Student Experiences" portions of the student perceptual survey (respective baselines of 83% and 85% from the Spring 2022 student survey).</p> <p>Staff Responsible: All instructional staff, campus administration, and instructional coach.</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				144
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Maintain but Consider a Change

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

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: To be successful, our academic achievement scores will improve in ISIP.</p> <p>To be successful, our academic achievement scores will improve in the Master's category for STAAR.</p> <p>Teachers will feel they have the opportunity to engage in quality professional learning.</p> <p>Staff Responsible: Campus Leadership</p> <p>Opportunity Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	146			

Rouse High School

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards increasing the rate of the meet standard on EOCs, MAP growth data over time and TSI completion.</p> <p>Staff Responsible: RHS Administration, RHS Teachers, SSFs</p> <p>Opportunity Statements: Demographics 3 - Student Learning 1, 3, 5 - School Processes & Programs 1, 3, 5 - Perceptions 1, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
				147
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Ensuring PLC process is leveraged to promote collective efficacy and reflective practices.</p> <p>Evidence of Success: Staff Survey, PLC Artifacts, Observations</p> <p>Staff Responsible: RHS Administration, RHS Teachers,</p> <p>Opportunity Statements: Perceptions 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

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

Running Brushy Middle School

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

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: RBMS will increase the Overall Rating in the State Accountability Ratings by at least 2%. 22-23 Overall Rating: 85% RBMS will increase the course passing rates each semester (as compared to the previous year) by 2% annually. 21-22 S-1: ELA 95%, Math 95%, Science 96%, SS 92% 21-22 S-2: ELA 94%, Math 94%, Science 97%, SS 92% 22-23 S-1: ELA 95%, Math 97%, Science 93%, SS 92% 22-23 S-2: ELA 92%, Math 93%, Science 93%, SS 92% RBMS will show a presence of observed graduate profile skills and small group instruction in classroom walk-through data (22-23 will be baseline year). Staff Responsible: Campus Administration, Instructional Coach, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				150

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Baseline data (21-22 SY) 22% of students agree or strongly agree that they have heard of the LISD Graduate Profile. (22-23 SY) 41% of students agree or strongly agree that they have heard of the LIDS Graduate Profile.</p> <p>Staff Responsible: Campus Administration, Instructional Coach, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent survey Baseline Data (21-22 SY) 75% of Students report "always or often" feeling safe in their classroom while 69% report "always or often" feeling safe at school. Parents - 77% and 71% of parents report "always or often" to the same questions as students.</p> <p>22-23 SY: 72% of Students report "always or often" feeling safe in their classroom while 66% report "always or often" feeling safe at school. Parents - 76% and 73% of parents report "always or often" to the same questions as students.</p> <p>Staff Responsible: Campus Administration, Instructional Coach, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				152

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Rutledge Elementary

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create deeper learning opportunities for all students through inquiry and student self-selection.</p> <p>Evidence of Success: Improvement on survey of students, staff, and parents related to opportunities of meaningful learning. The dimension score in "My child's school offers opportunities that help students explore their interests, talents, and passions" will increase from of 72 on spring 2023 Parent School Experience Survey to 76 or higher.</p> <p>Staff Responsible: Administration, Instructional Coach, Classroom Teachers, QUEST teachers, Specials Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				153
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote student ownership of the Leader In Me habits as well as decrease in Student Infraction Reports</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall empowered student learning dimension score will increase from a baseline of 77 on spring 2023 Student School Experience Survey to 82 or higher in "My child sees how what they are learning in school relates to the outside world." Decrease in the overall campus Student Infraction Reports from the 2022-2023 school year.</p> <p>Staff Responsible: Administration, Classroom Teachers, Lighthouse Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	154			

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

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

Initial Status: Major Change

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

Steiner Ranch Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022)</p> <p>Strategy 1: Increase the percentage of students responding "yes" to the "I have the opportunity to learn about things that interest me" on the student perception survey to 60%. Increase the percentage of students responding "yes" to the "Classroom activities keep me challenged in my learning" on the student perception survey to 50%.</p> <p>Strategy 1 Baseline: 50% I have the opportunity to learn about things that interest me. 32% Classroom activities keep me challenged in my learning.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Instructional Design Cadre, Empowered Student Learning Cadre</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				156

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Major Change

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

Strategy 4 Baseline:

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

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

Strategy 4 Baseline:

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

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

Strategy 5:

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

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

Strategy 5 Baseline:

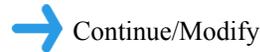
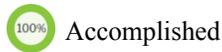
64% I have the opportunity to set goals and monitor progress.

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

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

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

158



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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.</p> <p>Strategy 1: Increase the number of students answering "yes" to the "I have heard of the LISD Graduate Profile" to 80% as measured by the student perception survey. Increase the number of students answering "yes" to the question, "My experiences this year in school have helped me become compassionate to 80% as measured by the student perception survey. Increase the number of students answering "yes" to the question, "I feel what I learn in school helps me develop my character and personal values," 50% as measured by the student perception survey.</p> <p>Strategy 1 Baseline: I have heard of the LISD Graduate Profile 32% My experiences this year in school have helped me become a compassionate person 60% I feel what I learn in school helps me develop my character and personal values 38%</p> <p>Staff Responsible: Principal, Assistant Principal, Counselor, Character Development Cadre</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				159

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Stiles Middle School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in ISIP/MAP Data across all three grade levels.</p> <p>Improvement/ positive trend in overall student growth and progress score on the state standardized assessment (STAAR).</p> <p>PLC Unit Planning documents will illustrate instructional planning for enrichment and higher level questioning.</p> <p>Administrative walk-throughs and collaborative learning walks will show evidence of higher order thinking and increased active student engagement.</p> <p>Staff Responsible: Classroom teachers Instructional coach Instructional leaders Campus Administration</p> <p>Opportunity Statements: Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				160

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Empower students to develop academic and executive functioning behavior skills to build student agency.</p> <p>Evidence of Success: Annual student survey results (i.e. Classroom activities keep me challenged in my learning 61%)</p> <p>Advisory observations data</p> <p>Improvement in/ positive trend in ISIP/MAP Data across all three grade levels.</p> <p>Improvement/ positive trend in overall student growth and progress score on the state standardized assessment (STAAR).</p> <p>PLC Unit Planning documents will illustrate instructional planning for enrichment and higher level questioning.</p> <p>Administrative walk-throughs and collaborative learning walks will show evidence of higher order thinking and increased active student engagement.</p> <p>Staff Responsible: Classroom teachers Instructional coach Instructional leaders Campus Administration</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				161

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Maintain

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Staff will be empowered to leverage their individual strengths to lead and facilitate growth and progress among self, colleagues and students.</p> <p>Evidence of Success: End of Year LEADs summative conferences and staff evaluations will reflect a common strengths language.</p> <p>Increase the percentage of staff that will "agree" or "strongly agree" that learning opportunities/staff development is made available to them based on their individual needs.</p> <p>Staff Responsible: Campus Staff Administrative Team Instructional Coach Teaching and Learning Campus Support Staff</p> <p>Opportunity Statements: Student Learning 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Tarvin Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Implementation of school-wide inquiry-based strategies during informal and formal observations, PLCs, and LEADS conferences. A positive trend in perceptual data from staff, student, and parent surveys measuring student learning experiences.</p> <p>Staff Responsible: Campus Principal, Assistant Principal, and Instructional Coach, Instructional Staff</p> <p>Opportunity Statements: School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				164
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

HB3 Goal

Initial Status: Minor Change

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

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

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

Initial Status: Maintain but Consider a Change

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

Vandegrift High School

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p>Staff Responsible: Dean of Instruction, Testing Coordinator, Administrators, College & Career Transition Coordinator</p> <p>Opportunity Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				167
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

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

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

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

Initial Status: Minor Change

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

Virtual Learning Academy

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports to investigate their interests.</p> <p>Staff Responsible: AP, Counselor, Teachers, IC</p>	Formative			Summative
	Nov	Jan	Mar	May
				170
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p>Staff Responsible: AP, Counselor, IC, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain but Consider a Change

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

Vista Ridge High School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Increase the percentage of testers in CTE certification courses from 66% to 68%.</p> <p>Staff Responsible: Principal, Assistant Principal for CTE, Transition Coordinator, Counselors, CTE department chair, CTE teachers</p> <p>Opportunity Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				173
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: For the 2023-2024 school year, Vista Ridge High School will increase student learning outcomes on state and national assessments as follows:</p> <p>Algebra 1: 85% to 86% of students classified as approaching grade level English 1: 90% to 91% of students classified as approaching grade level English 2: 89% to 90% of students classified as approaching grade level Biology: 97% to 98% of students classified as approaching grade level U.S. History: 98% to 99% of students classified as approaching grade level TSI: Increase percentage of students attaining "TSI Complete" status from 76.7% to 77.7% AP: Increase passing rate (score of 3 or better) from 70% to 71%</p> <p>Staff Responsible: APs, PLCs, DOI, Instructional Coach, College and Career Counselor, Subject area teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				174
System Response 2 Details	Reviews			
<p>System Response 2: Promote Student Ownership of Learning</p> <p>Evidence of Success: Lower the % of students enrolled in AP courses who are NOT taking the AP exam from 18% to 15%.</p> <p>Staff Responsible: AP, PLCs, DOI, Instructional Coach</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. Evidence of Success: Increase "Sense of Acceptance and feelings of belonging" dimension on Student Engagement Survey from 59% to 61%. Staff Responsible: All VRHS Faculty Opportunity Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
System Response 2 Details	Reviews			
System Response 2: Build systems to improve trust, mutual respect, and shared responsibility. Evidence of Success: Increase "Participation in Co-Curricular/Extra-Curricular Activities" dimension on Student Engagement Survey from 73 to 75%. Staff Responsible: All VRHS Faculty Opportunity Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND Implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: After receiving a baseline from the BOY teacher and student surveys, increase the percentage of teachers' and students' feeling of having a safe, secure learning environment by implementing systems to manage student movement during the school day.</p> <p>Staff Responsible: Assistant Principals and teachers</p> <p>Opportunity Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	176			

Westside Elementary

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Positive growth in our Leader in Me Measurable Results Assessment Student Survey in the category Academics Goal Achievement (Spring 2022: Setting Goal 44%, Making a Plan 28%, Following Plan 17%, Tracking Plan 25%) Positive growth on MAPs Growth Quadrant Graph (Baseline: Spring 2022 High Achieving, Low Growth). Improvement in perceptual survey of students related to opportunities and supports for Student Experience in the Empowered Student Learning section (Summer 2022 51%). Positive growth in instructional practices centered around differentiation, Instructional Rounds (Baseline October 2022). Staff Responsible: Instructional Leadership Team, All Staff</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
				177
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards a year's growth in reading for each student (Spring 2022 84%). Positive progress towards student access to leadership opportunities that reflect their individual gifts and talents (Spring 2022 78%). Positive progress towards Average to High Growth on MAP Growth Assessment(Spring 2023 approximately 25% Low Growth) All students will be able to self-reflect on their academic progress, individual gifts and talents, and impact on their classroom, school and community using a Leadership Notebook/Digital Portfolio.</p> <p>Staff Responsible: All Staff</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 3 - Perceptions 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
				178
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support the acquisition of the Leander ISD Graduate Profile.</p> <p>Evidence of Success: Positive trends in Student Experience perceptual survey of students related to the acquisition of the LISD Graduate Profile (Spring 2022: 52% of students have heard of Graduate Profile, 62% see connections between learning and the Graduate Profile)</p> <p>Staff Responsible: Instructional Leadership Team and All Staff</p> <p>Opportunity Statements: School Processes & Programs 3 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Recruit and retain high-quality staff.</p> <p>Evidence of Success: Positive growth on the Leander ISD's Collaborative Team PLC Reflection Tool (Spring 2022: Implementing/Developing Level 4.4).</p> <p>Staff Responsible: All Staff</p> <p>Opportunity Statements: School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	180			

Whitestone Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Empower each child's literacy skills including language to access learning.</p> <p>Evidence of Success: LITERACY September 2023 I-Station Data TBD</p> <p>2023 MATH and SCIENCE STAAR Data: Goal 60% or higher 3rd Grade Math Meets Standard 59% 4th Grade Math Meets Standard 59% 5th Grade Math Meets Standard 61% 5th Grade Science Meets Standard 40%</p> <p>Staff Responsible: Campus Administration, Instructional Coaches, Instructional Staff, Students</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				181

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: PLC Campus Feedback from Instructional Staff Staff Feedback about workload and collaboration. Collaborative Common Assessment Data Campus Instructional Walks</p> <p>Staff Responsible: Campus Administration and Instructional Coaches</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue	182			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Spring 2022 Student Survey 61% of students report that "My experiences this year in school have helped me become a better communicator."</p> <p>% of staff trained Kagan Collaborative Day 1 and Day 2</p> <p>Staff Responsible: Campus Administration</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Wiley Middle School

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Increased percentage of using PLC created formative assessments to monitor student growth</p> <p>Staff Responsible: Teachers Instructional Coach Assistant Principals Principal</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				184
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Maintain but Consider a Change

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Increase student access to different programs and activities through recruitment and a creation of groups.</p> <p>Evidence of Success: Creation of a Student Council and a Principal's Advisory Group.</p> <p>Staff Responsible: Principal, APs, teacher, and students</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Decrease parent and student concerns regarding bullying by 5%.</p> <p>Staff Responsible: Administrators, Teachers, Support Staff.</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	On Track	On Track	On Track	Effect Achieved
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Winkley Elementary

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Improvement in/positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for student ownership of learning (baseline in Spring & Fall 2022). We will also use observational data from the Learner Portfolios created by Kinder-5th grade students.</p> <p>Staff Responsible: Campus Administrators, Instructional Coach, Classroom Teachers, Instructional Staff</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				188
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: Recognize and support staff. Evidence of Success: Staff Survey Staff Responsible: Campus Leadership Team Opportunity Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Positive trend in related questions in student and parent surveys</p> <p>Staff Responsible: Campus Leadership Team</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

House Bill 3 Addendums

HOUSE BILL 3 LEGISLATION

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

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

Akin Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

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

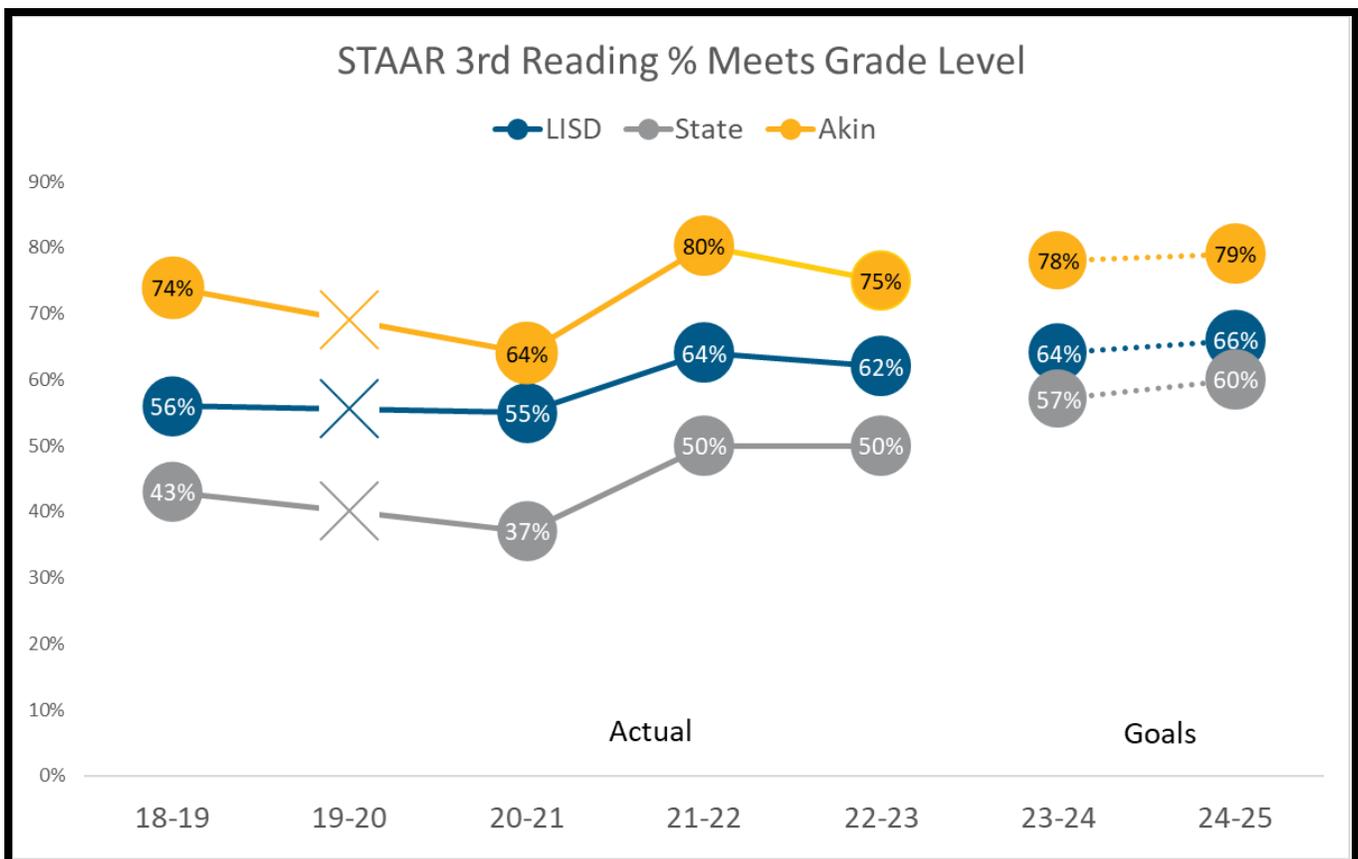
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
2019-20	75%		65%	75%	86%				
2020-21	75%		65%	75%	86%				
2021-22	76%		66%	76%	87%				
2022-23	77%		67%	77%	88%				
2023-24	78%		68%	78%	89%				
2024-25	79%		69%	79%	90%				

Akin Actual Data - Reading

% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
2019-20	✖		✖	✖	✖				
2020-21	64%		63%	62%	76%		27%		57%
2021-22	80%		72%	83%	86%	78%	67%		90%
2022-23	75%		67%	68%	89%	83%	28%		68%

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



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

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

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

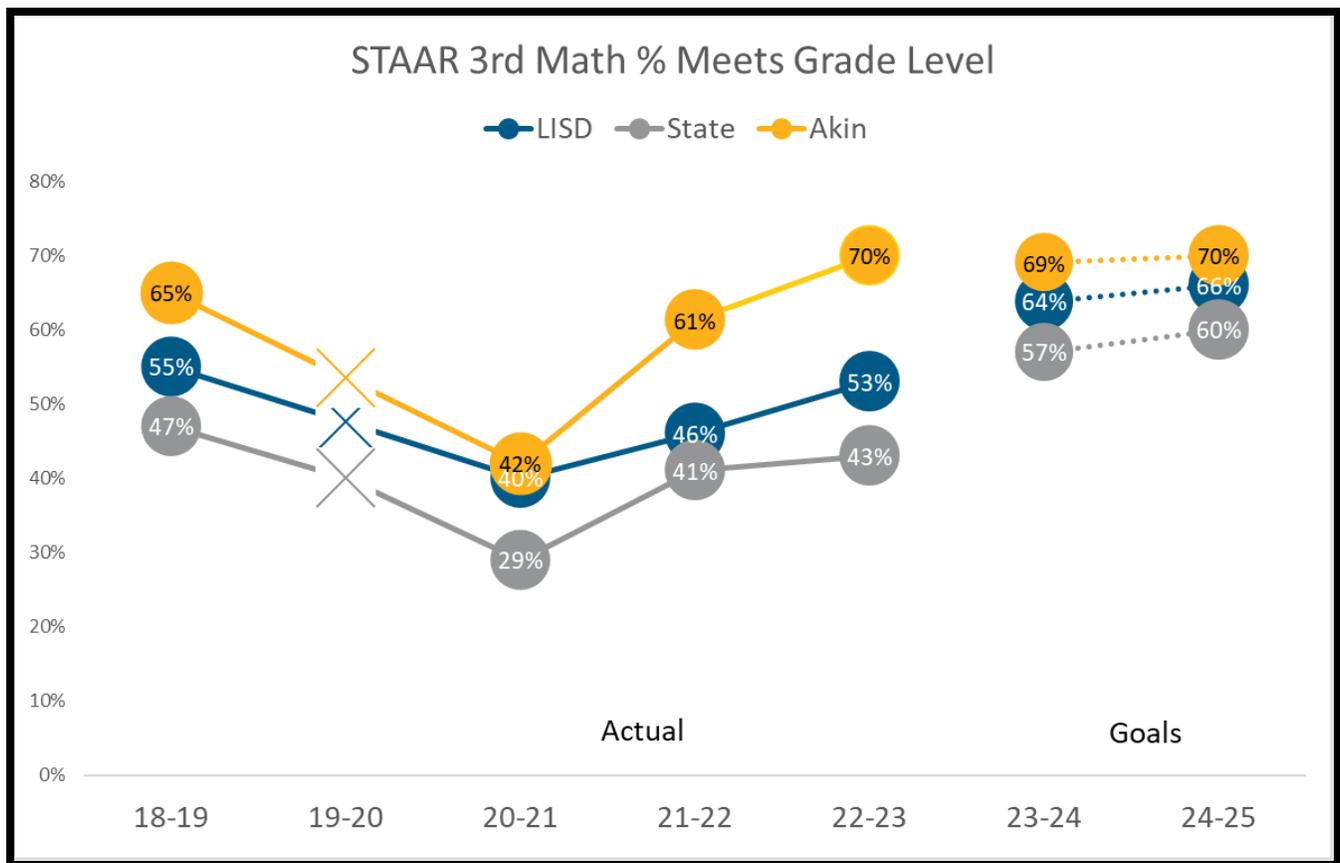
Akin Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
2019-20	66%		61%	63%	86%				
2020-21	66%		61%	63%	86%				
2021-22	67%		62%	64%	87%				
2022-23	68%		63%	65%	88%				
2023-24	69%		64%	66%	89%				
2024-25	70%		65%	67%	90%				

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
2019-20	✖		✖	✖	✖				
2020-21	42%		37%	42%	50%		27%		40%
2021-22	61%		24%	66%	82%	50%	33%		68%
2022-23	70%		57%	64%	89%	57%	32%		77%

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



HOUSE BILL 3 LEGISLATION

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

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

Bagdad Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
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 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
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 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
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3. *Provide ongoing support for Language Arts through Professional Learning*
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 - c. Provide ongoing, optional professional learning for teachers
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 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

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 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
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- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
 - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
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 - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
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 - ii. Utilizing student portfolios to increase student ownership of learning
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 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

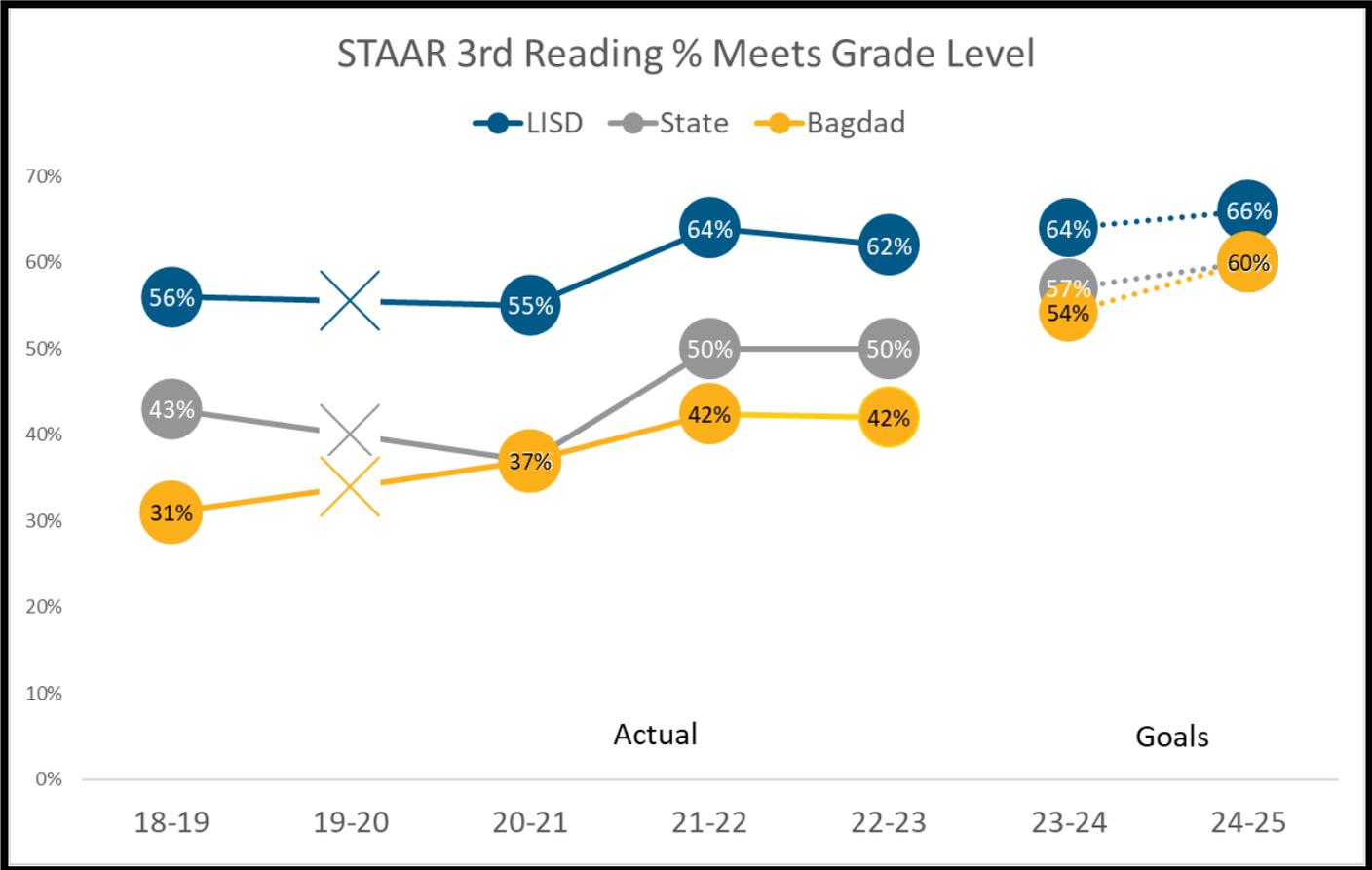
Bagdad Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	31%		40%	16%				32%	
2019-20	*		*	*				*	
2020-21	37%		30%	50%			0%	34%	35%
2021-22	42%		28%	62%			27%	33%	18%
2022-23	42%		40%	33%			14%	38%	32%

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



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

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

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

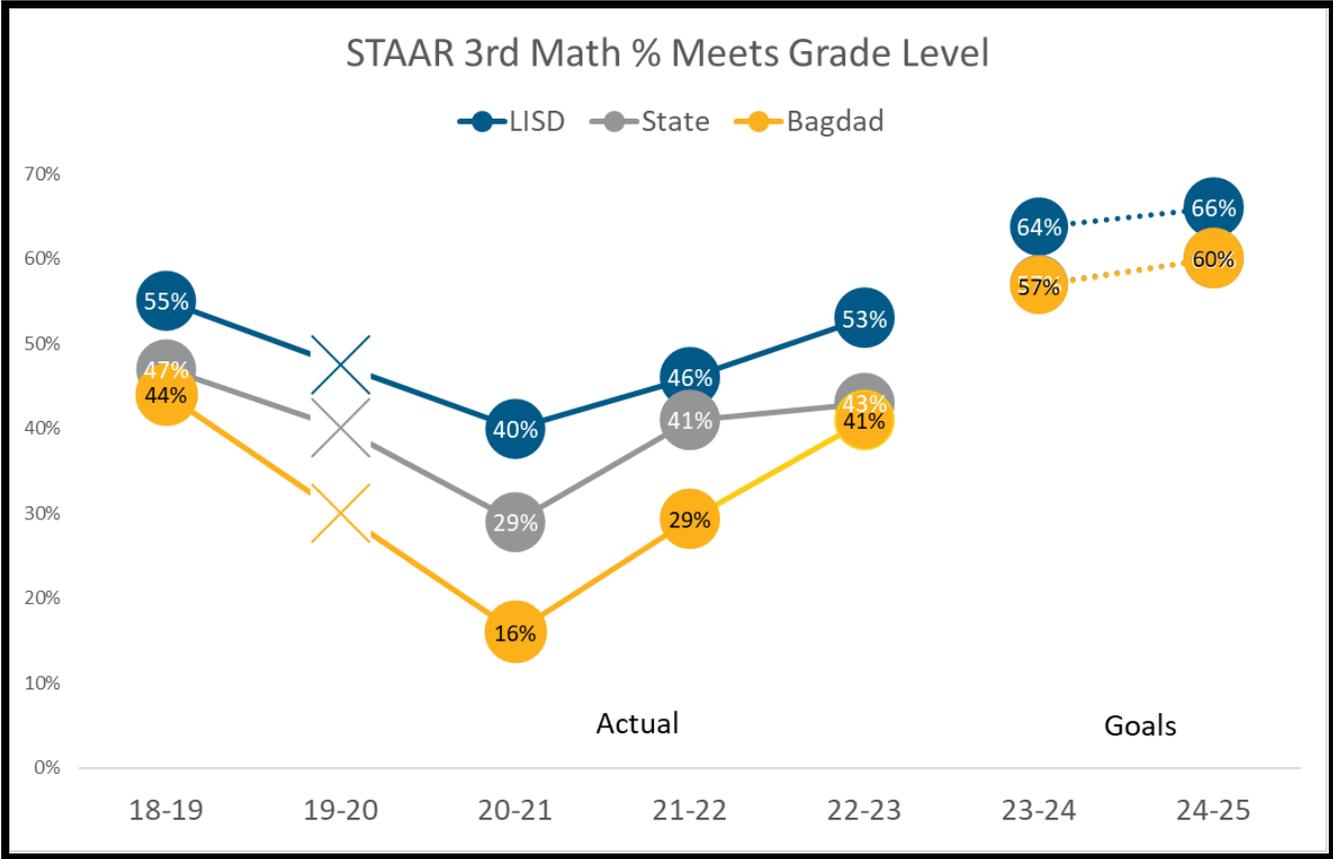
Bagdad Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		39%	40%				47%	
2019-20	47%		43%	44%				49%	
2020-21	47%		43%	44%				49%	
2021-22	50%		47%	48%				51%	
2022-23	54%		51%	52%				54%	
2023-24	57%		55%	56%				57%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		39%	40%				47%	
2019-20	*		*	*				*	
2020-21	16%		13%	22%			0%	20%	10%
2021-22	29%		17%	46%			27%	15%	10%
2022-23	41%		38%	34%			36%	41%	31%

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



HOUSE BILL 3 LEGISLATION

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

Block House Creek Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
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 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
 - b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
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 - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
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 - a. Early Childhood Professional learning focused on :
 - i. incorporating mathematical experiences throughout the day, and
 - ii. Utilizing student portfolios to increase student ownership of learning
 - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

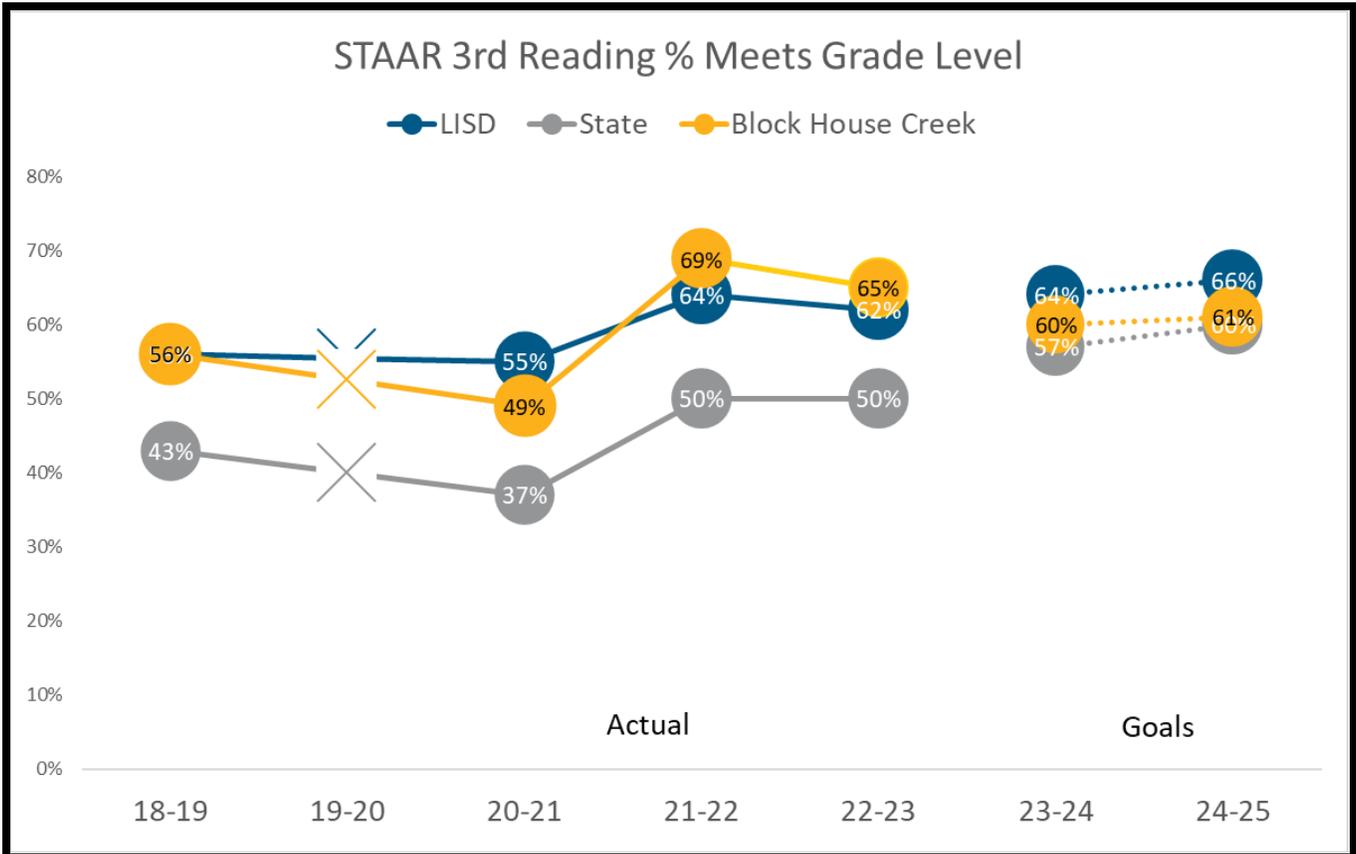
Block House Creek Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

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

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



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

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

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

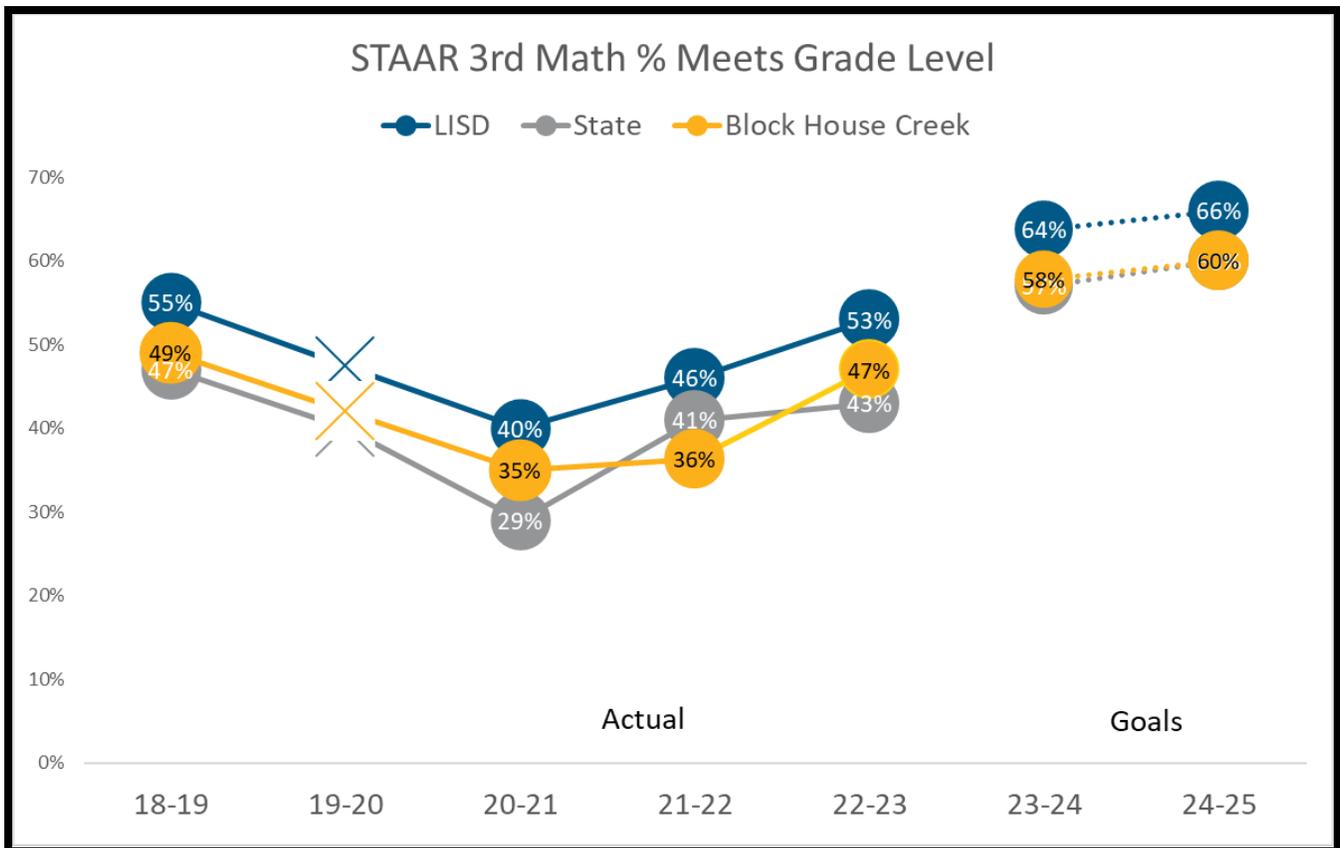
Block House Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%			49%					
2019-20	51%			51%					
2020-21	51%			51%					
2021-22	53%			53%					
2022-23	56%			56%					
2023-24	58%			58%					
2024-25	60%			60%					

Block House Creek *Actual* Data - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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



HOUSE BILL 3 LEGISLATION

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

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

Camacho Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood* ~~2110~~ *through Professional Learning*

- a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

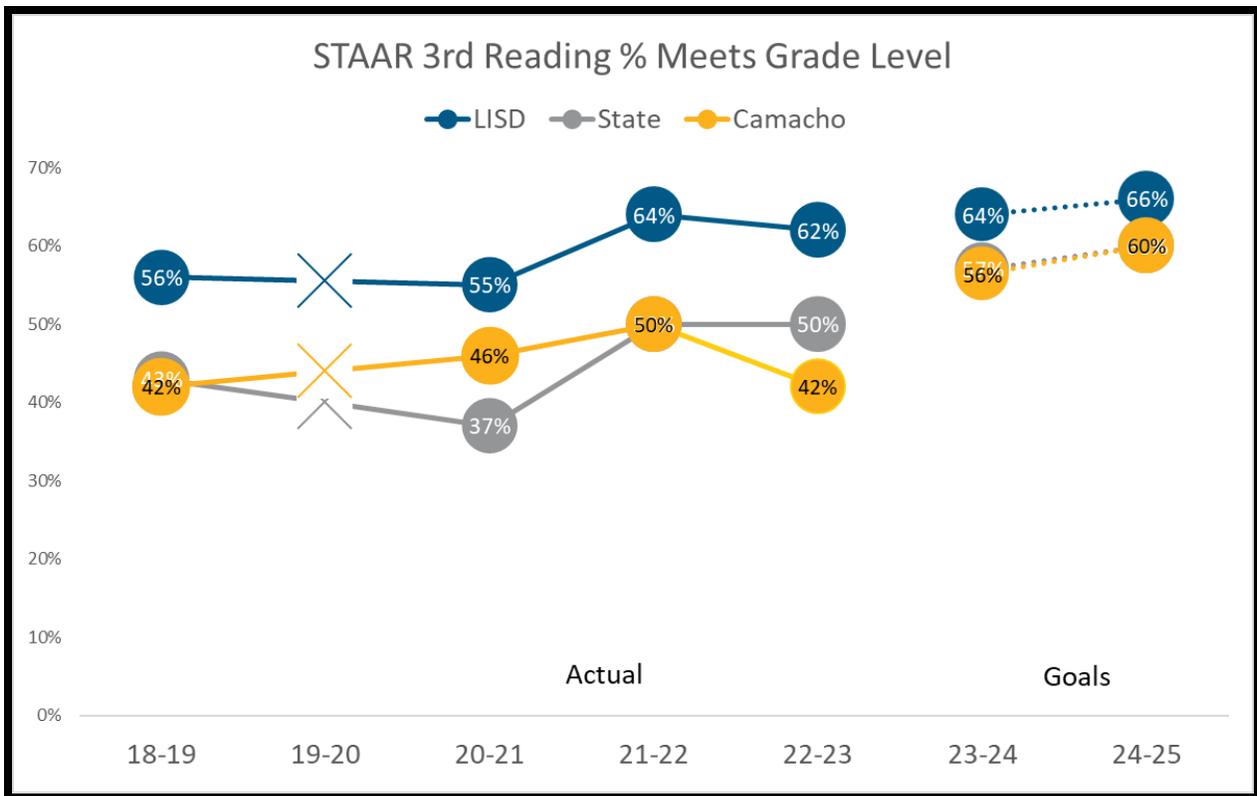
Camacho Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		32%	46%				35%	
2019-20	45%		37%	48%				40%	
2020-21	46%		54%	46%			38%	33%	
2021-22	50%		42%	55%			22%	41%	
2022-23	42%		37%	45%			16%	62%	

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



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

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

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

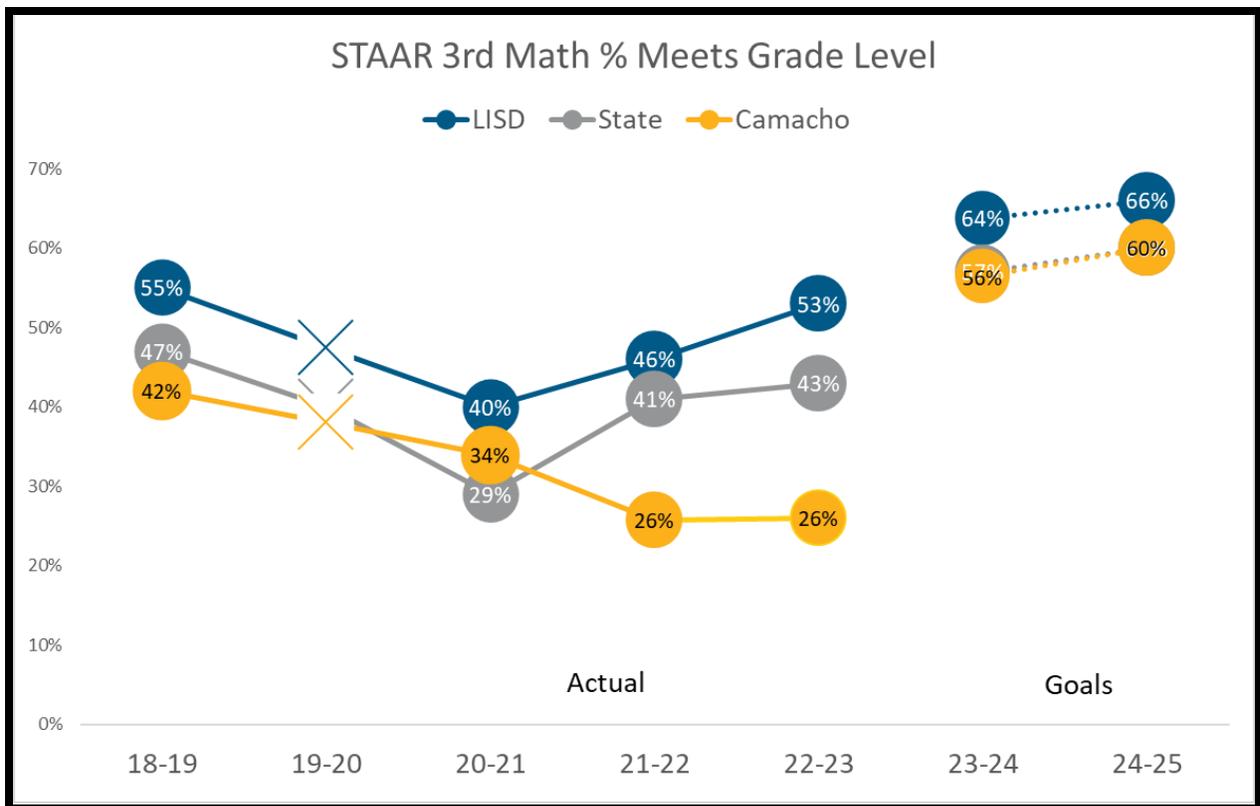
Camacho Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
2019-20	45%		44%	48%				45%	
2020-21	34%		35%	43%			38%	33%	
2021-22	26%		18%	33%			17%	22%	
2022-23	26%		21%	29%			0%	31%	

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



[HOUSE BILL 3 LEGISLATION](#)

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

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

Cedar Park High School

CCMR Action Plans

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

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
 - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
 - Student recruitment, participation and performance in AP/IB.
 - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
 - Support engagement and student success in AP and IB using AVID instructional support system.
 - Promote participation by communicating AP/IB program success district-wide.
 - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
 - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
 - Data analysis and action planning
 - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
 - Monitor and communicate legislative AP/IB program changes to campuses.
 - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
 - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
 - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
 - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
 - Provide cross-district professional learning opportunities for CPM/CPE teachers.
 - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
 - Professional Learning
 - Coordinate College Board SAT Workshops for teachers.
 - Provide professional learning opportunities for counselors and administrators related to TSI.
 - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
 - Student Performance and Action Planning
 - Monitor TSI completion rate monthly.
 - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
 - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
 - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
 - Analyze MAP Growth data in relation to TSI readiness.
 - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
 - College Entrance Exam Opportunities
 - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
 - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
 - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.

- Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
 - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
 - Student recruitment, participation and performance in Dual Credit.
 - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
 - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.
 - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
 - Promote participation by communicating Dual Credit success district-wide.
 - Promote participation by communicating course transferability, cost-savings, and student preparation.
 - Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Cedar Park HS Baseline Data & Proposed Annual Goals

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

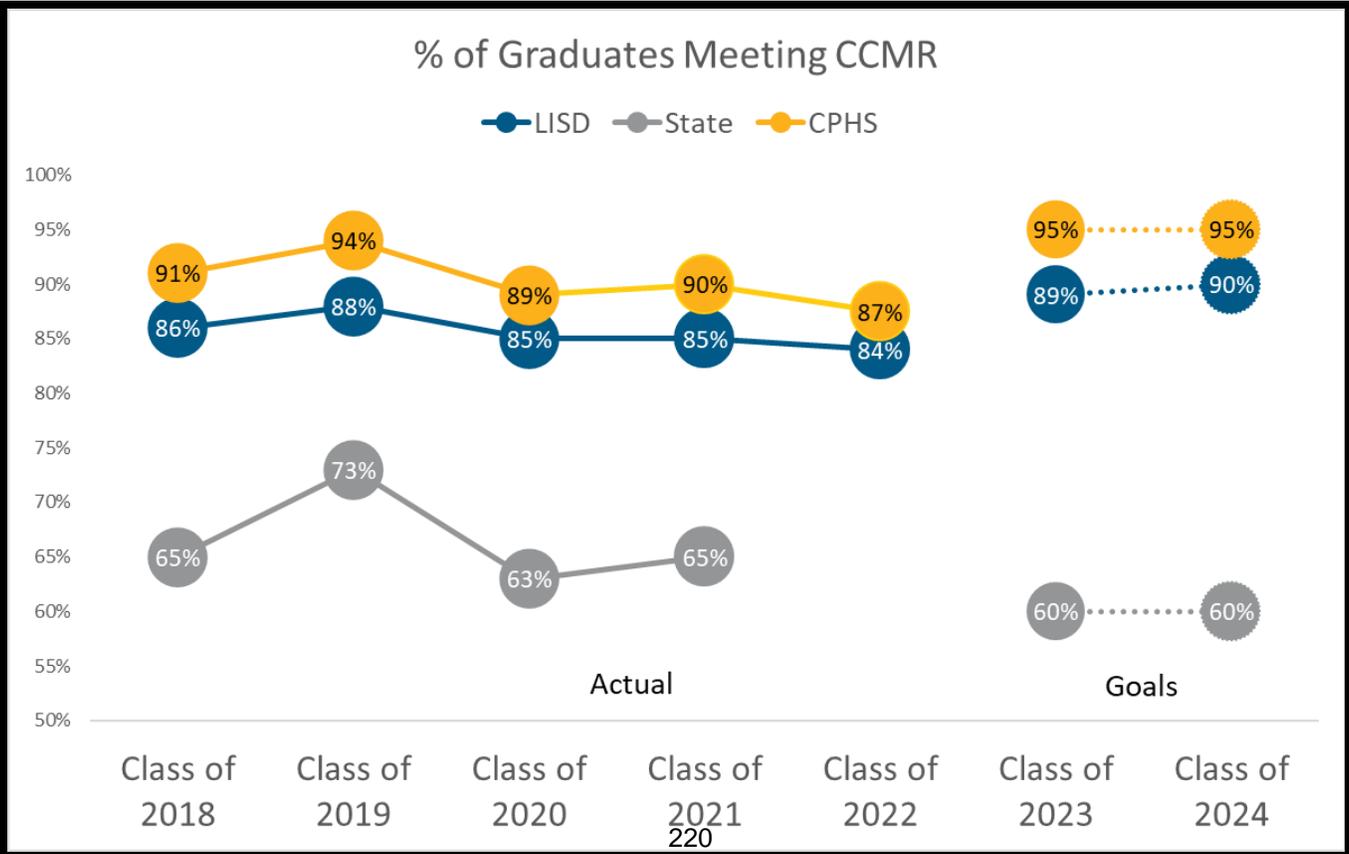
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2021 Goal	93%	82%	85%	95%	98%	87%	97%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

Cedar Park HS Actual Data

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Actual	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Actual	89%	75%	88%	89%	97%	100%	90%	76%	
Class of 2021 Actual	90%	58%	83%	93%	98%	93%	96%	82%	
Class of 2022 Actual	87%	82%	82%	89%	95%	89%	88%	75%	

Cedar Park HS Actual Data & Proposed Annual Goals



HOUSE BILL 3 LEGISLATION

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

Cox Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
 - a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

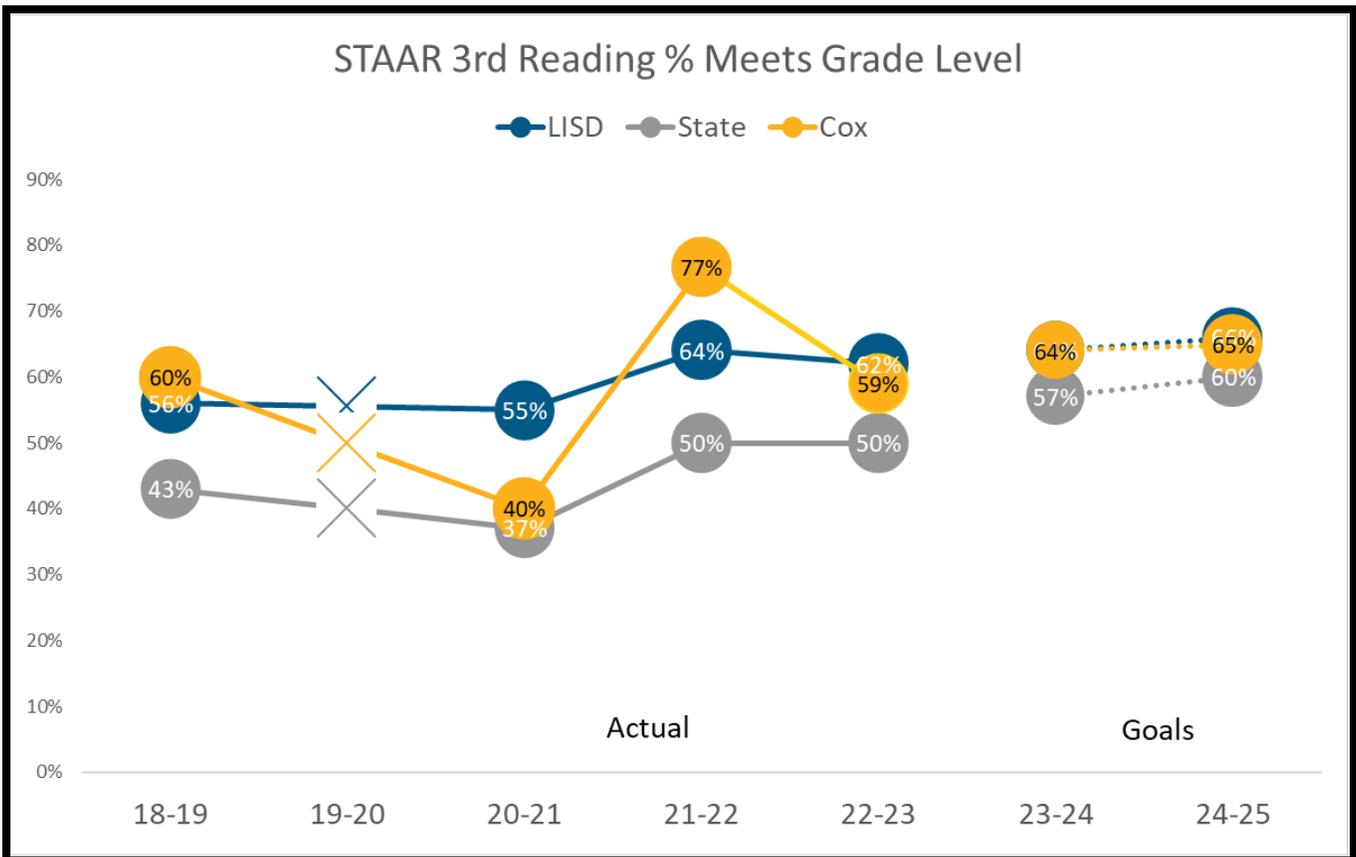
Cox Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	60%			61%					
2019-20	*			*					
2020-21	40%		29%	43%	73%			15%	
2021-22	77%		71%	80%	77%			46%	
2022-23	59%		42%	60%	68%			14%	

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



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

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

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

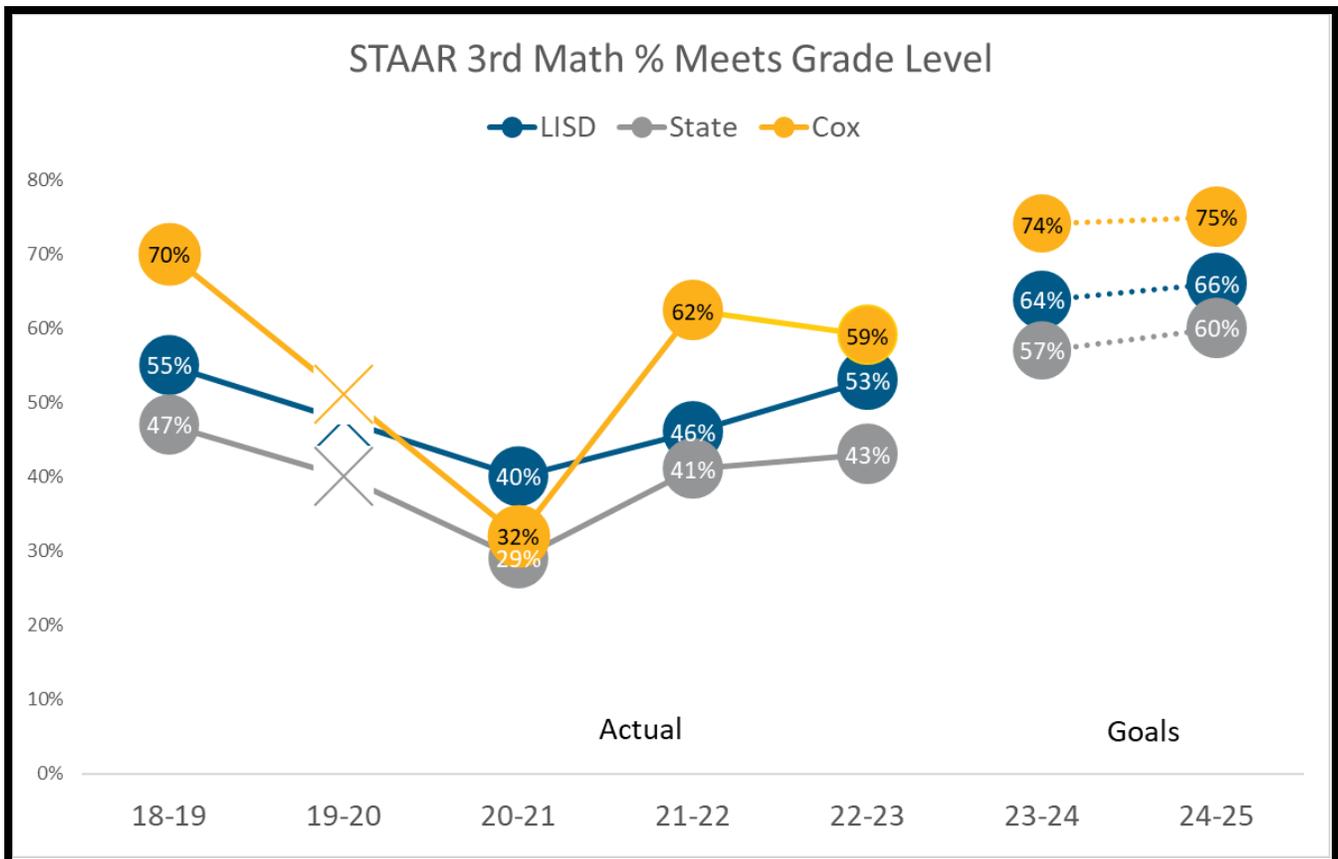
Cox Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
2019-20	71%			75%					
2020-21	71%			75%					
2021-22	72%			76%					
2022-23	73%			77%					
2023-24	74%			78%					
2024-25	75%			79%					

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

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

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



HOUSE BILL 3 LEGISLATION

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

Cypress Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood ~~2017~~ Through Professional Learning*

- a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

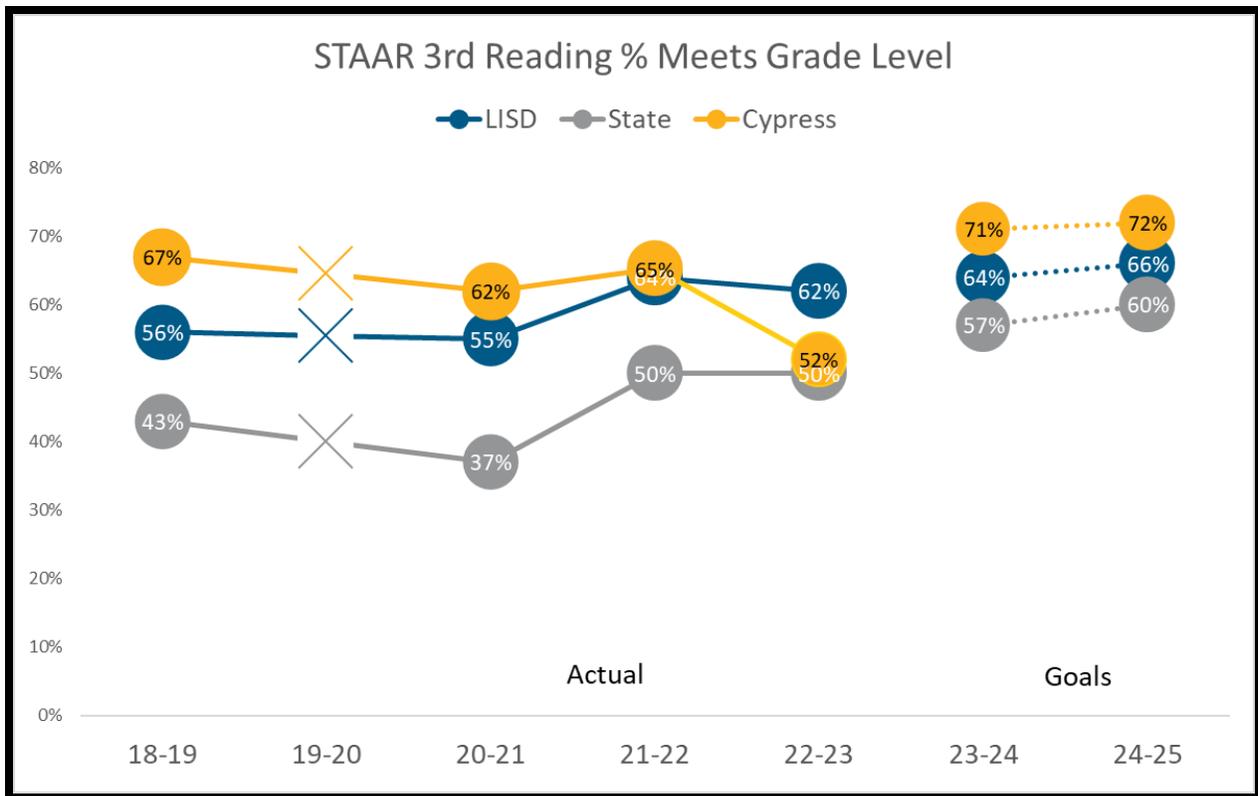
Cypress Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

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

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



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

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

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

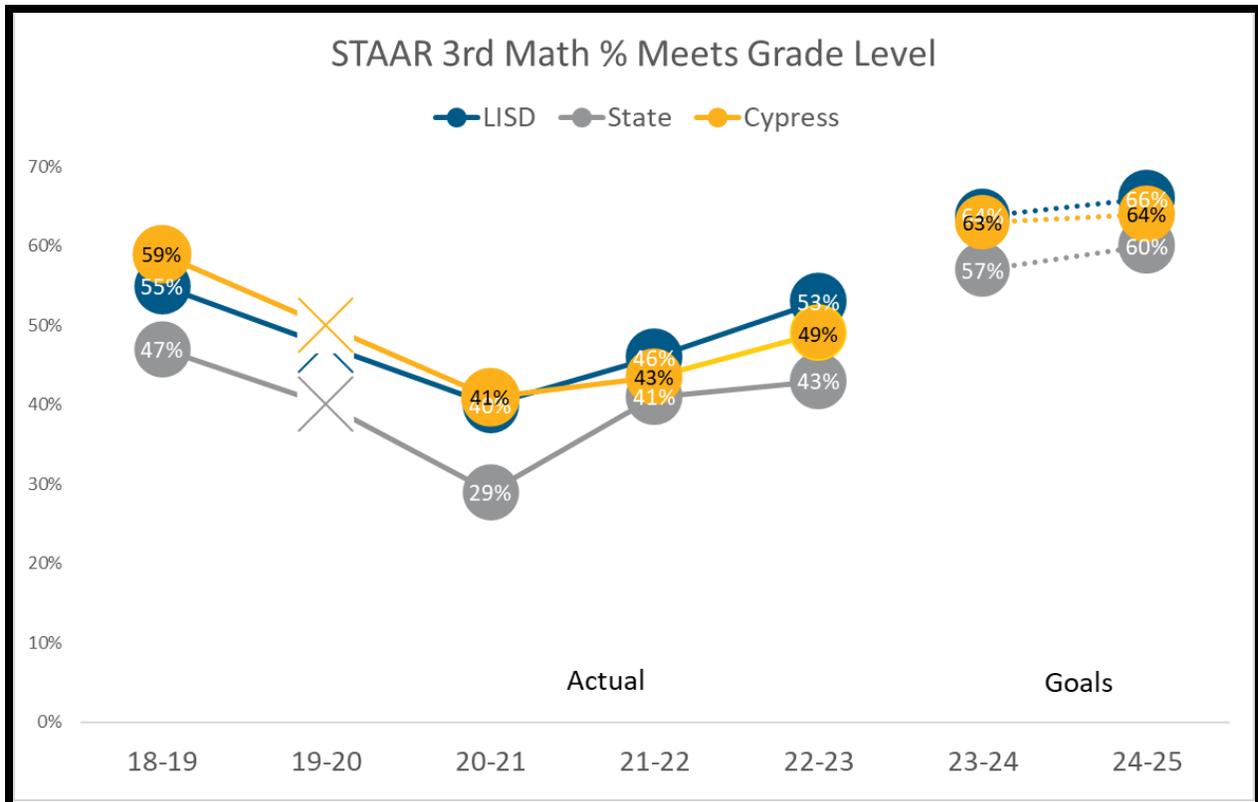
Cypress Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

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

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



Deer Creek Elementary

HOUSE BILL 3 LEGISLATION

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

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
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 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types
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 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
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 - b. Support campus PLCs to promote and support:
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 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading
3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
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4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
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 - d. Promote developmentally appropriate literacy practices across all early childhood programs
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 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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 - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
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 - ii. Utilizing student portfolios to increase student ownership of learning
 - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

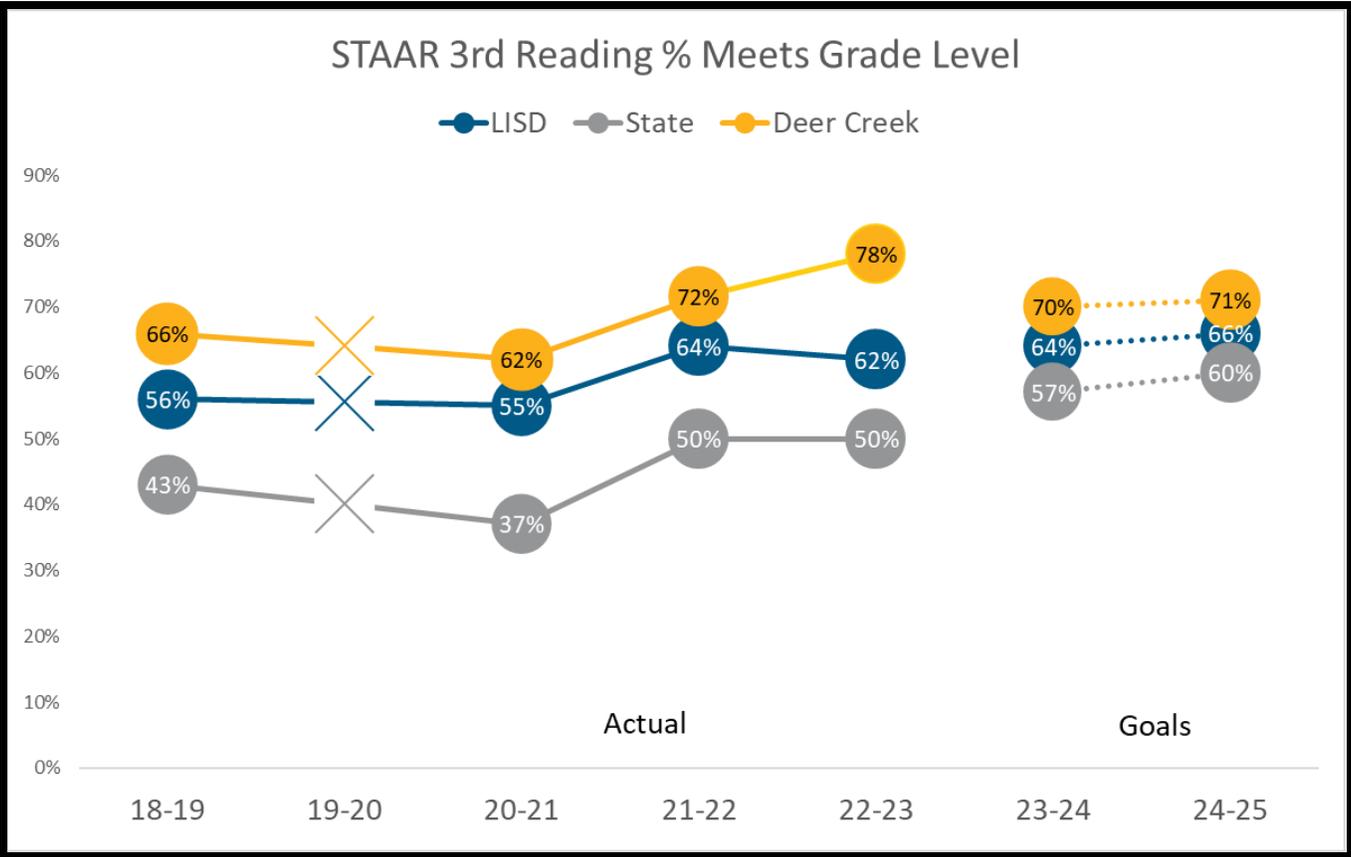
Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	66%			66%					
2019-20	67%			67%					
2020-21	62%		50%	64%	42%				
2021-22	72%		61%	76%	55%		39%		60%
2022-23	78%		75%	76%	100%		31%		67%

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



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

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

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

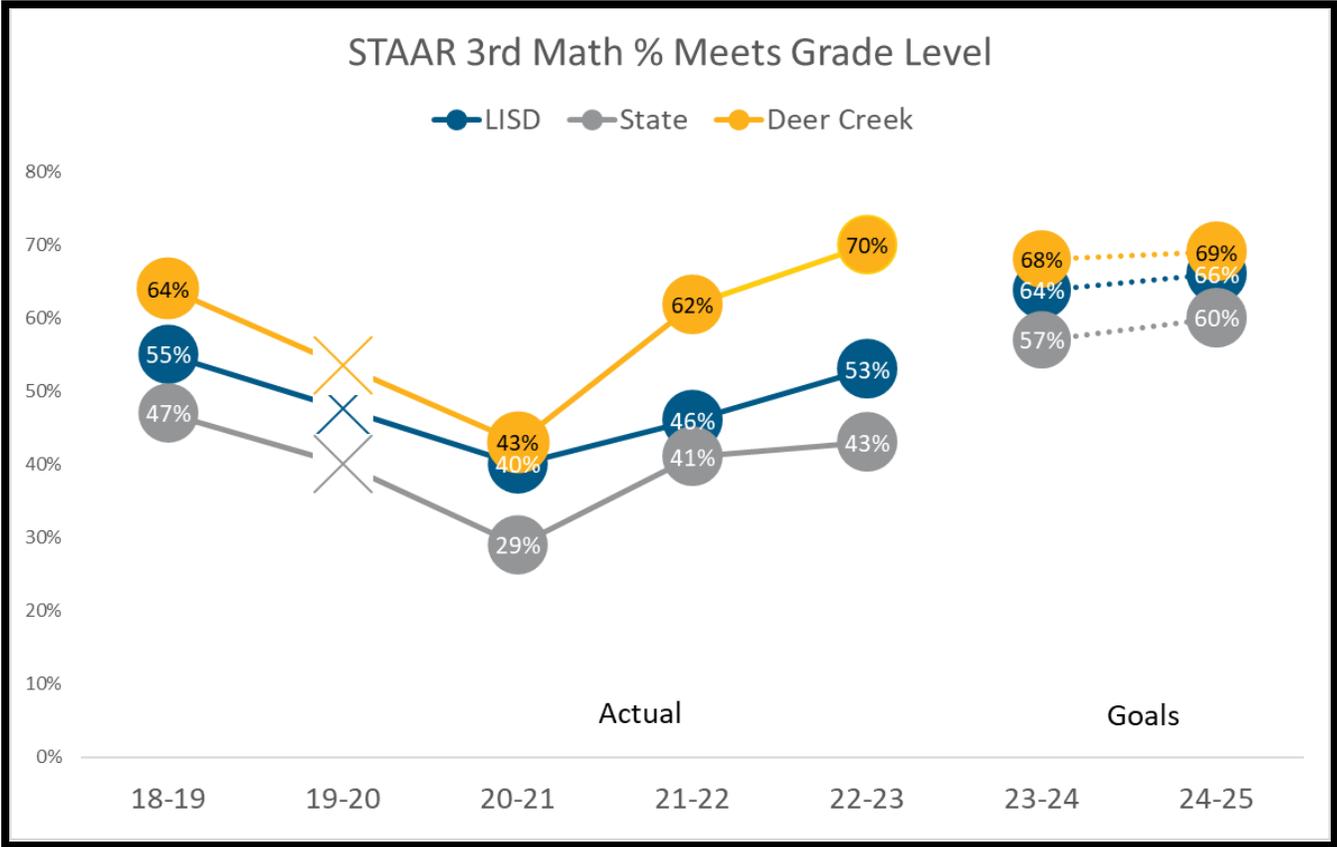
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	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
2019-20	65%			66%					
2020-21	65%			66%					
2021-22	66%			67%					
2022-23	67%			68%					
2023-24	68%			69%					
2024-25	69%	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

Deer Creek Actual Data - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
2019-20	*			*					
2020-21	43%		43%	38%	50%				
2021-22	62%		50%	66%	73%		15%		47%
2022-23	70%		69%	68%	91%		25%		83%

Deer Creek Actual Math Data through 2022 and Future Goals
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HOUSE BILL 3 LEGISLATION

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Faubion Elementary

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 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

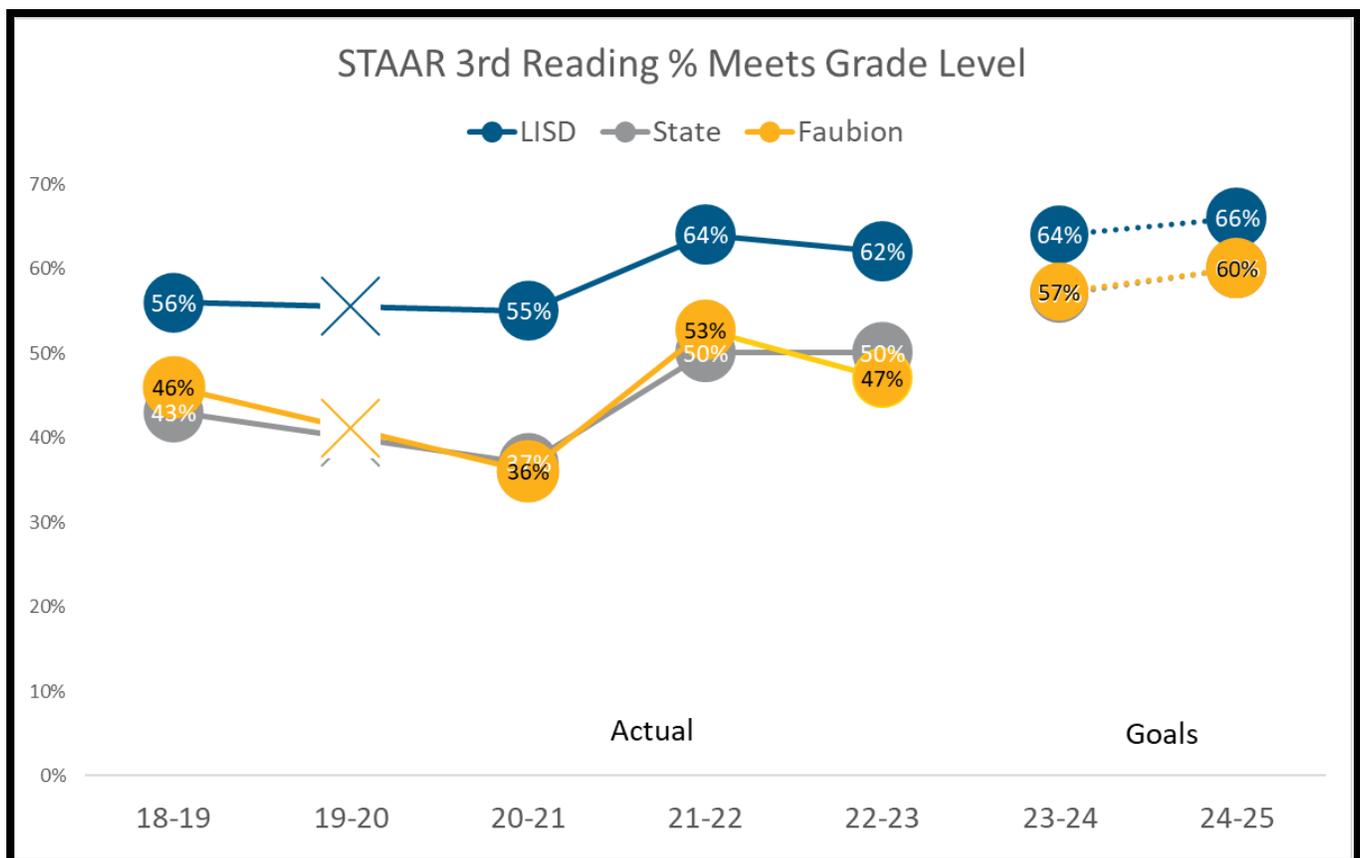
Faubion Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

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

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



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

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

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

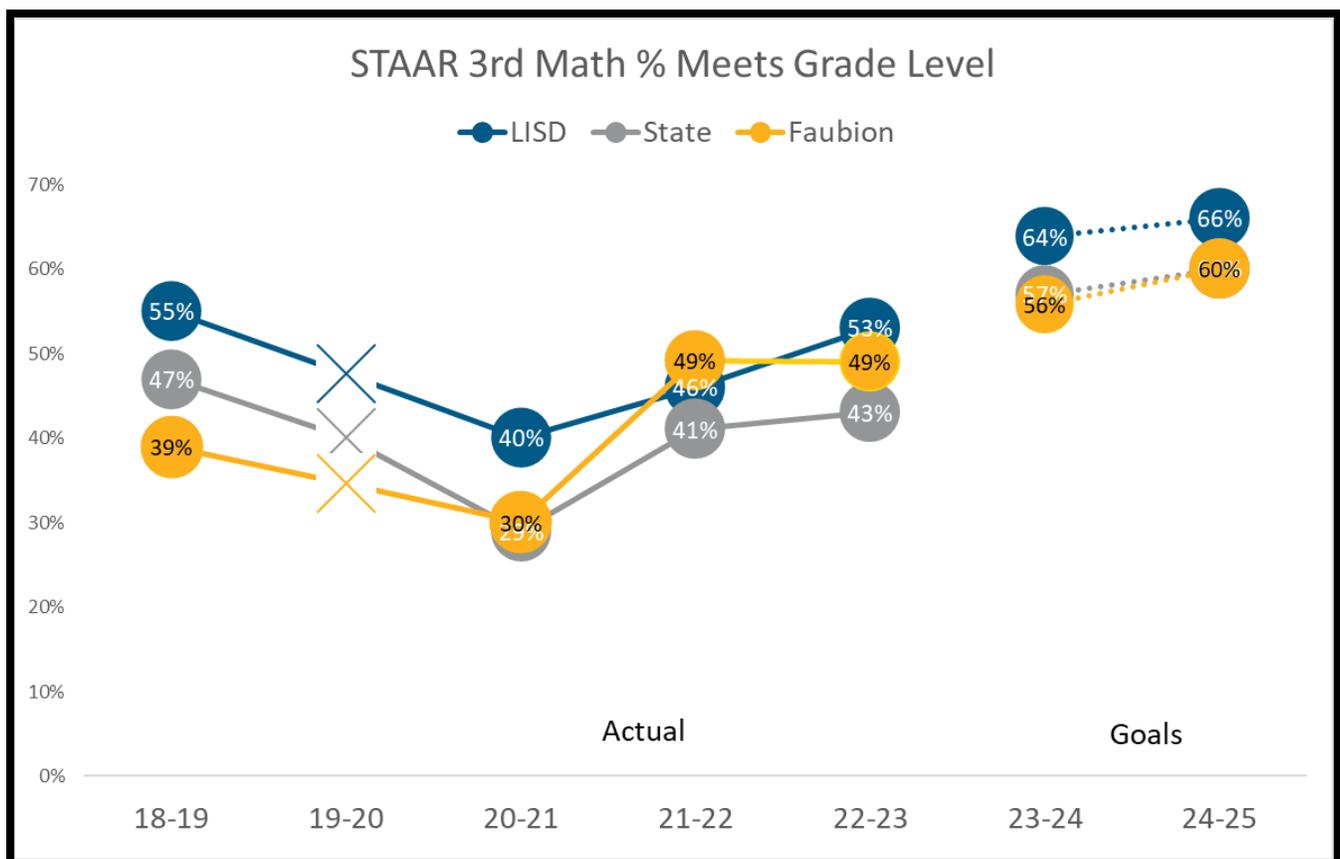
Faubion Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	39%			48%					
2019-20	✖			✖					
2020-21	30%		15%	50%				20%	
2021-22	49%		40%	65%			33%	29%	
2022-23	49%		30%	55%			27%	0%	

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



HOUSE BILL 3 LEGISLATION

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

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

Giddens Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
 - a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

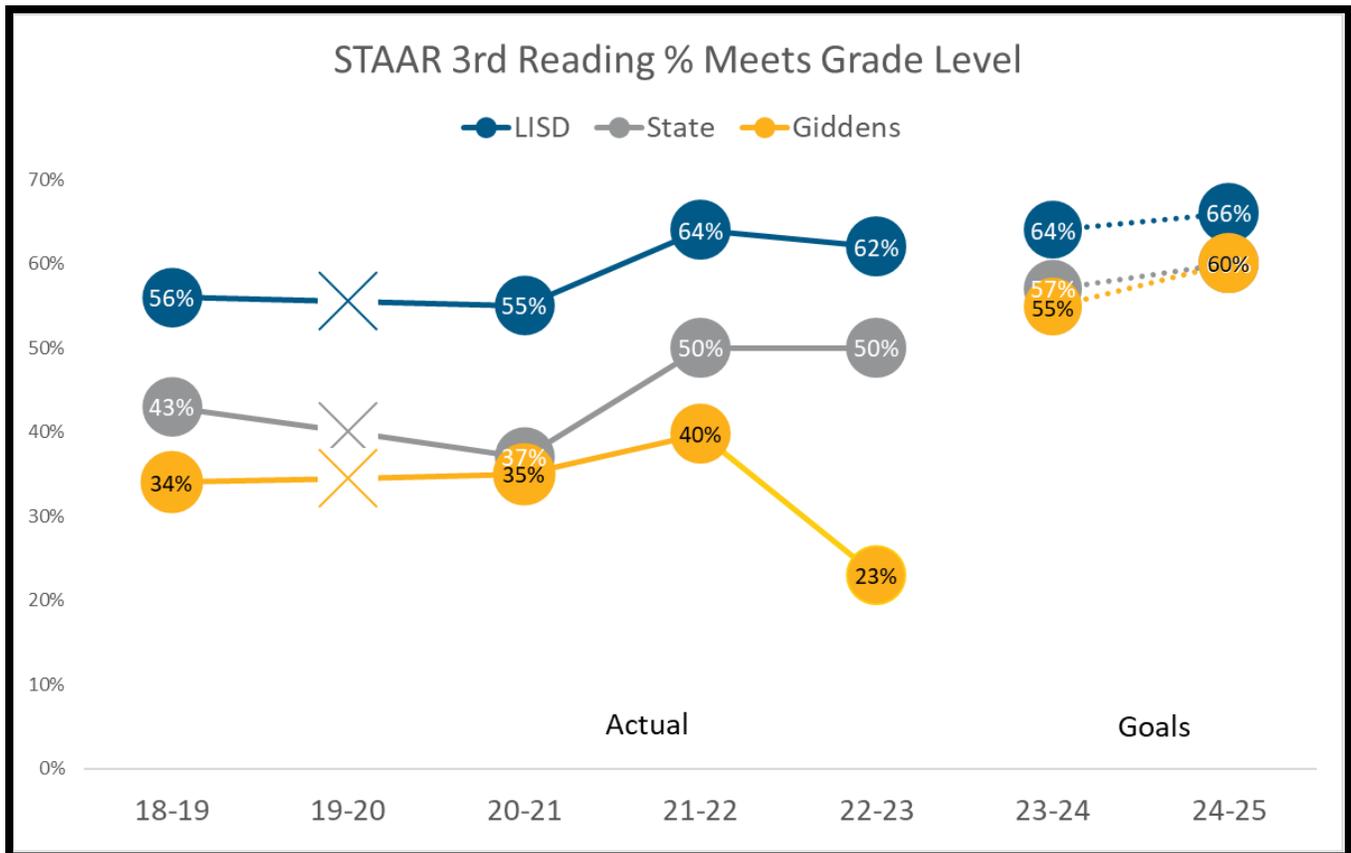
Giddens Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		25%	44%				29%	
2019-20	39%		32%	47%				35%	
2020-21	35%		37%	35%			20%	21%	
2021-22	40%		34%	50%			14%	27%	
2022-23	23%		32%	27%			0%	8%	50%

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



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

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

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

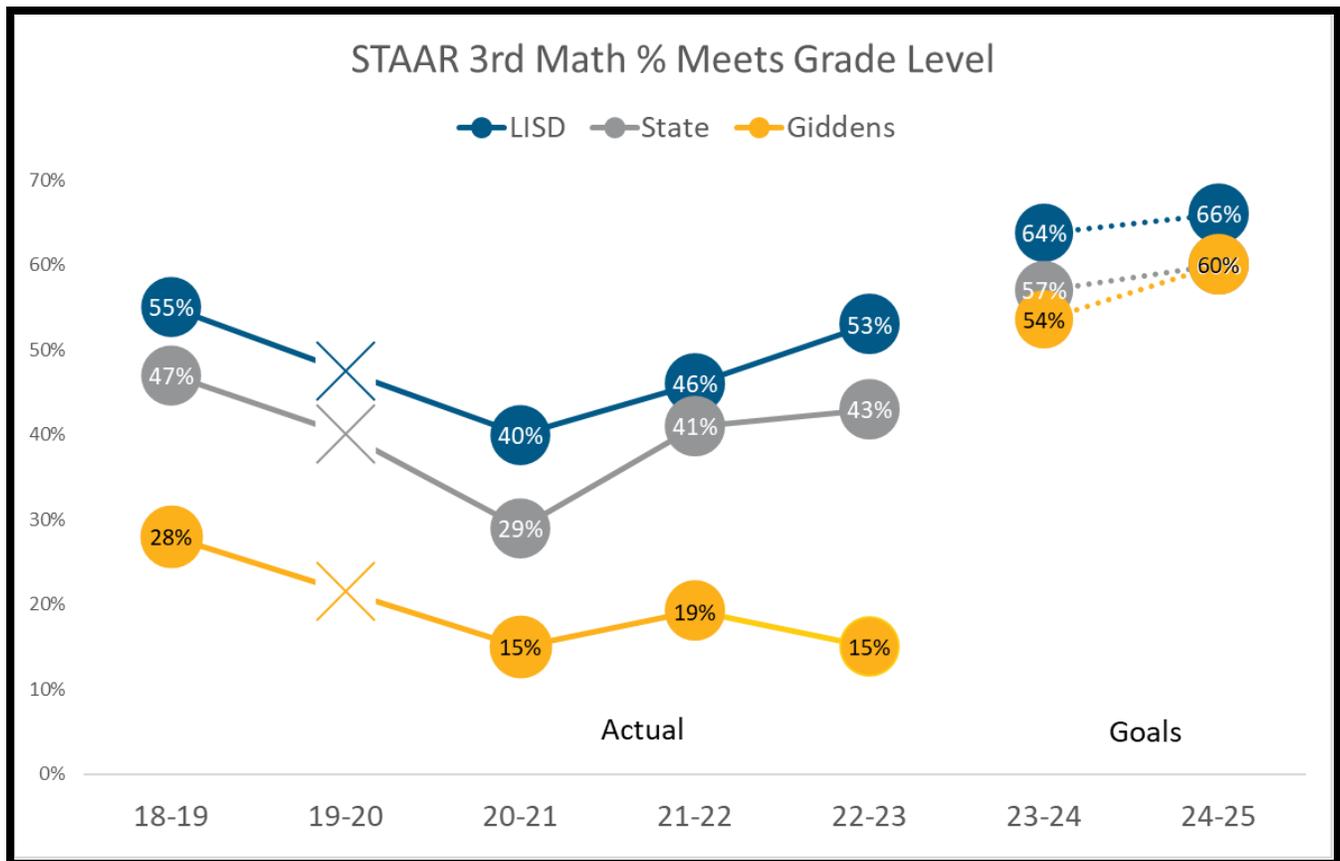
Giddens Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	28%		29%	31%				29%	
2019-20	34%		35%	36%				35%	
2020-21	34%		35%	36%				35%	
2021-22	41%		42%	42%				42%	
2022-23	47%		48%	48%				48%	
2023-24	54%		54%	54%				54%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	28%		29%	31%				29%	
2019-20	34%		35%	36%				35%	
2020-21	15%		15%	19%			0%	5%	
2021-22	19%		10%	33%			7%	6%	
2022-23									

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



[HOUSE BILL 3 LEGISLATION](#)

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

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

Glenn High School

CCMR Action Plans

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

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
 - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
 - Student recruitment, participation and performance in AP/IB.
 - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
 - Support engagement and student success in AP and IB using AVID instructional support system.
 - Promote participation by communicating AP/IB program success district-wide.
 - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
 - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
 - Data analysis and action planning
 - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
 - Monitor and communicate legislative AP/IB program changes to campuses.
 - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
 - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
 - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
 - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
 - Provide cross-district professional learning opportunities for CPM/CPE teachers.
 - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
 - Professional Learning
 - Coordinate College Board SAT Workshops for teachers.
 - Provide professional learning opportunities for counselors and administrators related to TSI.
 - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
 - Student Performance and Action Planning
 - Monitor TSI completion rate monthly.
 - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
 - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
 - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
 - Analyze MAP Growth data in relation to TSI readiness.
 - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
 - College Entrance Exam Opportunities
 - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
 - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
 - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.

- Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
 - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
 - Student recruitment, participation and performance in Dual Credit.
 - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
 - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.
 - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
 - Promote participation by communicating Dual Credit success district-wide.
 - Promote participation by communicating course transferability, cost-savings, and student preparation.
 - Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Glenn HS Baseline Data & Proposed Annual Goals

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

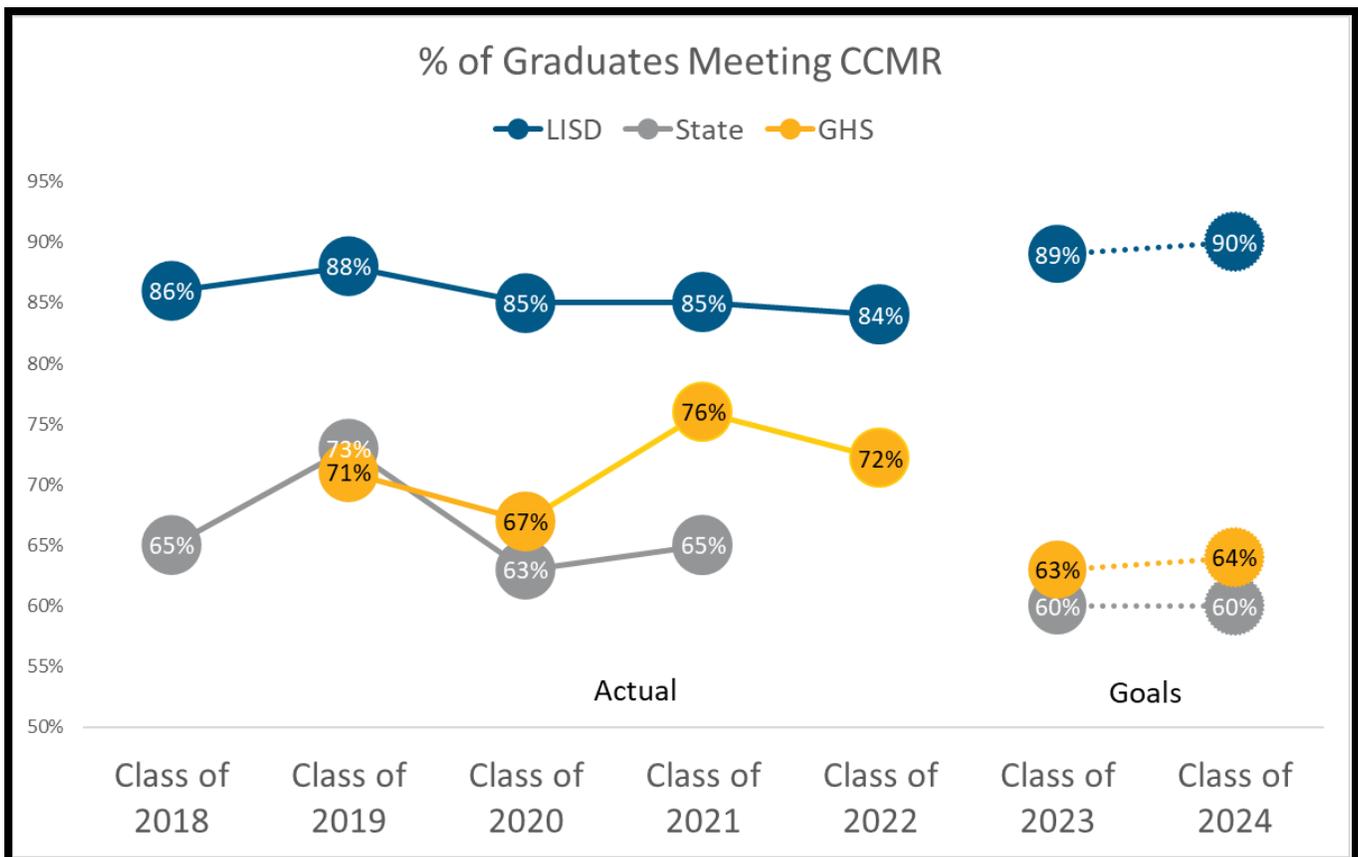
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Goal	59%	46%	49%	66%	89%	71%	88%	51%	38%
Class of 2020 Goal	60%	47%	50%	67%	90%	72%	89%	52%	39%
Class of 2021 Goal	61%	48%	51%	68%	91%	73%	90%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

Glenn High School Actual Data

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Actual	71%	54%	63%	78%	89%	79%	85%	64%	62%
Class of 2020 Actual	67%	58%	63%	71%		79%	86%	66%	46%
Class of 2021 Actual	76%	76%	72%	80%	50%	68%	96%	70%	
Class of 2022 Actual	72%	58%	68%	78%	85%	67%	89%	68%	50%

Glenn High School Actual Data and Proposed Goals



HOUSE BILL 3 LEGISLATION

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

Grandview Hills Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

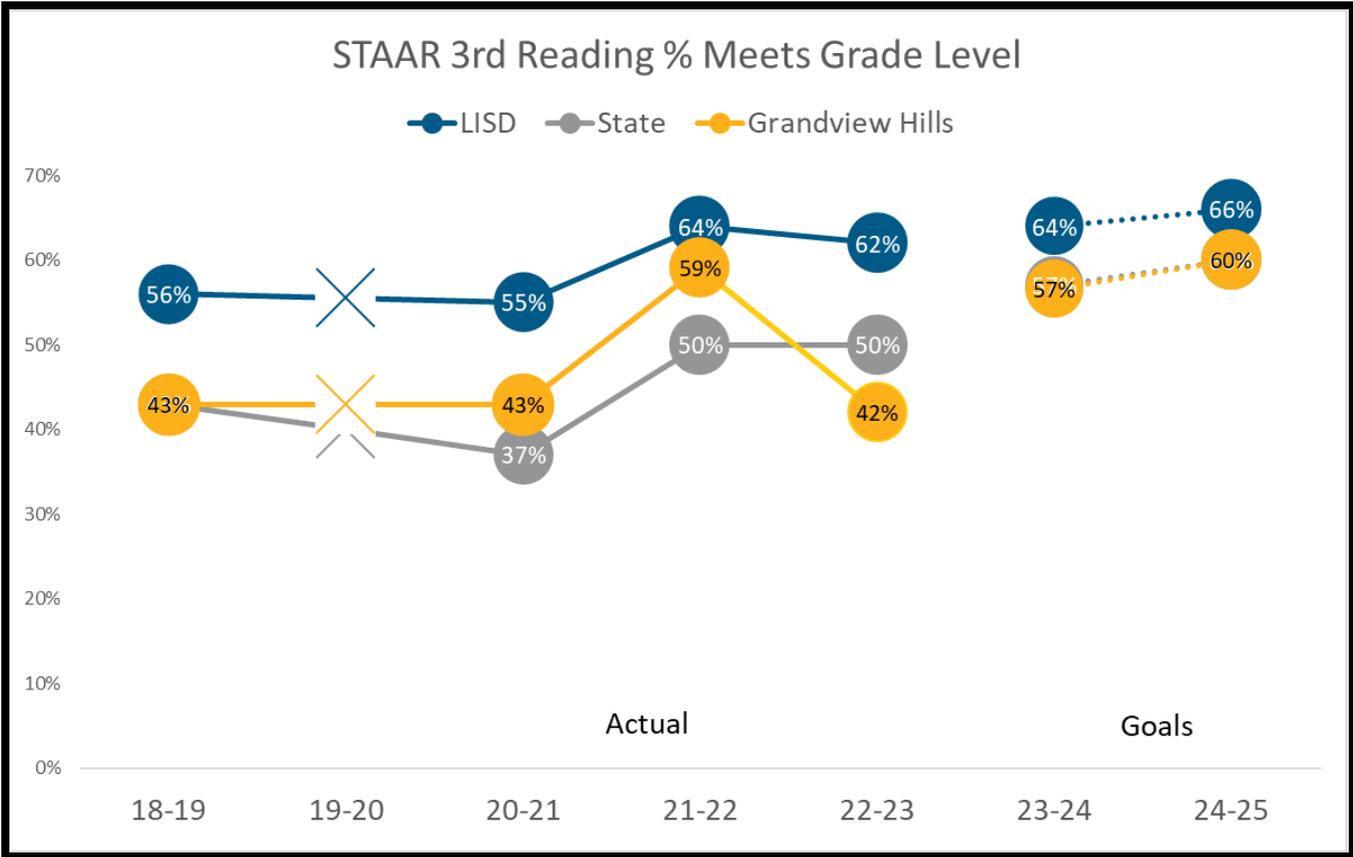
Grandview Hills Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

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

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



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

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

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

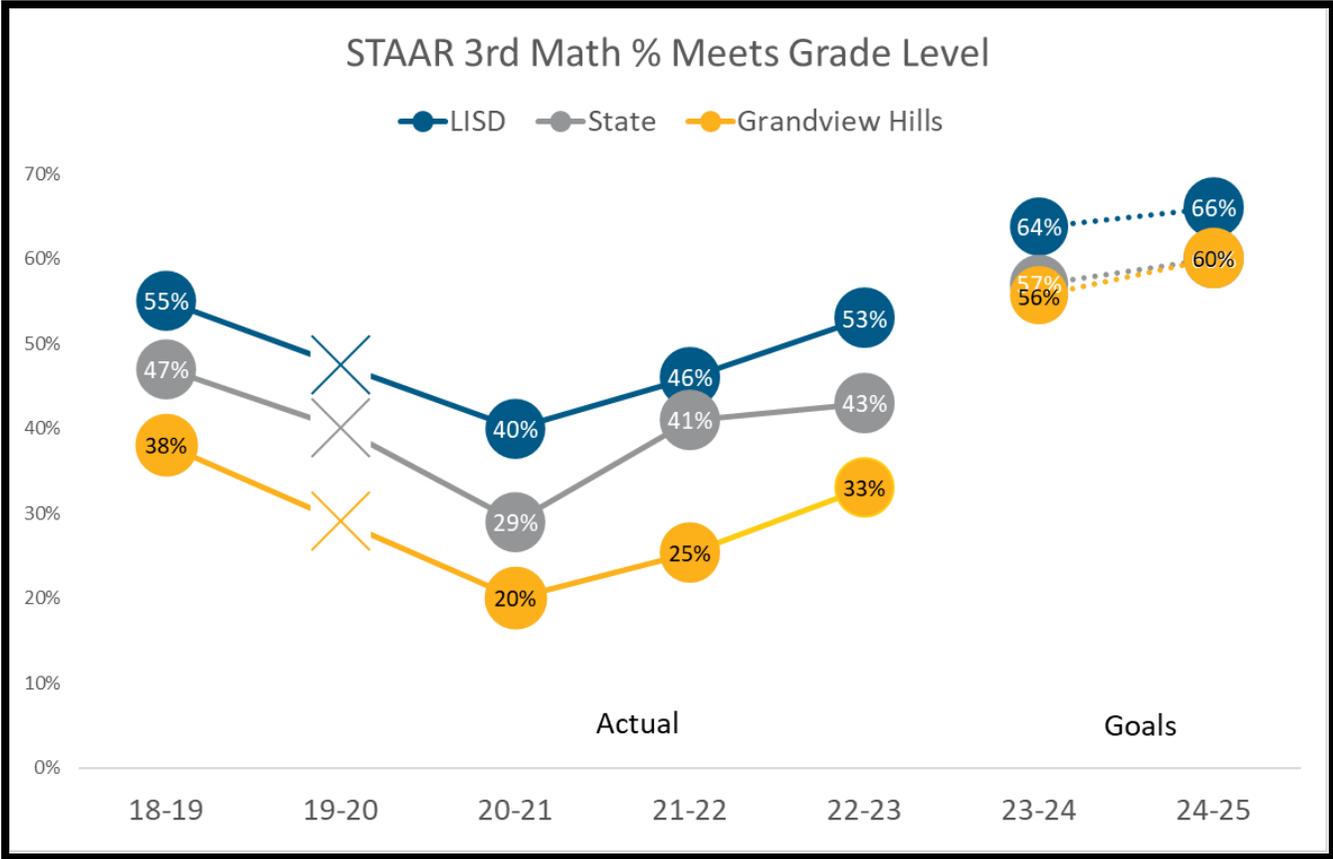
Grandview Hills Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
2019-20	42%			44%					
2020-21	42%			44%					
2021-22	47%			48%					
2022-23	51%			52%					
2023-24	56%			56%					
2024-25	60%			60%					

Grandview Hills Actual Data - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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



HOUSE BILL 3 LEGISLATION

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

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

Knowles Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

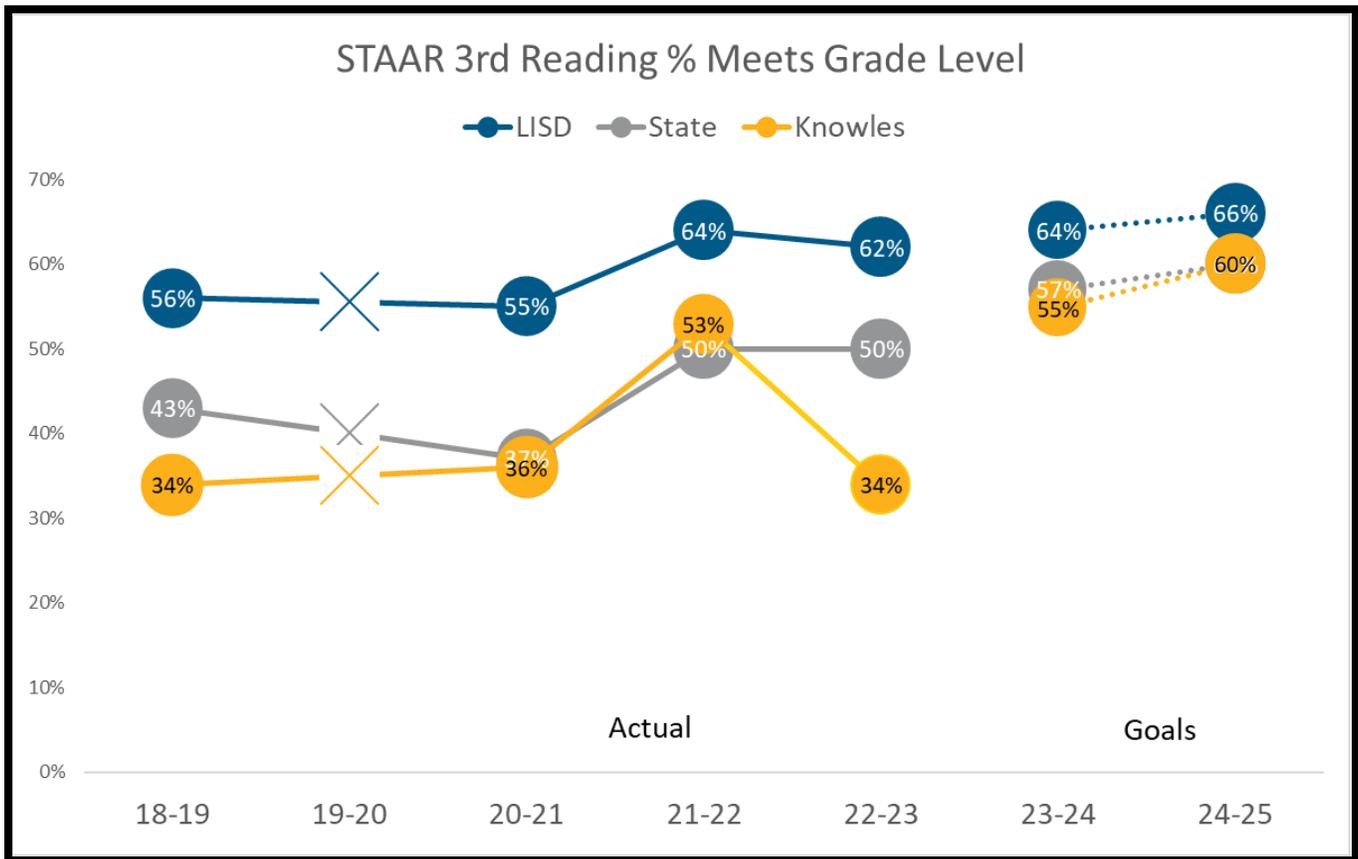
Knowles Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		28%	41%				29%	25%
2019-20	*		*	*				*	*
2020-21	36%		32%	46%				25%	16%
2021-22	53%		42%	73%			14%	46%	32%
2022-23	34%		33%	42%			5%	25%	35%

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



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

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

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

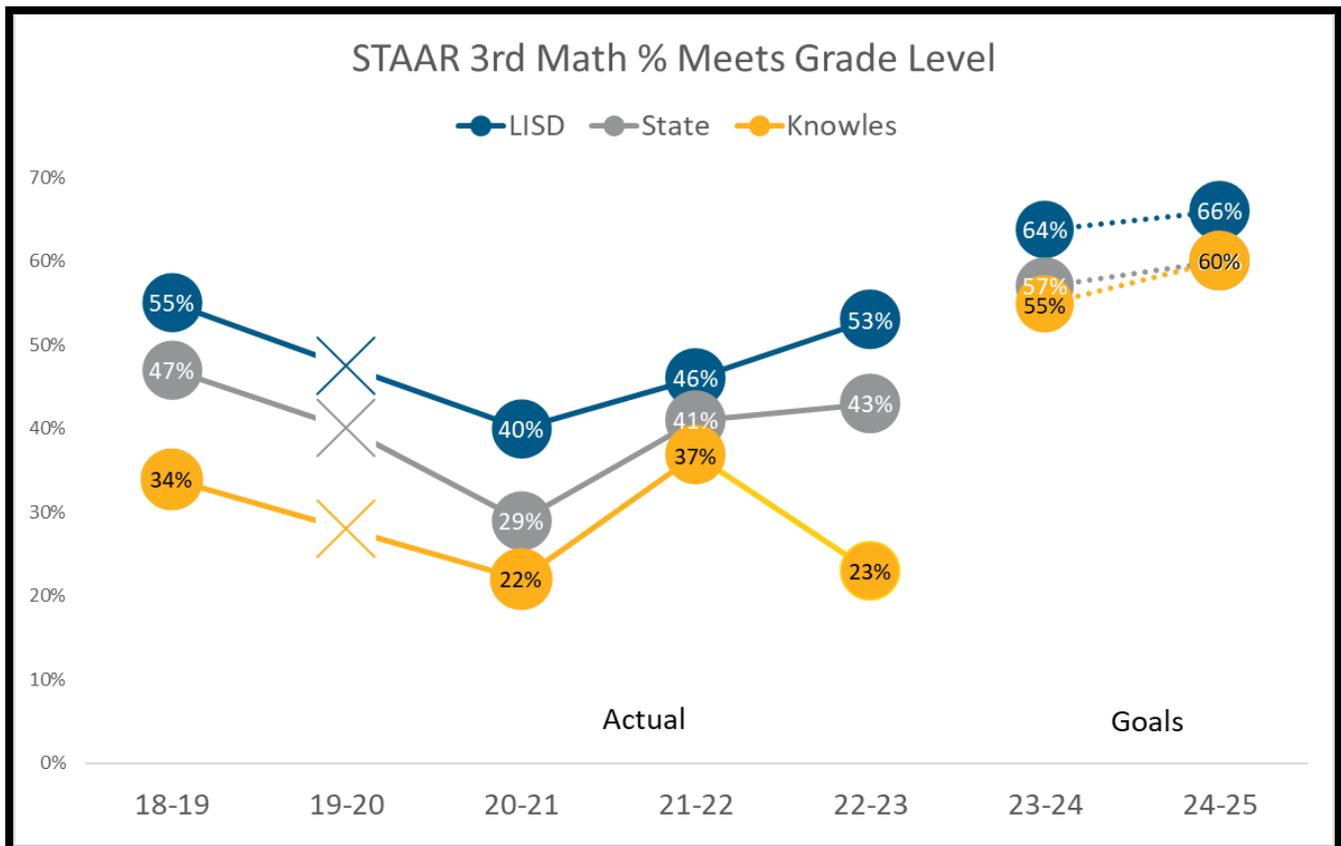
Knowles Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		33%	28%				25%	29%
2019-20	*		*	*				*	*
2020-21	22%		19%	31%				25%	17%
2021-22	37%		38%	38%			7%	39%	23%
2022-23	23%		18%	42%			10%	6%	13%

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



HOUSE BILL 3 LEGISLATION

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

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

Larkspur Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood* ~~2008~~ *through Professional Learning*

- a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

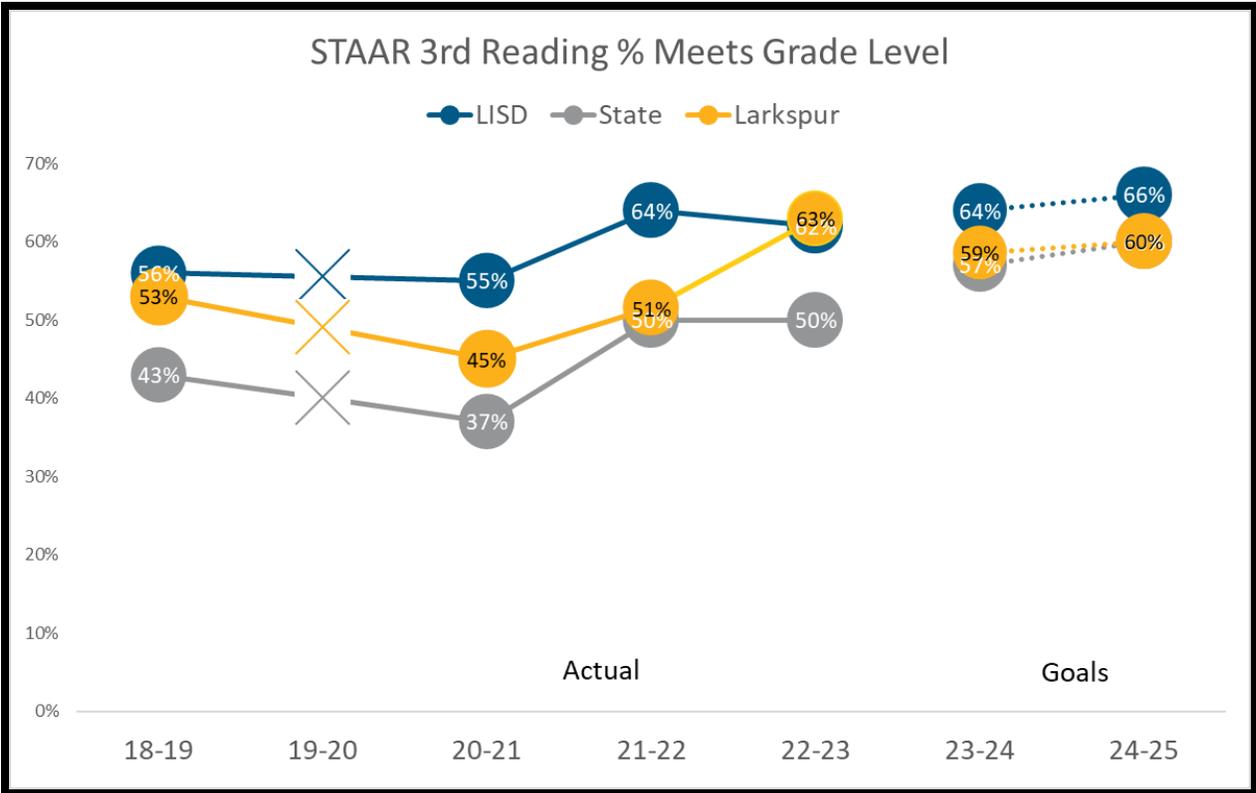
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

Plain 2018-19 Data & Larkspur 19-20 and beyond *Actual* Data - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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



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

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

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

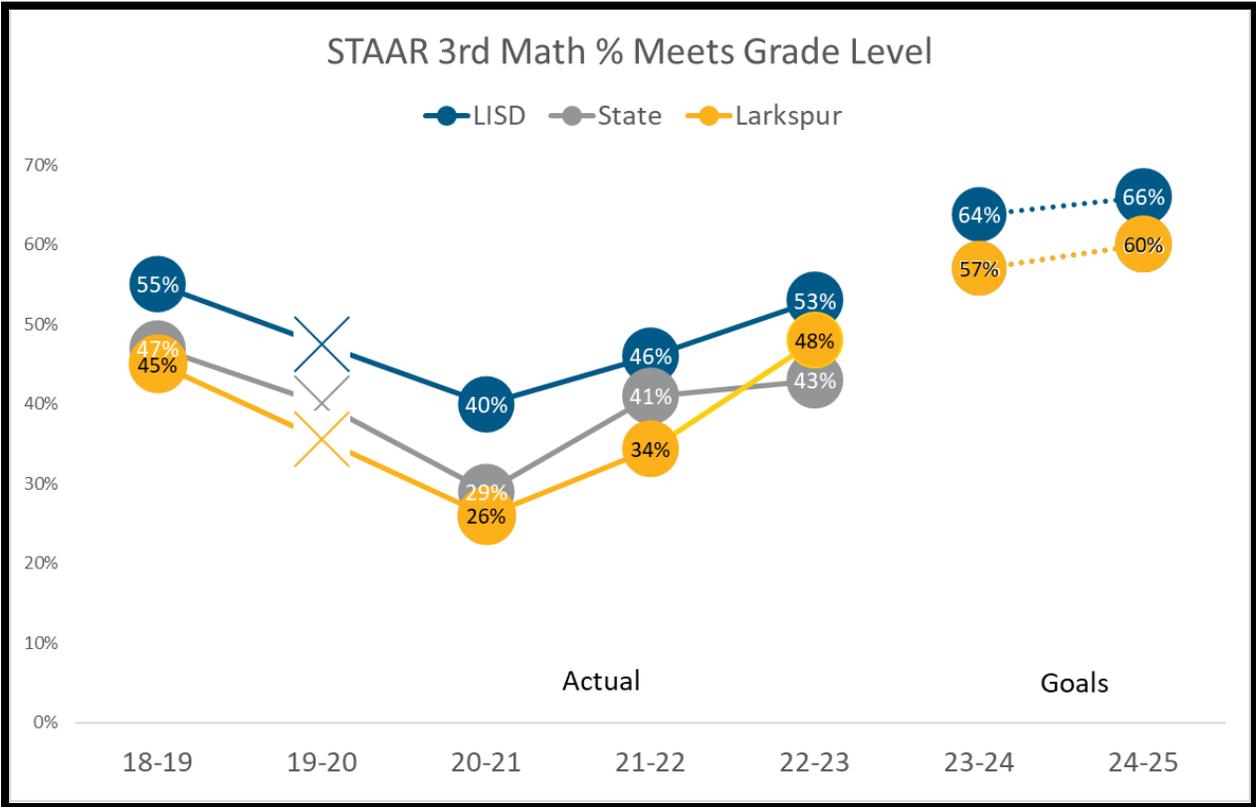
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

Plain 2018-19 Data & Larkspur 19-20 and beyond Actual Data - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	✖		✖	✖				✖	
2020-21	26%		26%	31%			9%	6%	
2021-22	34%	25%	33%	37%			23%	27%	25%
2022-23	48%	50%	31%	48%			12%	29%	45%

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



HOUSE BILL 3 LEGISLATION

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

Bush Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
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 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

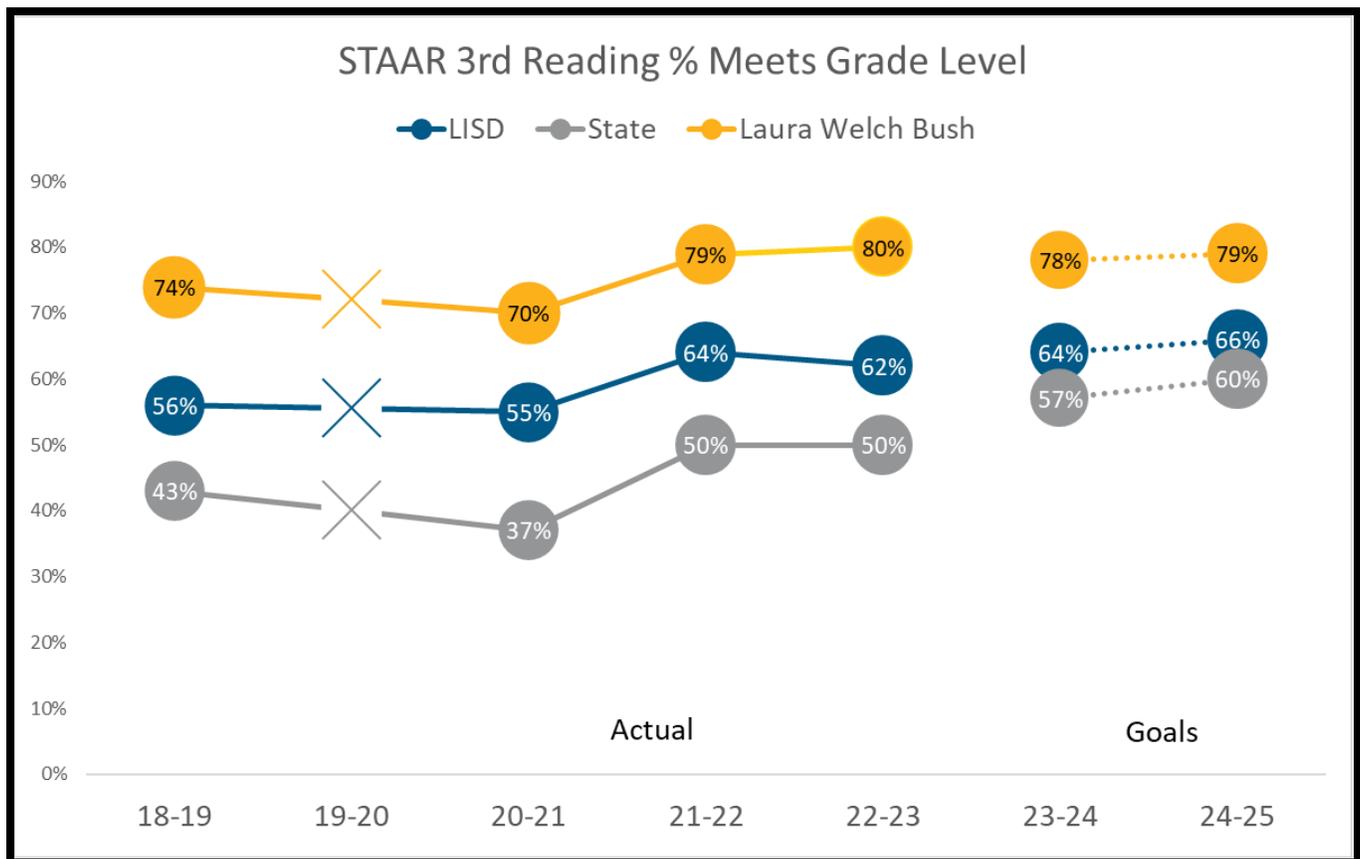
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
2019-20	75%			80%					
2020-21	75%			80%					
2021-22	76%			81%					
2022-23	77%			82%					
2023-24	78%			83%					
2024-25	79%			84%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
2019-20	*			*					
2020-21	70%		80%	64%	92%		46%		
2021-22	79%		74%	80%	100%				
2022-23	80%		90%	71%	94%		54%		

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



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

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

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

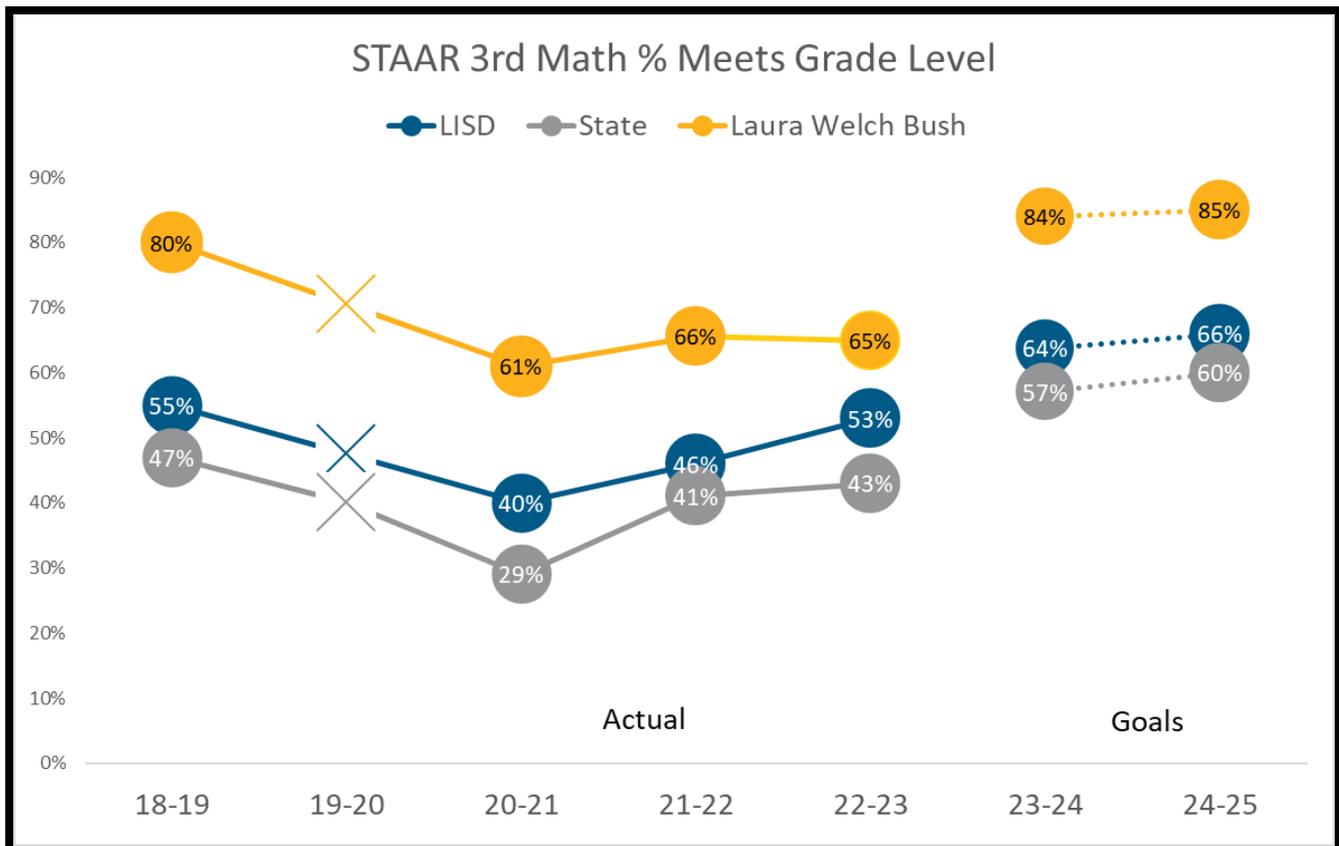
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
2019-20	84%			85%					
2020-21	62%		70%	56%	93%		31%		
2021-22	82%			86%					
2022-23	83%			87%					
2023-24	84%			88%					
2024-25	85%			89%					

Laura Welch Bush Actual Data - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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



[HOUSE BILL 3 LEGISLATION](#)

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

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

Leander High School

CCMR Action Plans

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

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
 - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
 - Student recruitment, participation and performance in AP/IB.
 - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
 - Support engagement and student success in AP and IB using AVID instructional support system.
 - Promote participation by communicating AP/IB program success district-wide.
 - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
 - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
 - Data analysis and action planning
 - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
 - Monitor and communicate legislative AP/IB program changes to campuses.
 - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
 - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
 - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
 - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
 - Provide cross-district professional learning opportunities for CPM/CPE teachers.
 - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
 - Professional Learning
 - Coordinate College Board SAT Workshops for teachers.
 - Provide professional learning opportunities for counselors and administrators related to TSI.
 - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
 - Student Performance and Action Planning
 - Monitor TSI completion rate monthly.
 - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
 - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
 - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
 - Analyze MAP Growth data in relation to TSI readiness.
 - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
 - College Entrance Exam Opportunities
 - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
 - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
 - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.

- Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
 - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
 - Student recruitment, participation and performance in Dual Credit.
 - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
 - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.
 - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
 - Promote participation by communicating Dual Credit success district-wide.
 - Promote participation by communicating course transferability, cost-savings, and student preparation.
 - Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Leander HS Baseline Data & Proposed Annual Goals

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

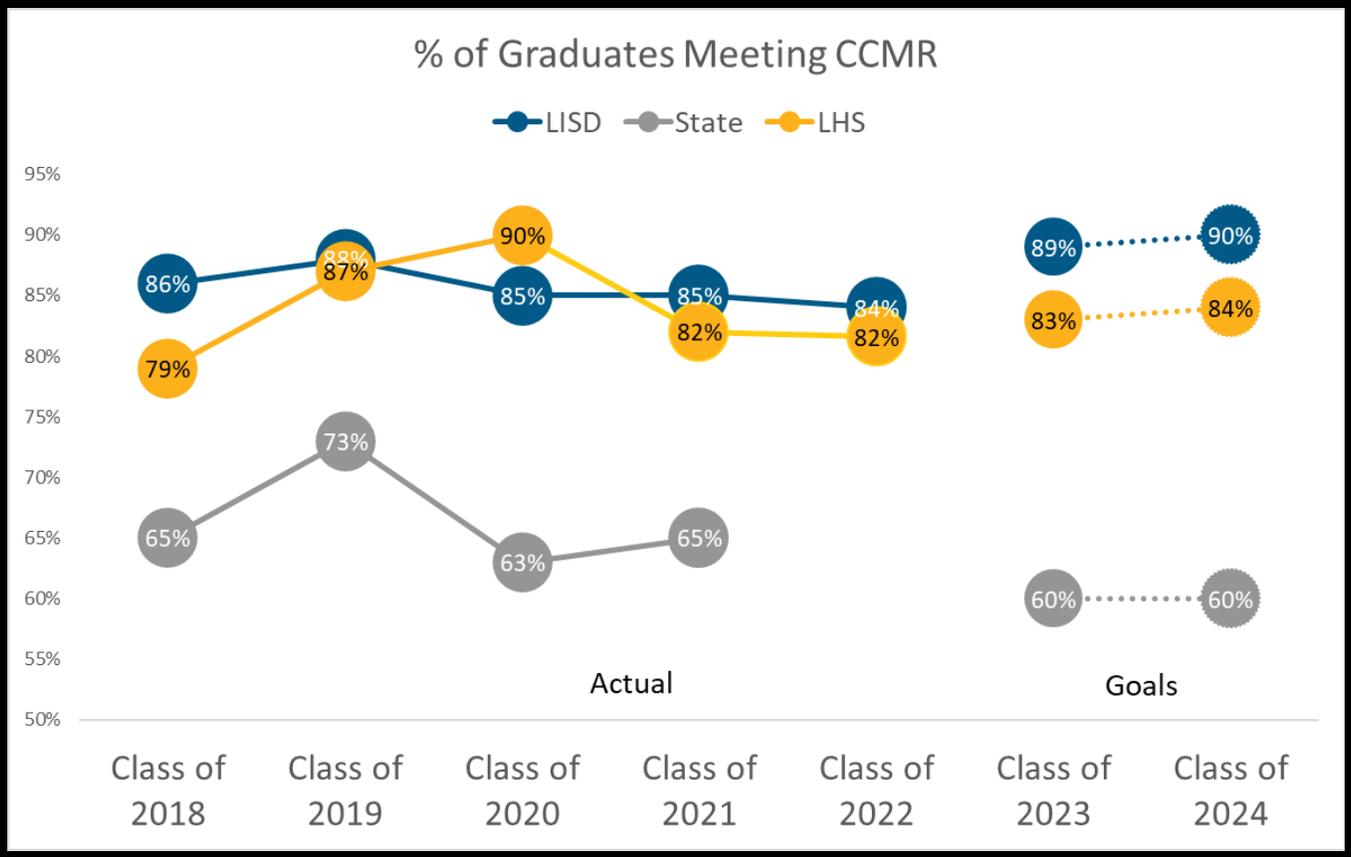
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2020 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2021 Goal	81%	71%	73%	86%	86%	82%	94%	73%	59%
Class of 2022 Goal	82%	72%	74%	87%	87%	83%	94%	74%	60%
Class of 2023 Goal	83%	73%	75%	88%	88%	84%	95%	75%	61%
Class of 2024 Goal	84%	74%	76%	89%	89%	85%	95%	76%	62%

Leander HS Actual Data

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Actual	87%	74%	86%	89%	82%	86%	96%	81%	81%
Class of 2020 Actual	90%	81%	85%	93%	96%	87%	100%	82%	
Class of 2021 Actual	82%	70%	79%	83%	96%	85%	100%	70%	81%
Class of 2022 Actual	82%	77%	72%	87%	89%	83%	98%	69%	56%

Leander High School Actual Data and Proposed Goals



HOUSE BILL 3 LEGISLATION

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

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

Mason Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

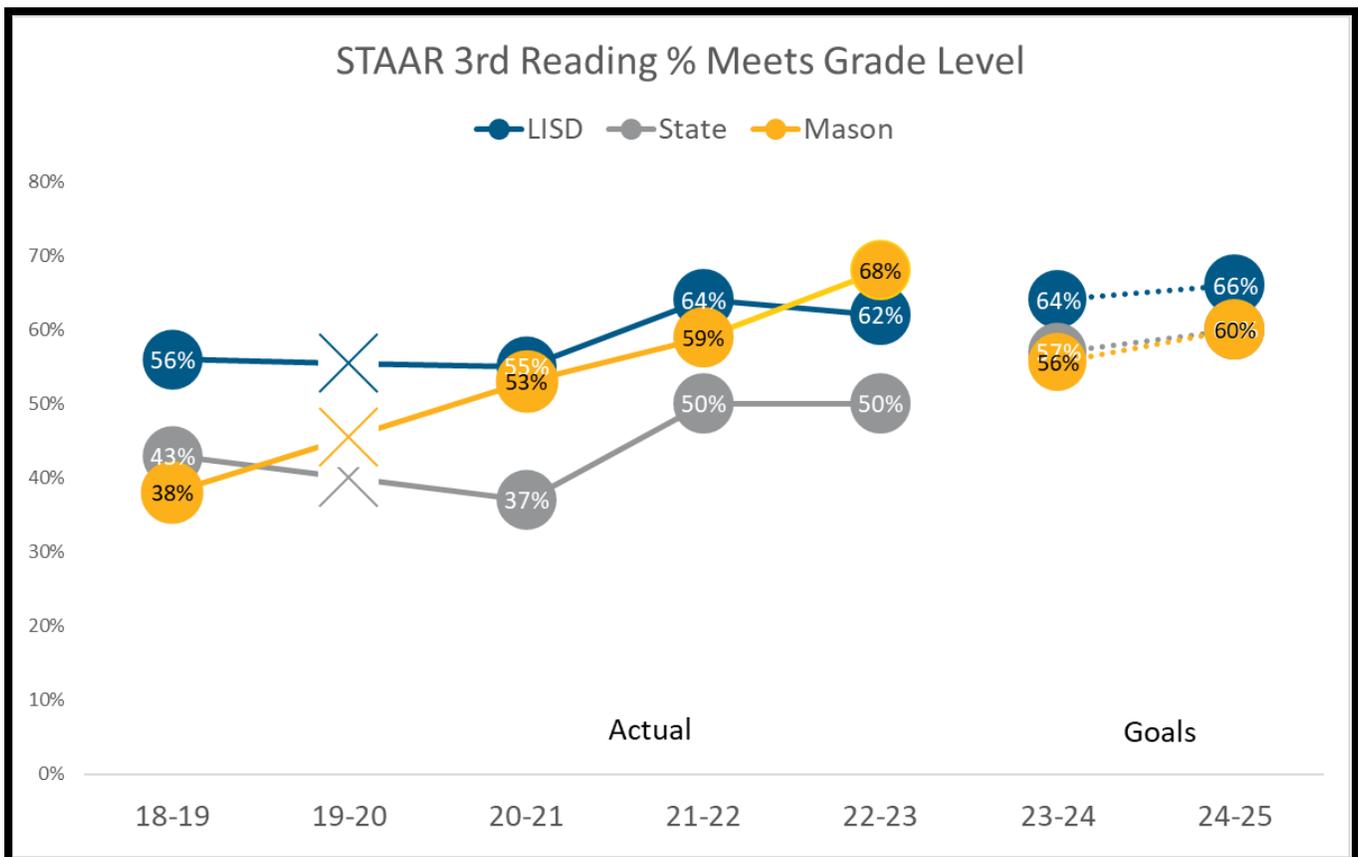
CC Mason Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		26%	41%				23%	
2019-20	42%		32%	44%				30%	
2020-21	42%		32%	44%				30%	
2021-22	47%		39%	48%				37%	
2022-23	51%		46%	52%				44%	
2023-24	56%		53%	56%				52%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		26%	41%				23%	
2019-20	*		*	*				*	
2020-21	53%		70%	57%			25%	40%	
2021-22	59%		57%	61%	73%		12%	35%	
2022-23	68%	38%	52%	71%	89%	62%	19%	62%	

CC Mason *Actual* Reading Data through 2023 and future goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



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

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

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

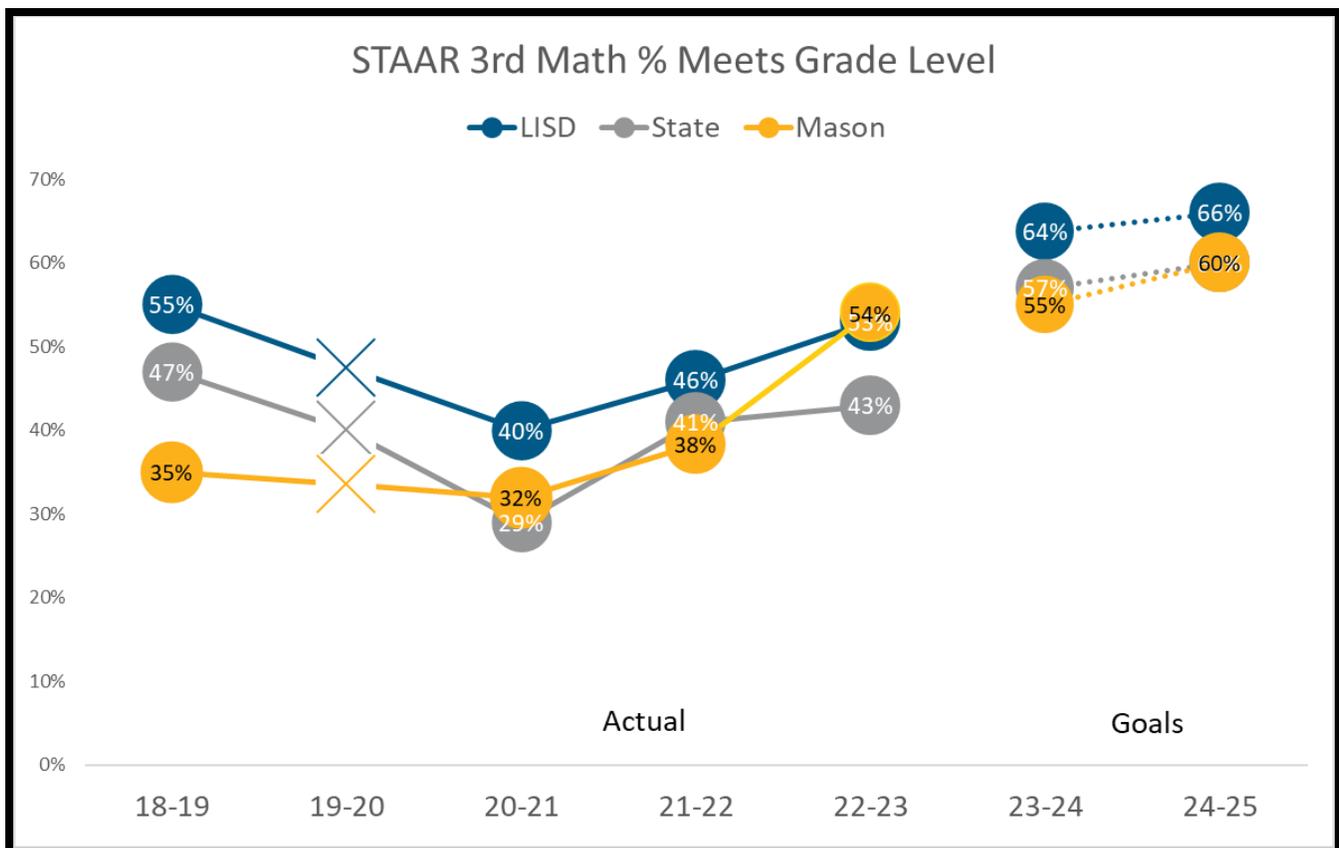
CC Mason Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	35%		30%	35%				11%	
2019-20	40%		36%	40%				20%	
2020-21	40%		36%	40%				20%	
2021-22	45%		42%	45%				30%	
2022-23	50%		48%	50%				40%	
2023-24	55%		54%	55%				50%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	35%		30%	35%				11%	
2019-20	40%		36%	40%				20%	
2020-21	32%		33%	36%			19%	27%	
2021-22	38%		30%	39%	55%		4%	15%	
2022-23	54%	38%	48%	50%	68%	75%	10%	25%	

CC Mason *Actual* Math Data through 2023 and Future Goals
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HOUSE BILL 3 LEGISLATION

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

Naumann Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
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 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
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 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
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Mathematics Action Plans

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

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

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

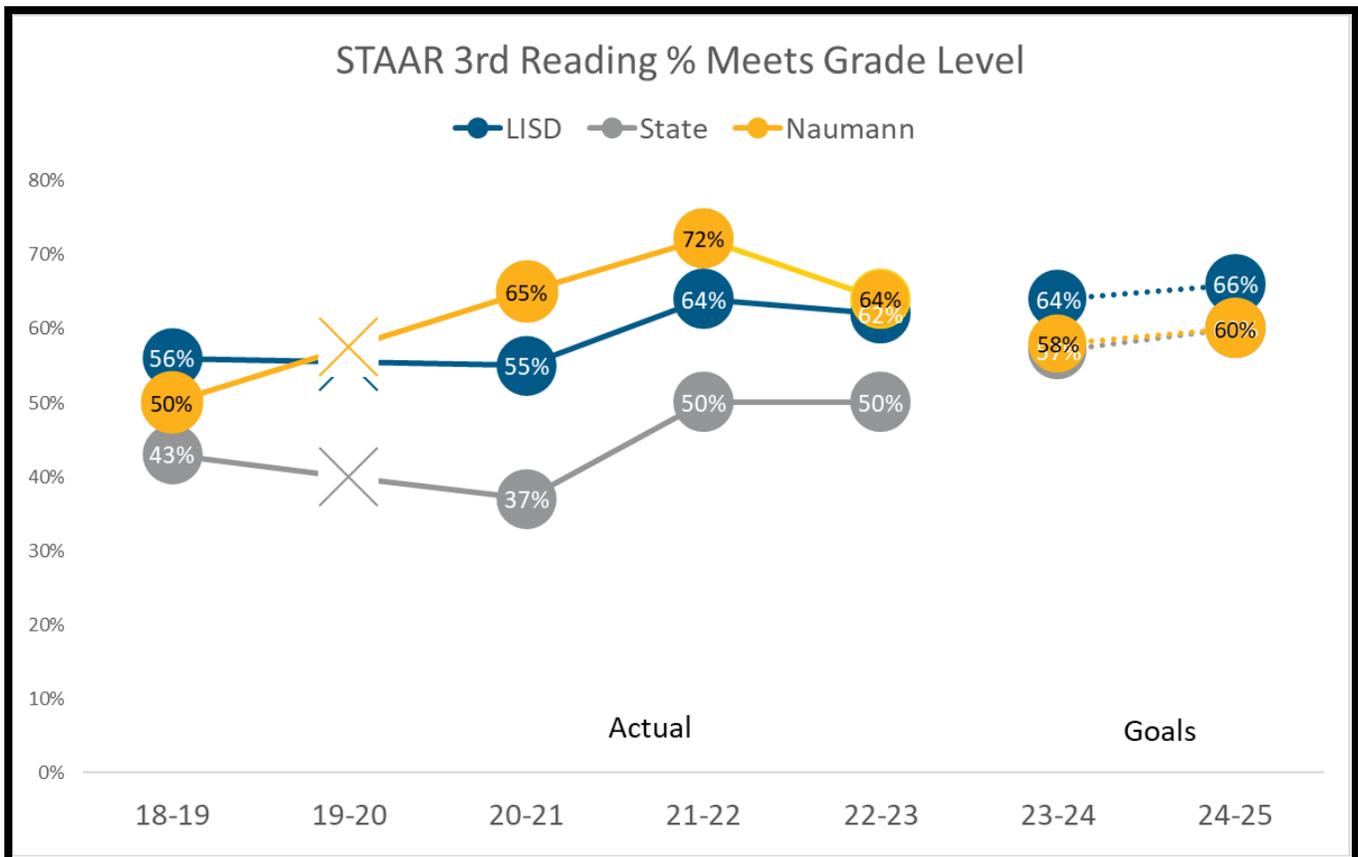
Naumann Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
2019-20	*			*					
2020-21	65%		54%	73%				36%	
2021-22	72%		65%	82%			40%	50%	
2022-23	64%		75%	72%			25%	60%	

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



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

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

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

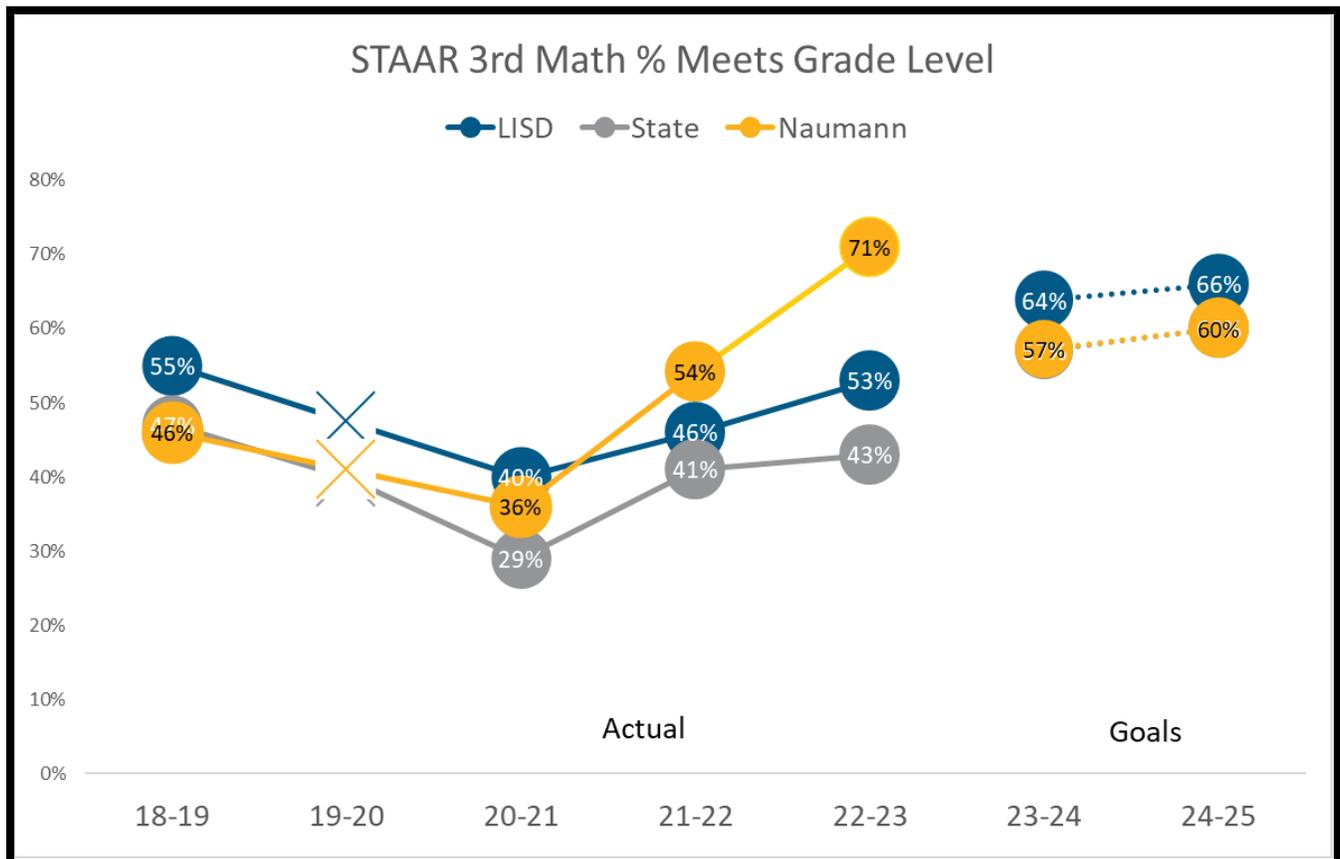
Naumann Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
2019-20	48%			52%					
2020-21	48%			52%					
2021-22	52%			54%					
2022-23	54%			56%					
2023-24	57%			58%					
2024-25	60%			60%					

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

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

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



HOUSE BILL 3 LEGISLATION

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

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

North Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood* ~~2017~~ *through Professional Learning*

- a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

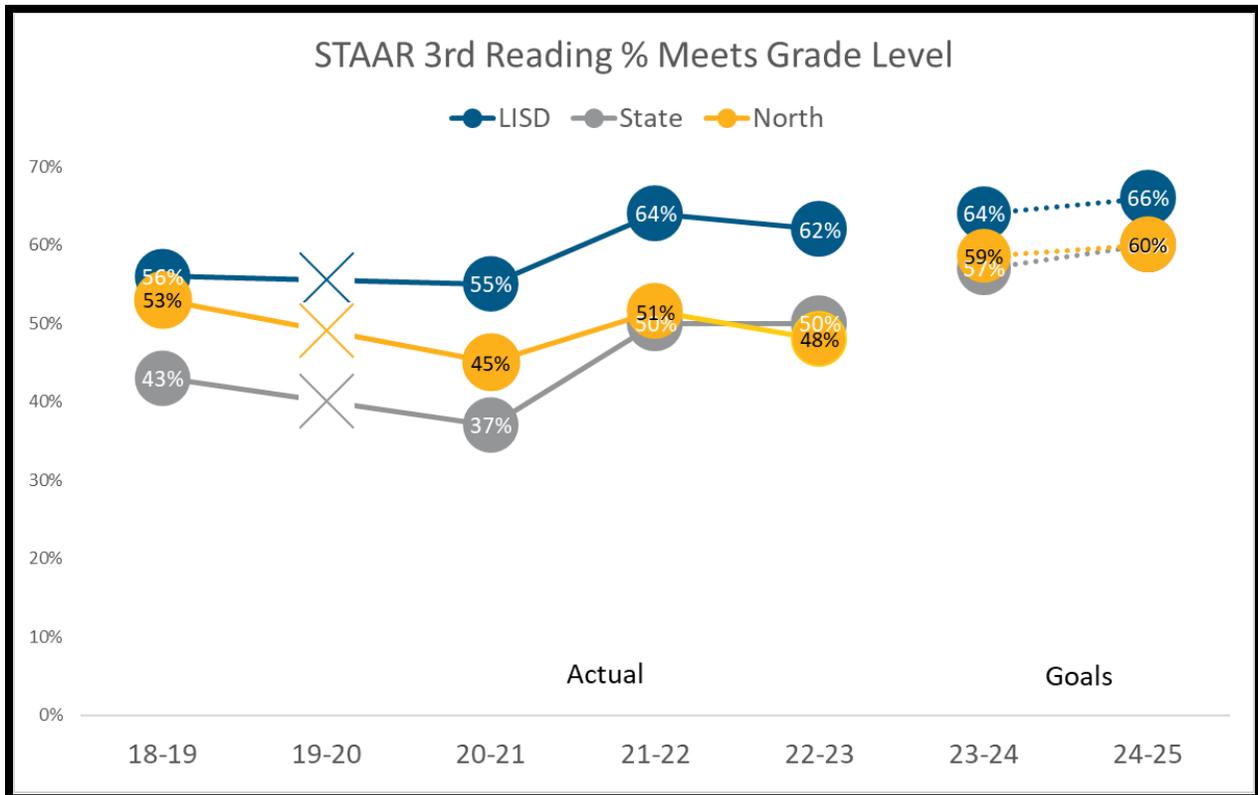
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

Plain 18-19 Data & Larkspur 19-20 through 21-22 & North 22-23 *Actual* Data - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	✖		✖	✖				✖	
2020-21	45%		46%	46%			27%	18%	
2021-22	51%		60%	49%			18%	50%	58%
2022-23	48%		54%	32%	70%		62%	50%	67%

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



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

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

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

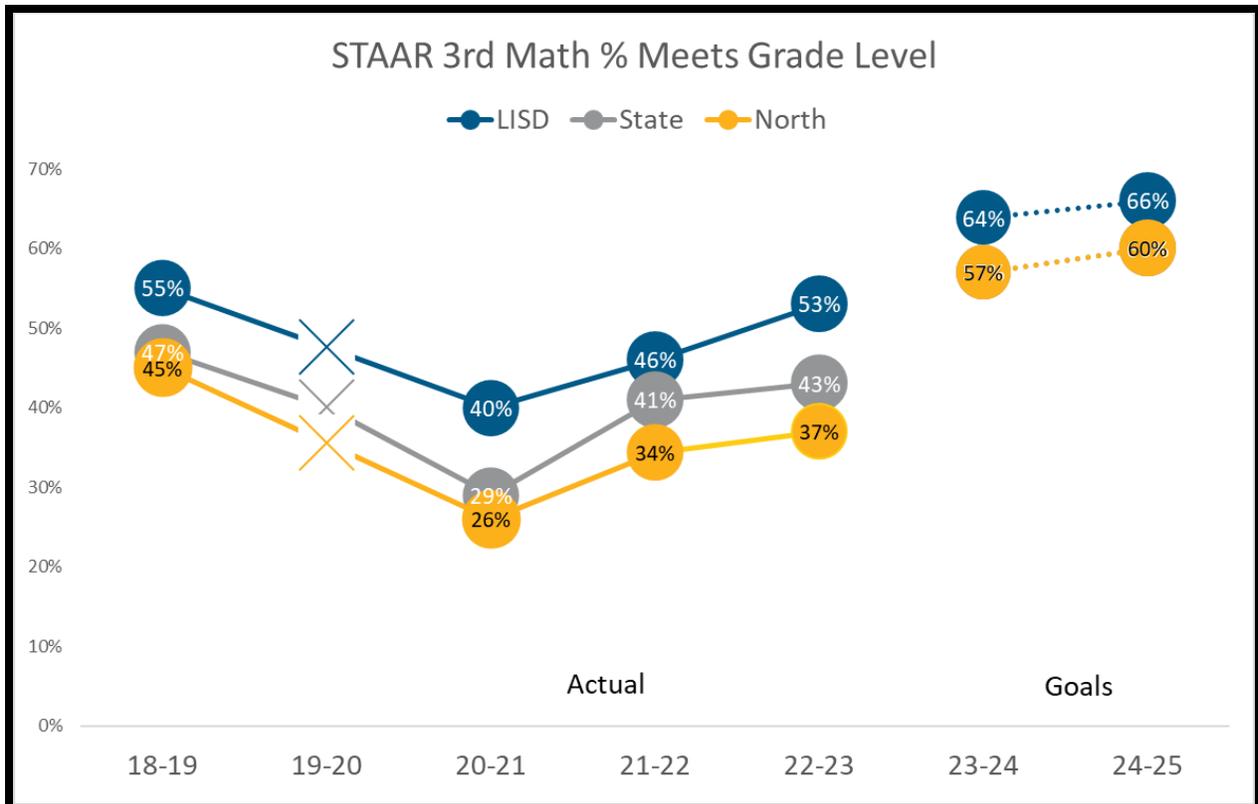
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	✖		✖	✖				✖	
2020-21	26%		26%	31%			9%	6%	
2021-22	34%		33%	37%			23%	27%	25%
2022-23	37%		33%	29%	70%		0%	20%	44%

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



HOUSE BILL 3 LEGISLATION

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

Parkside Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
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 - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
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 - i. incorporating mathematical experiences throughout the day, and
 - ii. Utilizing student portfolios to increase student ownership of learning
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 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

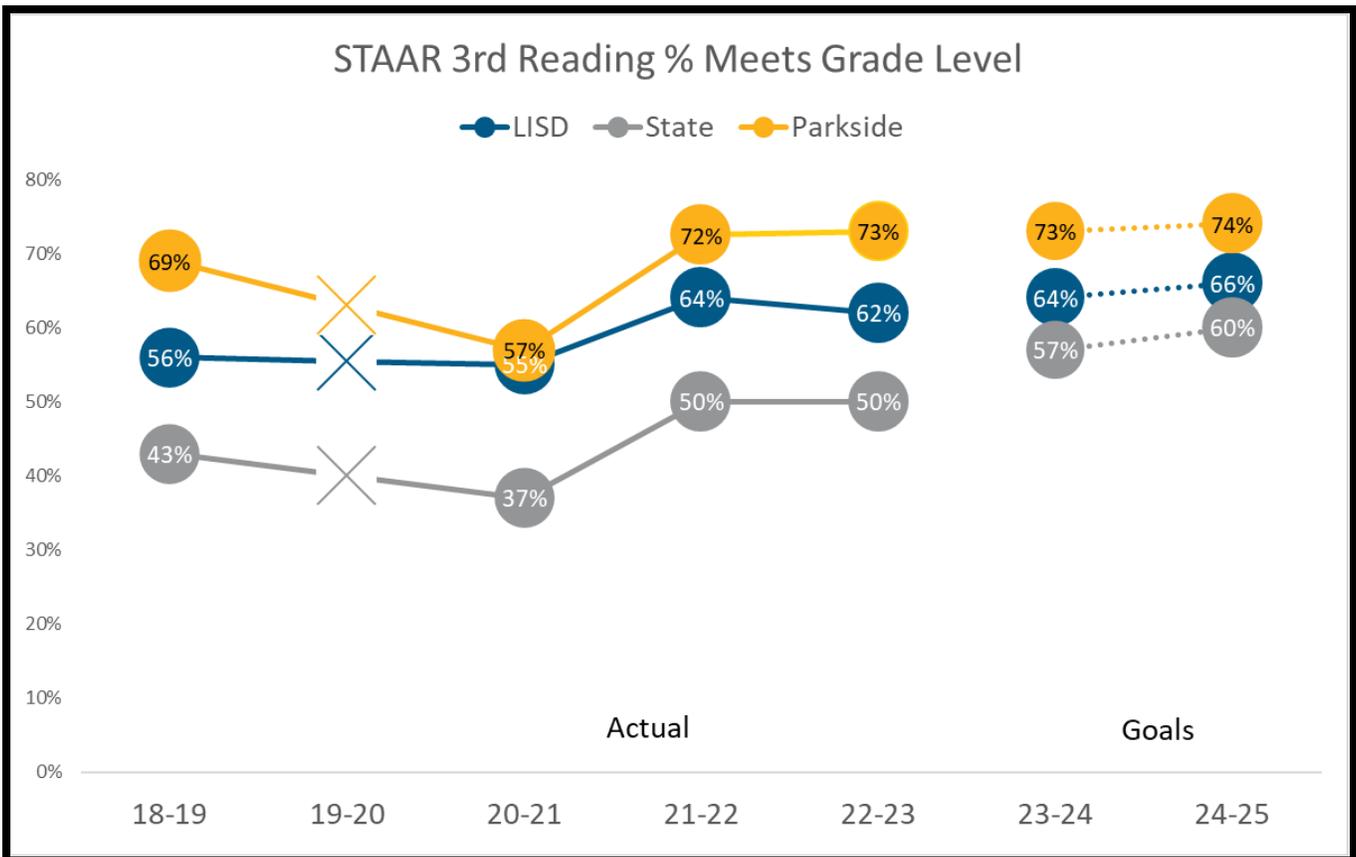
Parkside Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	70%			70%	86%				
2020-21	70%			70%	86%				
2021-22	71%			71%	87%				
2022-23	72%			72%	88%				
2023-24	73%			73%	89%				
2024-25	74%			74%	90%				

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	*			*	*				
2020-21	57%			53%	69%		36%		50%
2021-22	72%		85%	63%	81%		63%		78%
2022-23	73%		36%	71%	82%		47%		70%

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



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

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

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

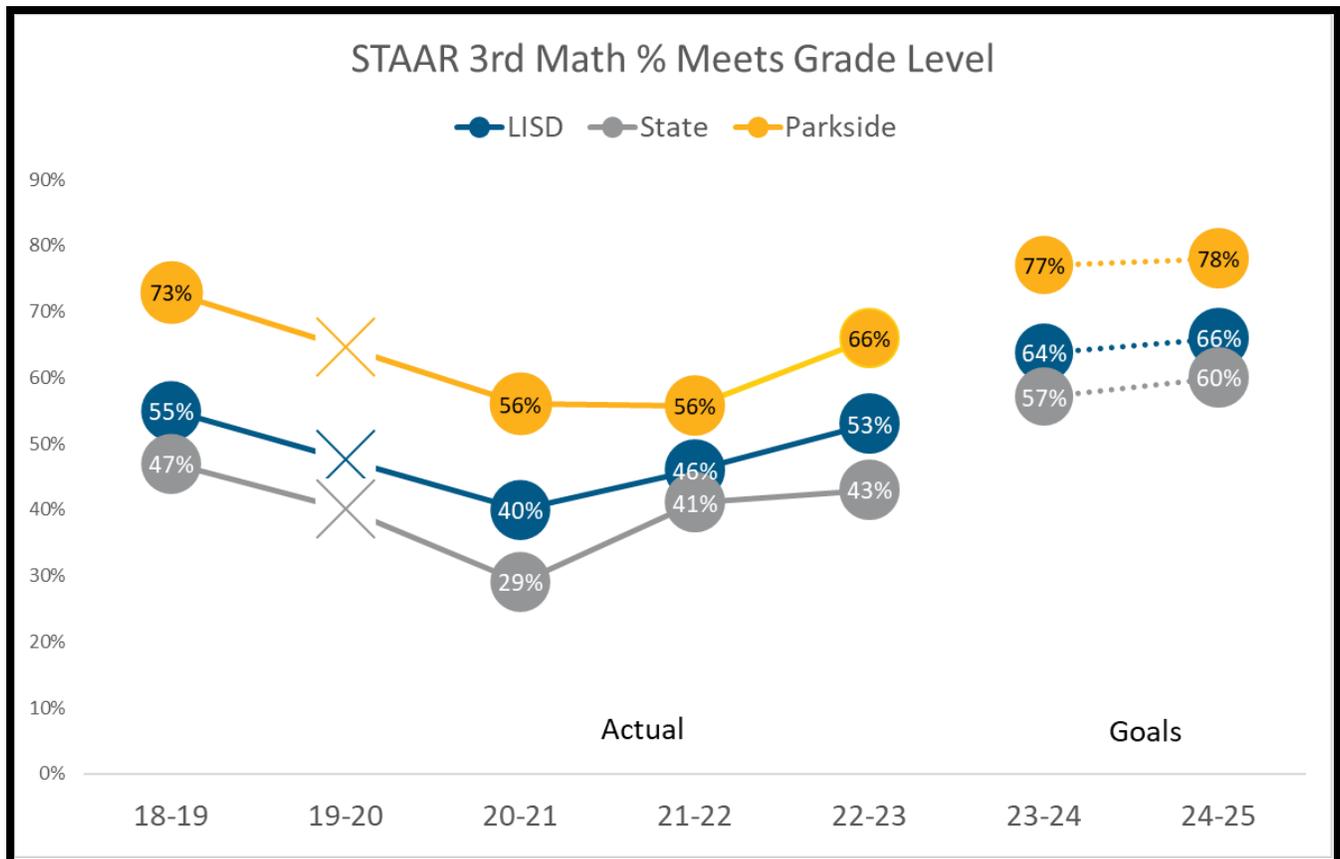
Parkside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	74%			71%	95%				
2020-21	74%			71%	95%				
2021-22	75%			72%	95%				
2022-23	76%			73%	95%				
2023-24	77%			74%	95%				
2024-25	78%			75%	95%				

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	✖			✖	✖				
2020-21	56%			53%	62%		42%		50%
2021-22	56%		46%	39%	72%		25%		65%
2022-23	66%		36%	59%	78%		41%		70%

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



HOUSE BILL 3 LEGISLATION

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

Plain Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
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 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

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 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
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 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

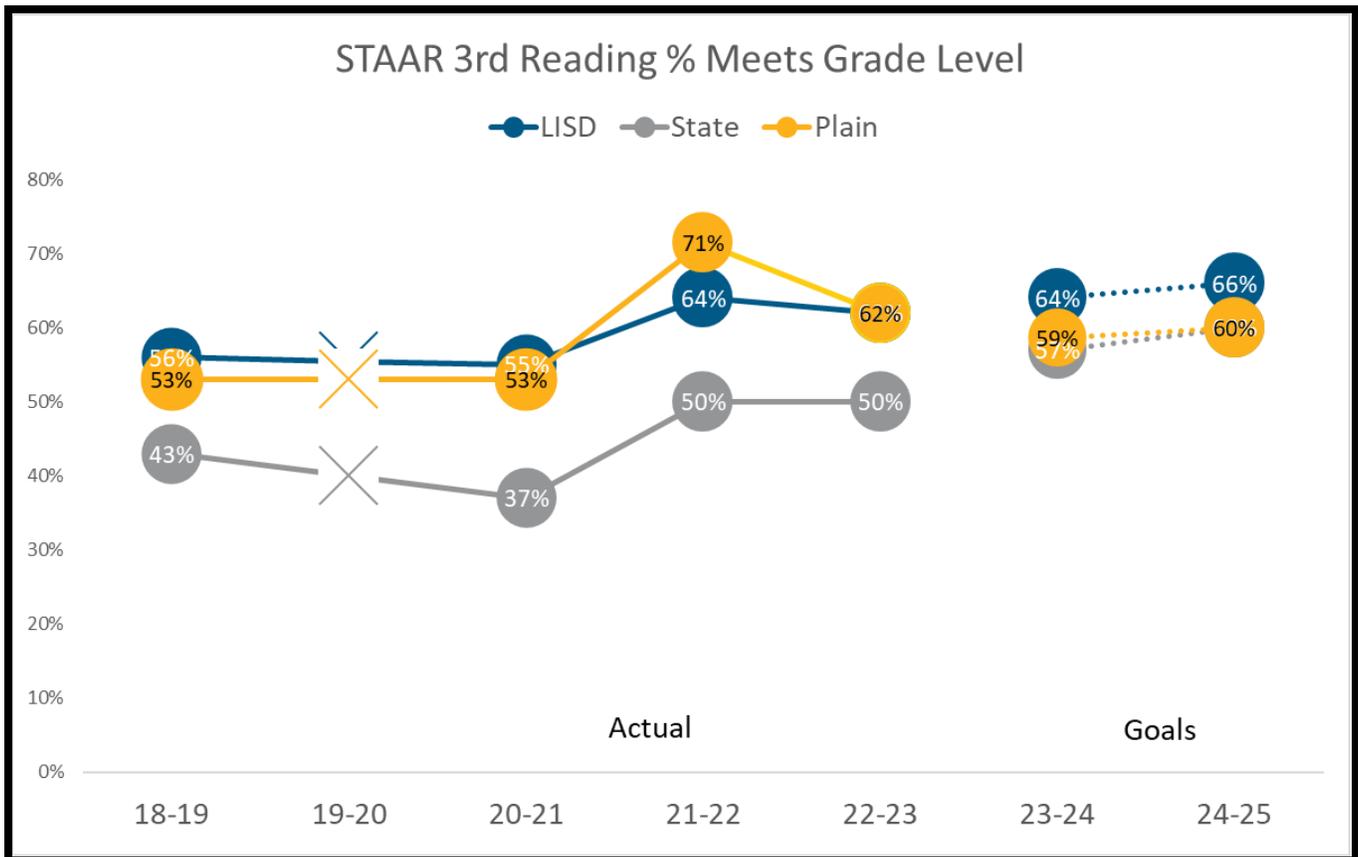
Plain Baseline Data & Proposed Annual Goals- Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	54%		47%	60%				43%	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	61%				47%	
2022-23	57%		53%	62%				51%	
2023-24	59%		56%	63%				55%	
2024-25	60%		60%	64%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
2019-20	*		*	*				*	
2020-21	53%	39%	36%	69%			25%	43%	
2021-22	71%		50%	74%	100%		18%	44%	77%
2022-23	62%		62%	61%	62%		38%	25%	50%

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



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

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

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

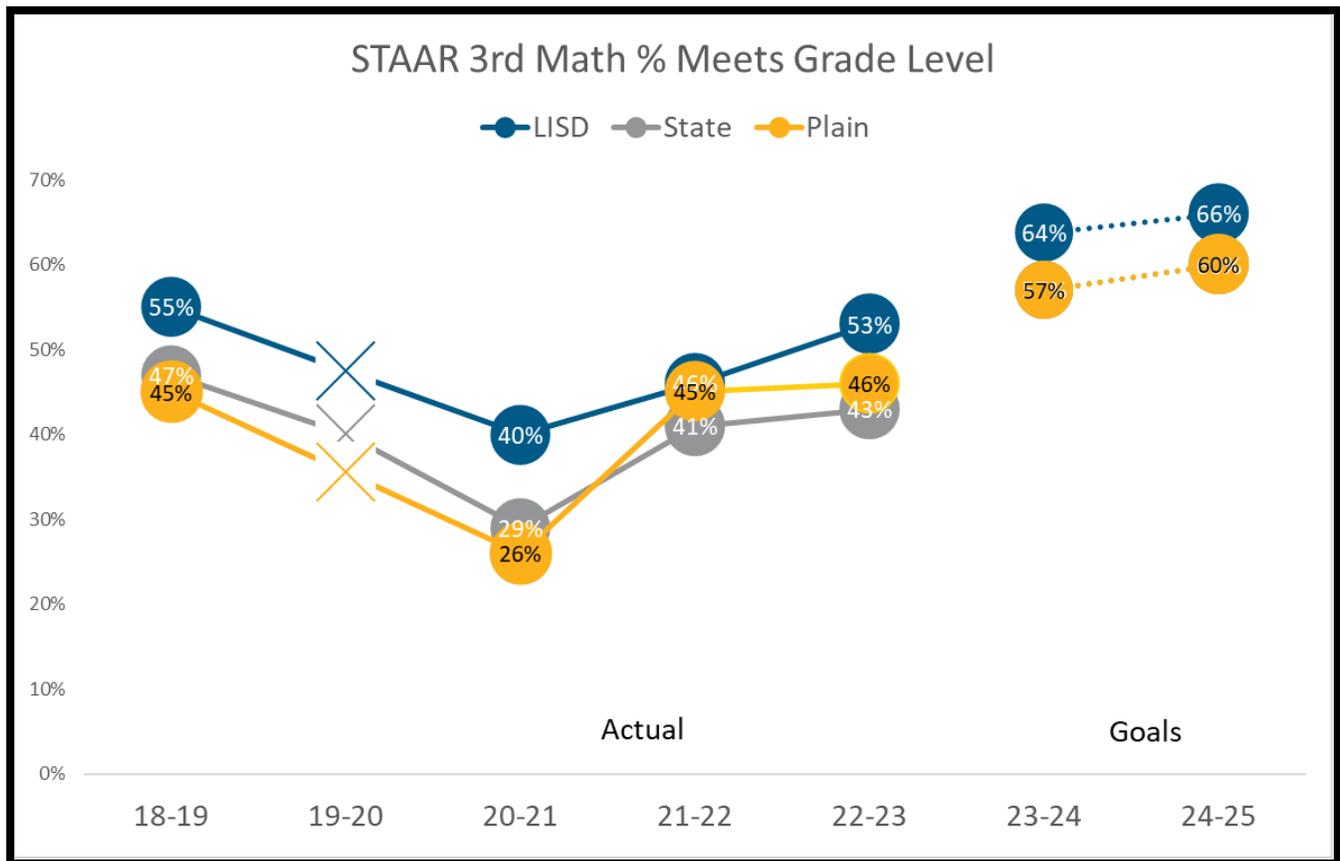
Plain Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	26%	8%	23%	37%			12%	14%	
2021-22	45%		30%	46%	69%		6%	19%	69%
2022-23	46%		40%	44%	77%		31%	12%	78%

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



HOUSE BILL 3 LEGISLATION

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

Pleasant Hill Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

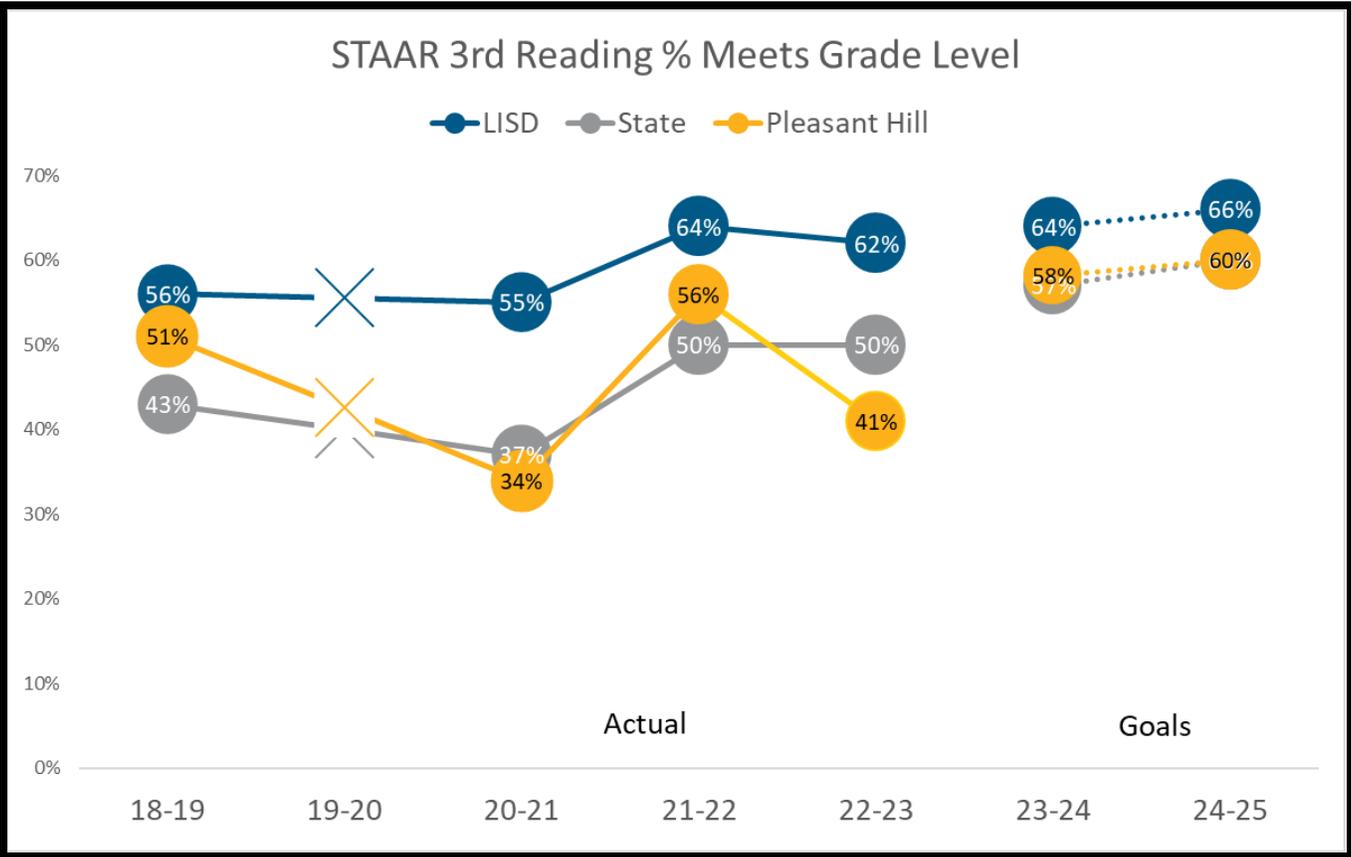
Pleasant Hill Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
2019-20	52%		47%	52%				43%	
2020-21	52%		47%	52%				43%	
2021-22	55%		50%	54%				47%	
2022-23	56%		53%	56%				51%	
2023-24	58%		56%	58%				55%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
2019-20	*		*	*				*	
2020-21	34%		26%	38%			11%	19%	
2021-22	56%		33%	65%		50%	31%	48%	
2022-23	41%		44%	42%		12%	26%	43%	

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



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

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

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

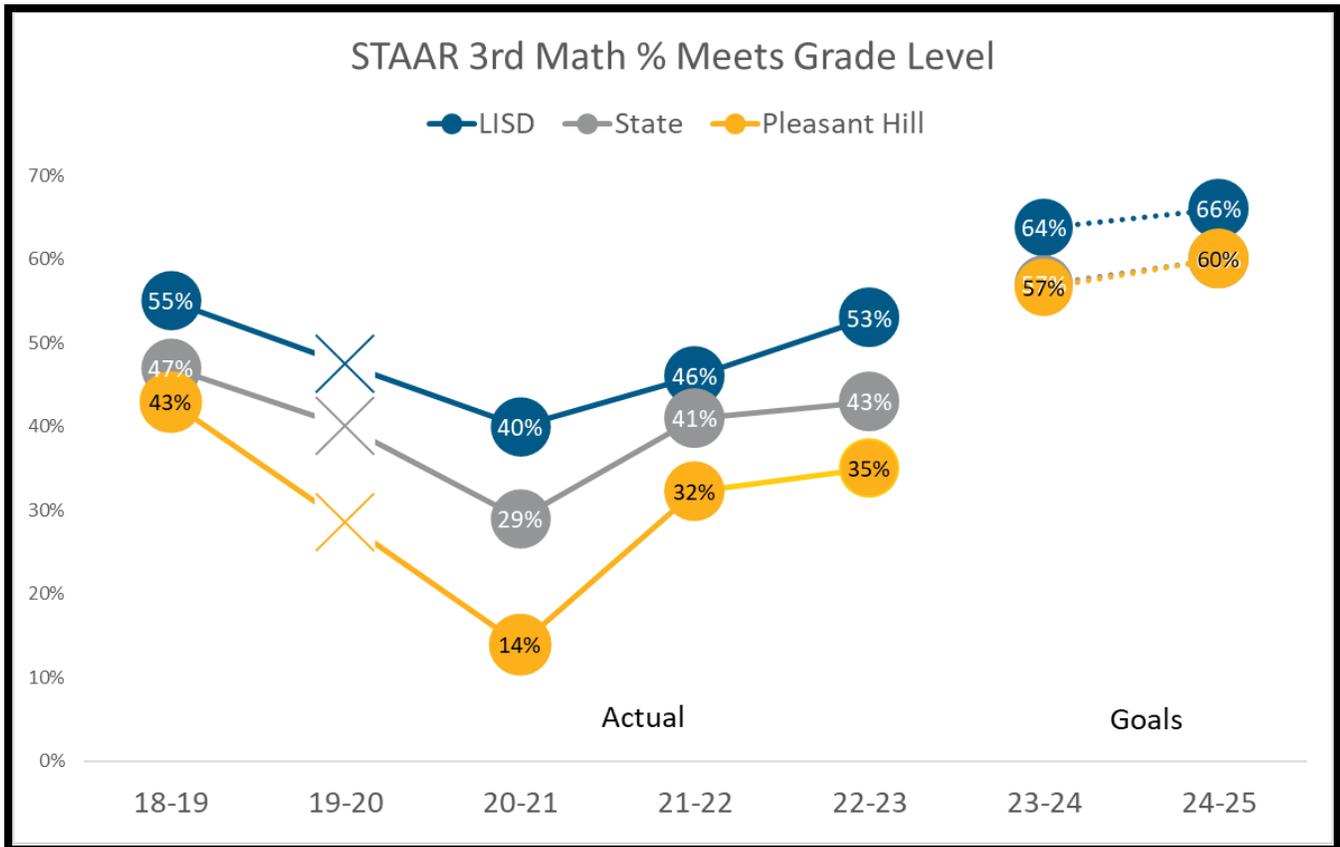
Pleasant Hill Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
2019-20	46%		38%	46%				36%	
2020-21	16%		16%	14%			17%	19%	
2021-22	50%		43%	49%				42%	
2022-23	53%		48%	52%				48%	
2023-24	57%		54%	56%				54%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
2019-20	*		*	*				*	
2020-21	14%		16%	14%			17%	19%	
2021-22	32%		21%	37%		20%	25%	26%	
2022-23	35%		27%	40%		14%	26%	43%	

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



HOUSE BILL 3 LEGISLATION

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

Reagan Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
 - a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
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 - a. Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
 - b. Tiered model of support- priority campuses receiving additional support (specialists and coteachers)
 - c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops
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 - ii. Utilizing student portfolios to increase student ownership of learning
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 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

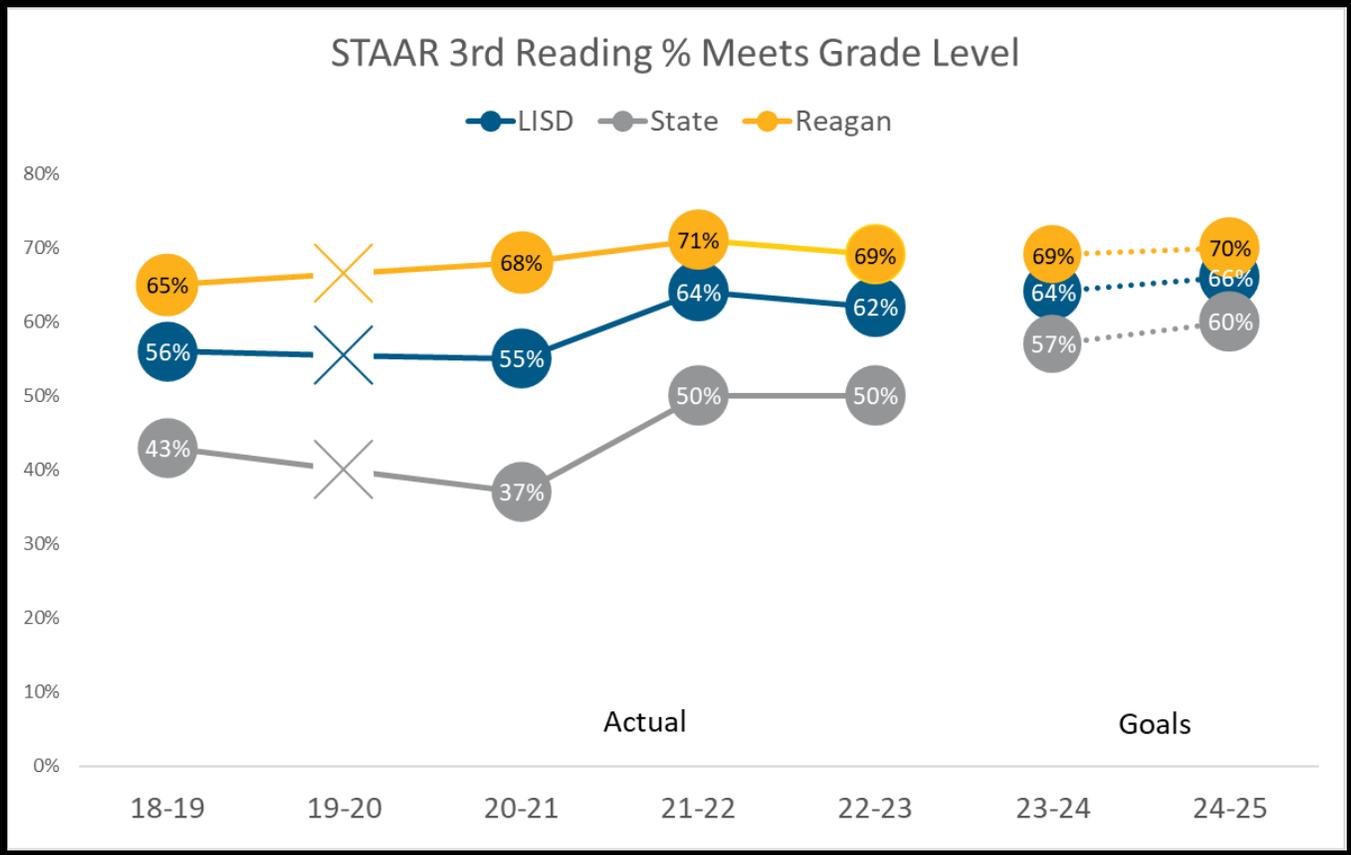
Reagan Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	68%					
2019-20	66%		61%	69%					
2020-21	66%		61%	69%					
2021-22	67%		62%	70%					
2022-23	68%		63%	71%					
2023-24	69%		64%	72%					
2024-25	70%		65%	73%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	68%					
2019-20	66%		61%	69%					
2020-21	68%		61%	76%	70%		62%	67%	41%
2021-22	71%		76%	67%	78%	77%	17%	42%	65%
2022-23	69%		74%	66%	80%	33%	50%		59%

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



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

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

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

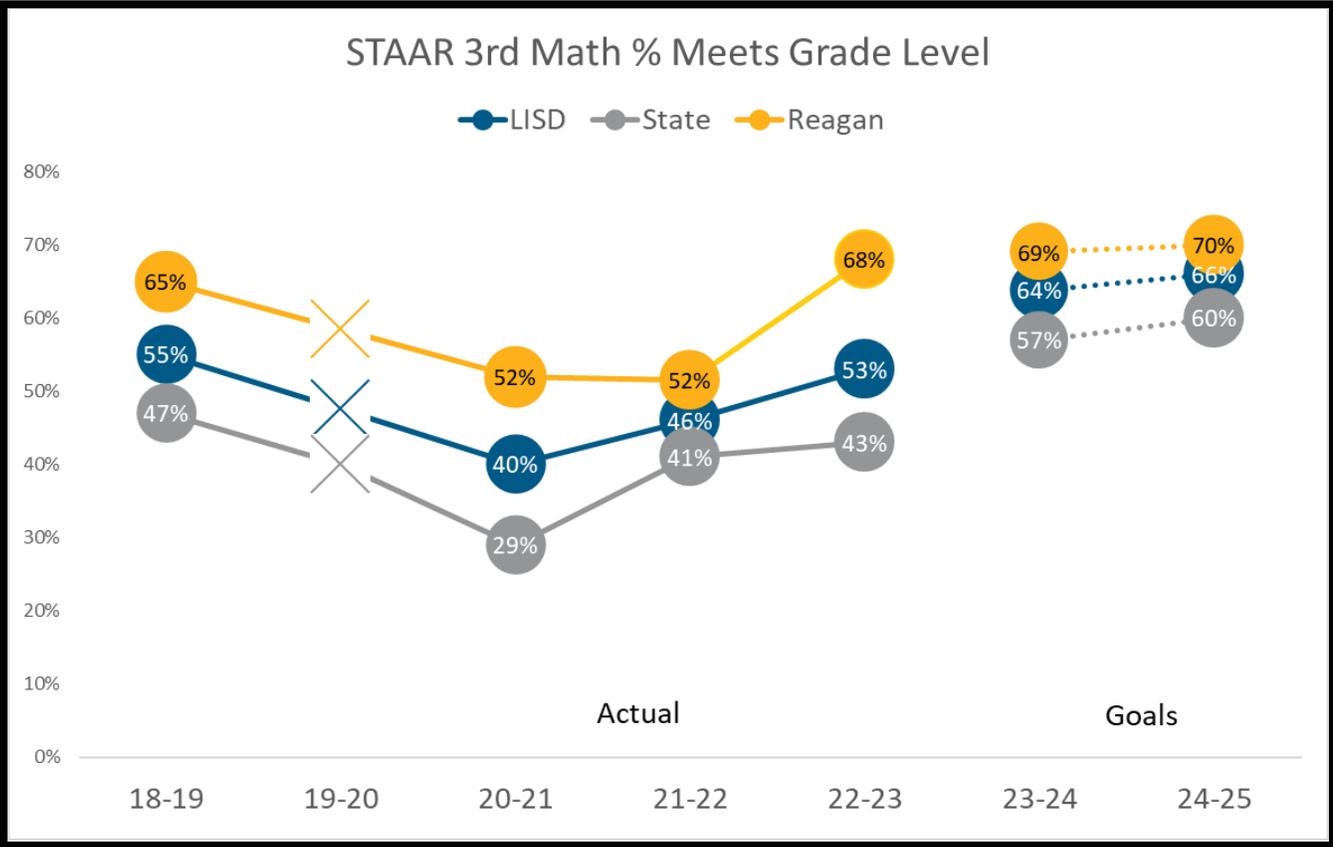
Reagan Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
2019-20	*		*	*					
2020-21	52%		35%	59%	67%		31%	22%	55%
2021-22	52%		41%	43%	78%	31%	17%	33%	70%
2022-23	69%		74%	66%	80%	33%	50%		59%

Reagan Actual Math Data through 2023 and Future Goals
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HOUSE BILL 3 LEGISLATION

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

Reed Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
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 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
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 - ii. Literacy Practice Focused Book Studies
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Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
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 - d. Strengthened partnership with campus leaders through professional learning and increased communication and presence on campuses
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 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

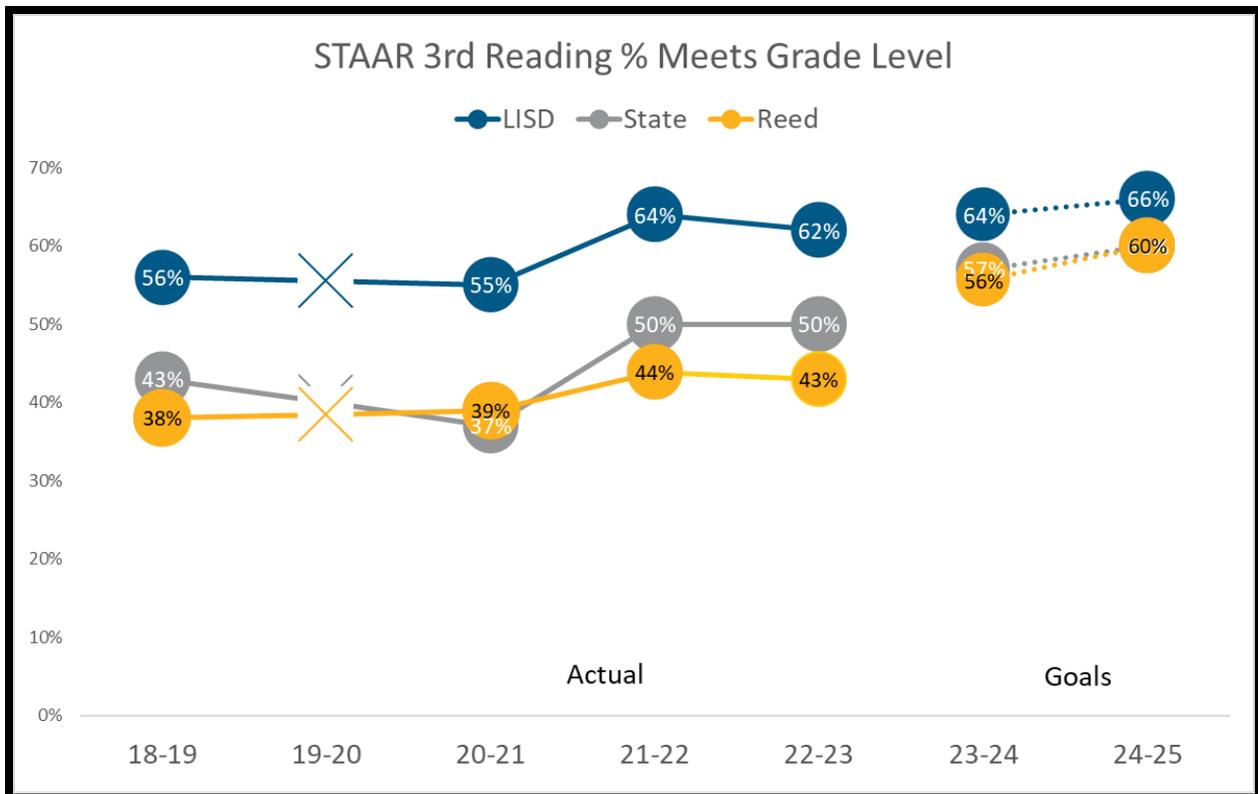
Reed Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		21%	55%				15%	21%
2019-20	42%		28%	56%				24%	28%
2020-21	42%		28%	56%				24%	28%
2021-22	47%		36%	57%				33%	36%
2022-23	51%		44%	58%				42%	44%
2023-24	56%		52%	59%				51%	52%
2024-25	60%		60%	60%				60%	60%

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		21%	55%				15%	21%
2019-20	42%		28%	56%				24%	28%
2020-21	39%		32%	47%			38%	22%	24%
2021-22	44%	27%	39%	65%			15%	31%	26%
2022-23	43%	33%	36%	56%			5%	19%	27%

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



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

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

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

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

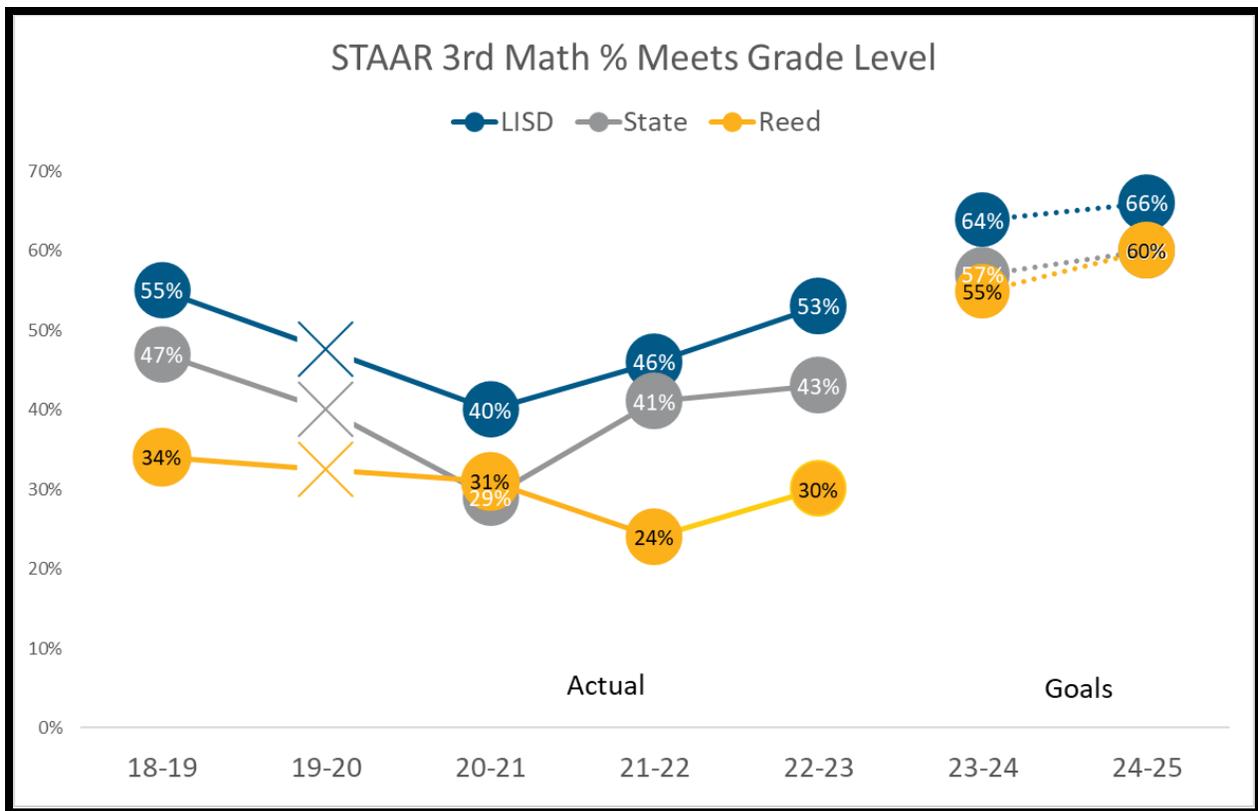
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		18%	58%				7%	15%
2019-20	39%		26%	59%				17%	24%
2020-21	39%		26%	59%				17%	24%
2021-22	44%		34%	60%				28%	33%
2022-23	50%		43%	61%				39%	42%
2023-24	55%		52%	62%				50%	51%
2024-25	60%		60%	63%				60%	60%

Reed Actual Data - Math

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		18%	58%				7%	15%
2019-20	39%		26%	59%				17%	24%
2020-21	31%		19%	53%			25%	15%	19%
2021-22	24%	18%	11%	55%			25%	11%	7%
2022-23	30%	25%	20%	52%			10%	8%	17%

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



HOUSE BILL 3 LEGISLATION

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

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

River Place Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the PWS Alignment across the year
 - b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
 - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
 - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
 - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
 - a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

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

Support the acquisition of the Leander ISD Graduate Profile

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

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
- Allocated campus budget funds for a tutor to pull small groups of students once a week grades 3-5

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

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

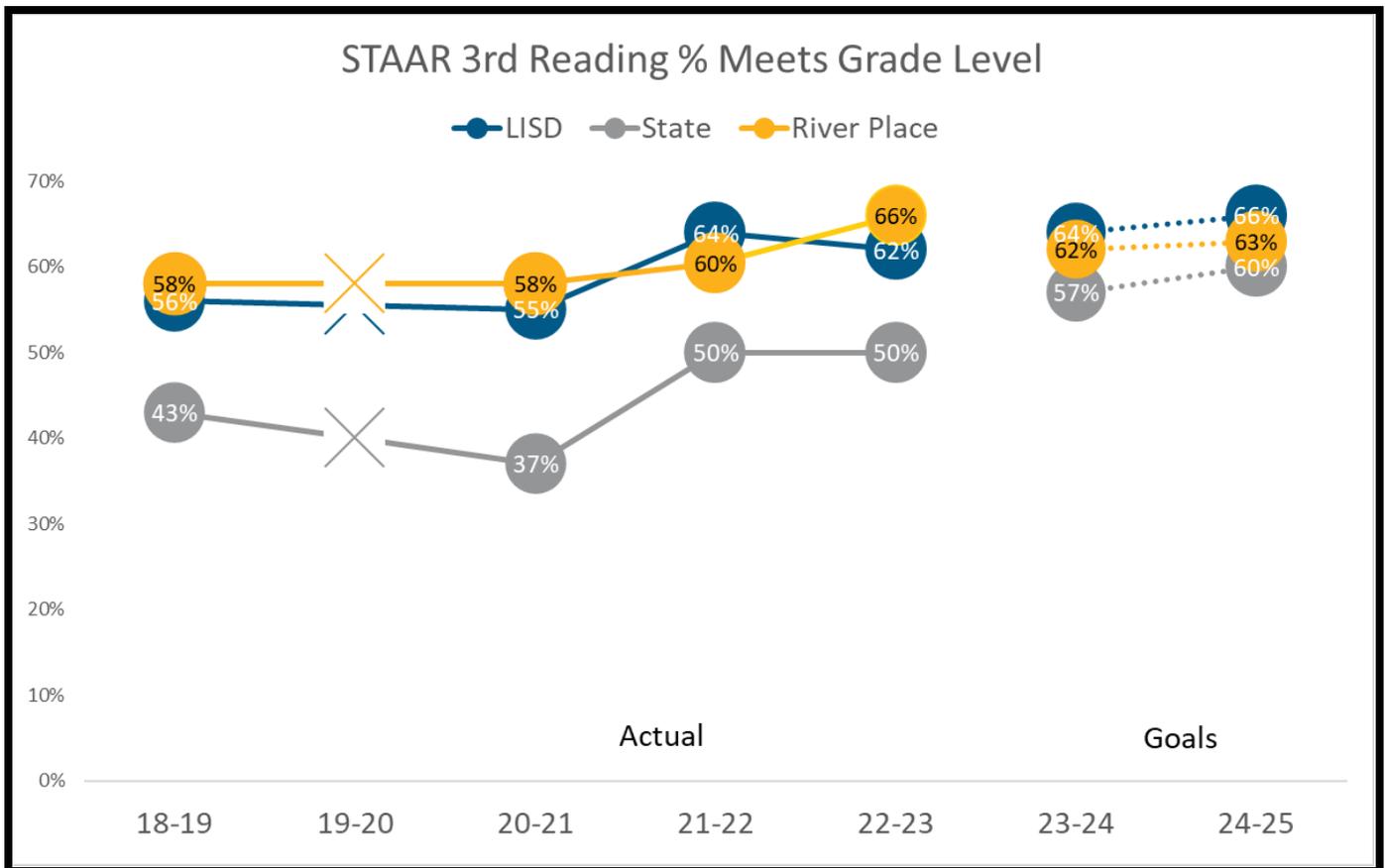
River Place Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
2019-20	59%		67%	64%				34%	
2020-21	59%		67%	64%				34%	
2021-22	60%		68%	65%				40%	
2022-23	61%		69%	66%				47%	
2023-24	62%		70%	67%				53%	
2024-25	63%		71%	68%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
2019-20	✖		✖	✖				✖	
2020-21	58%		36%	64%	50%	91%	40%	35%	
2021-22	60%	36%	44%	70%			30%	52%	46%
2022-23	66%	25%	59%	77%	83%	62%	41%	42%	54%

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



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

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

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

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

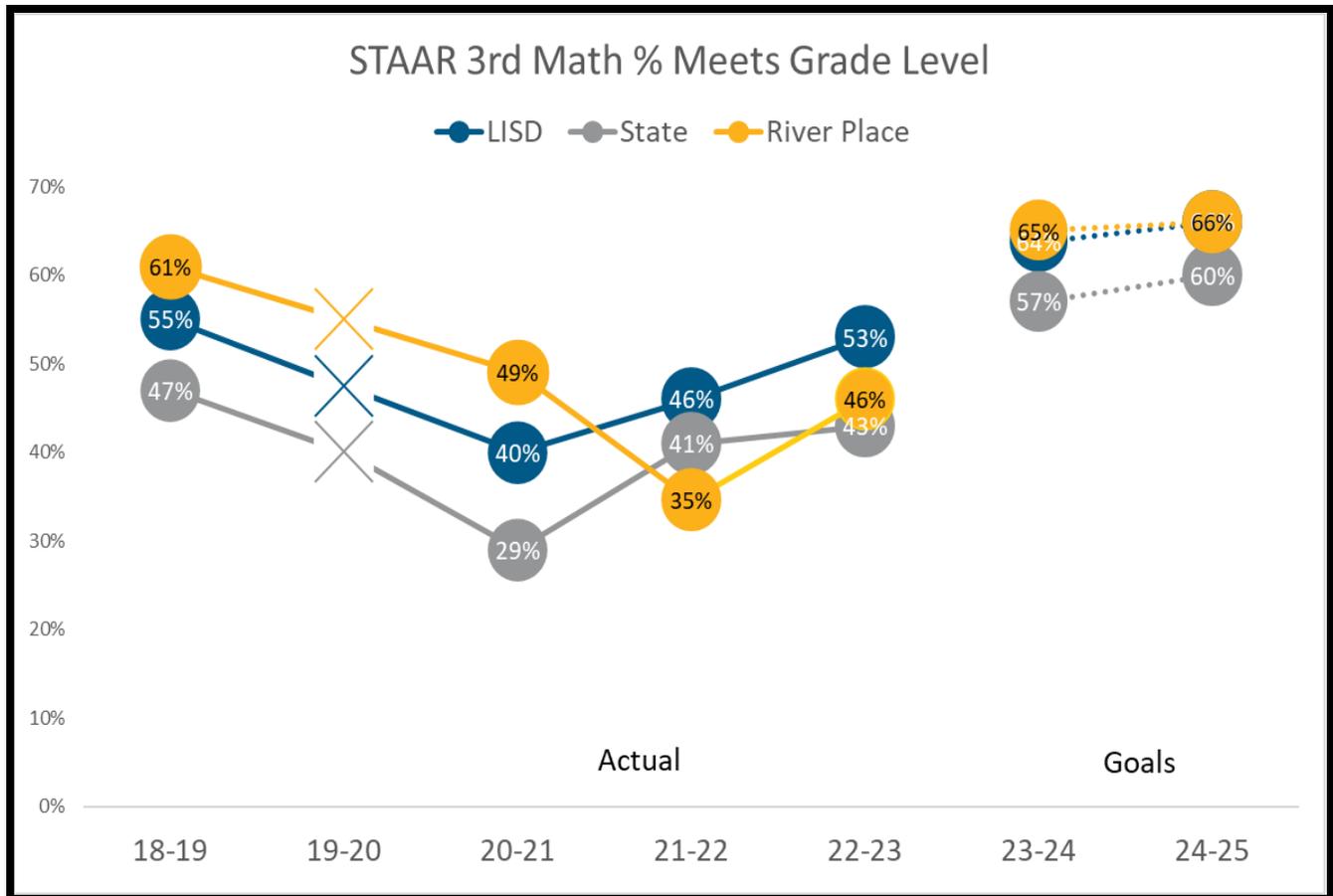
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
2019-20	62%		60%	64%				36%	
2020-21	62%		60%	64%				36%	
2021-22	63%		61%	65%				42%	
2022-23	64%		62%	66%				48%	
2023-24	65%		63%	67%				54%	
2024-25	66%		64%	68%				60%	

River Place *Actual* Data - Math

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
2019-20	*		*	*				*	
2020-21	49%		32%	57%	42%	73%	40%	35%	
2021-22	35%	0%	16%	50%			20%	8%	8%
2022-23	46%	11%	30%	59%	83%	50%	19%	8%	15%

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



HOUSE BILL 3 LEGISLATION

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

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

River Ridge Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

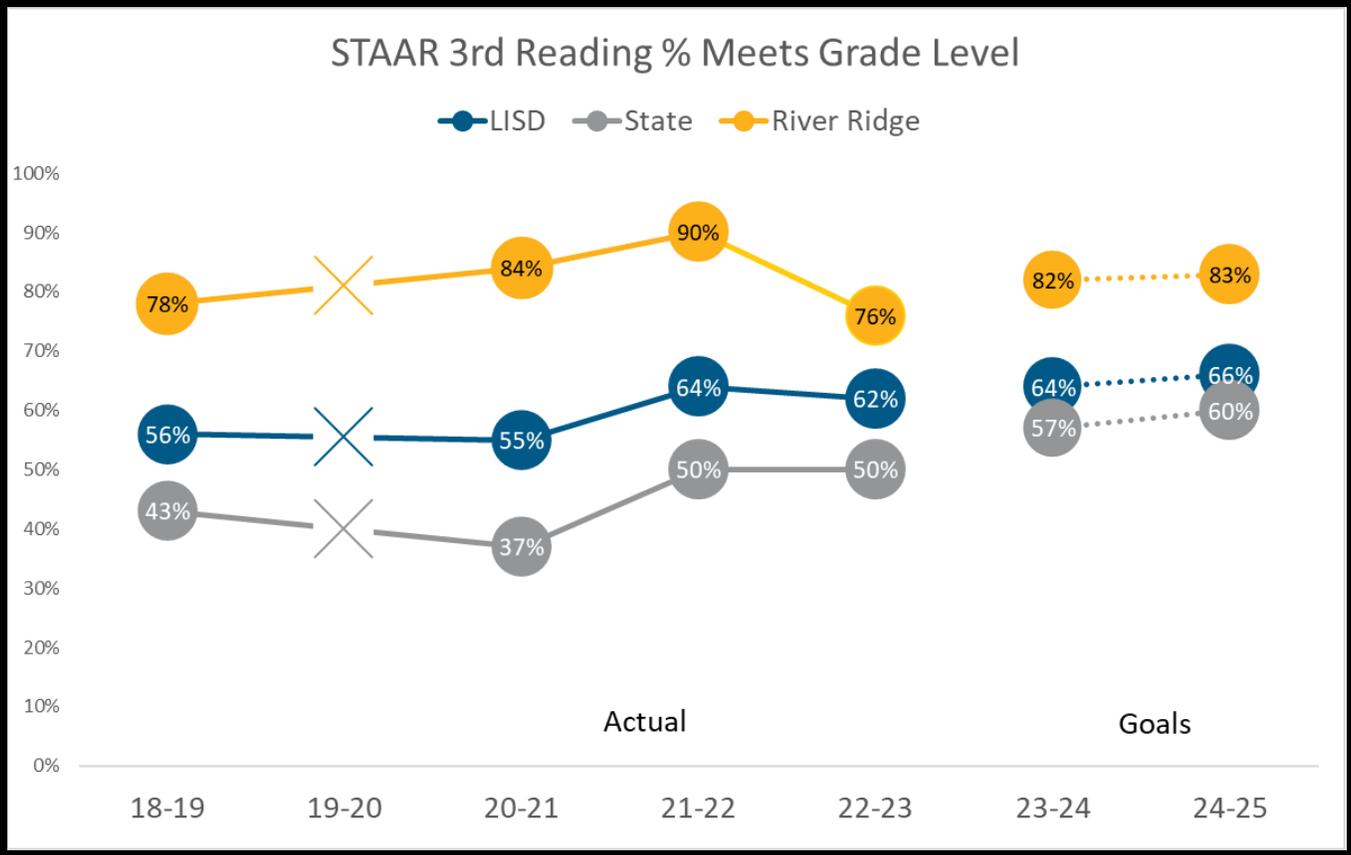
River Ridge Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
2019-20	✖			✖					
2020-21	84%		100%	78%					
2021-22	90%		100%	86%	86%	100%	73%		
2022-23	76%		75%	74%	80%	86%	40%		

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



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

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

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

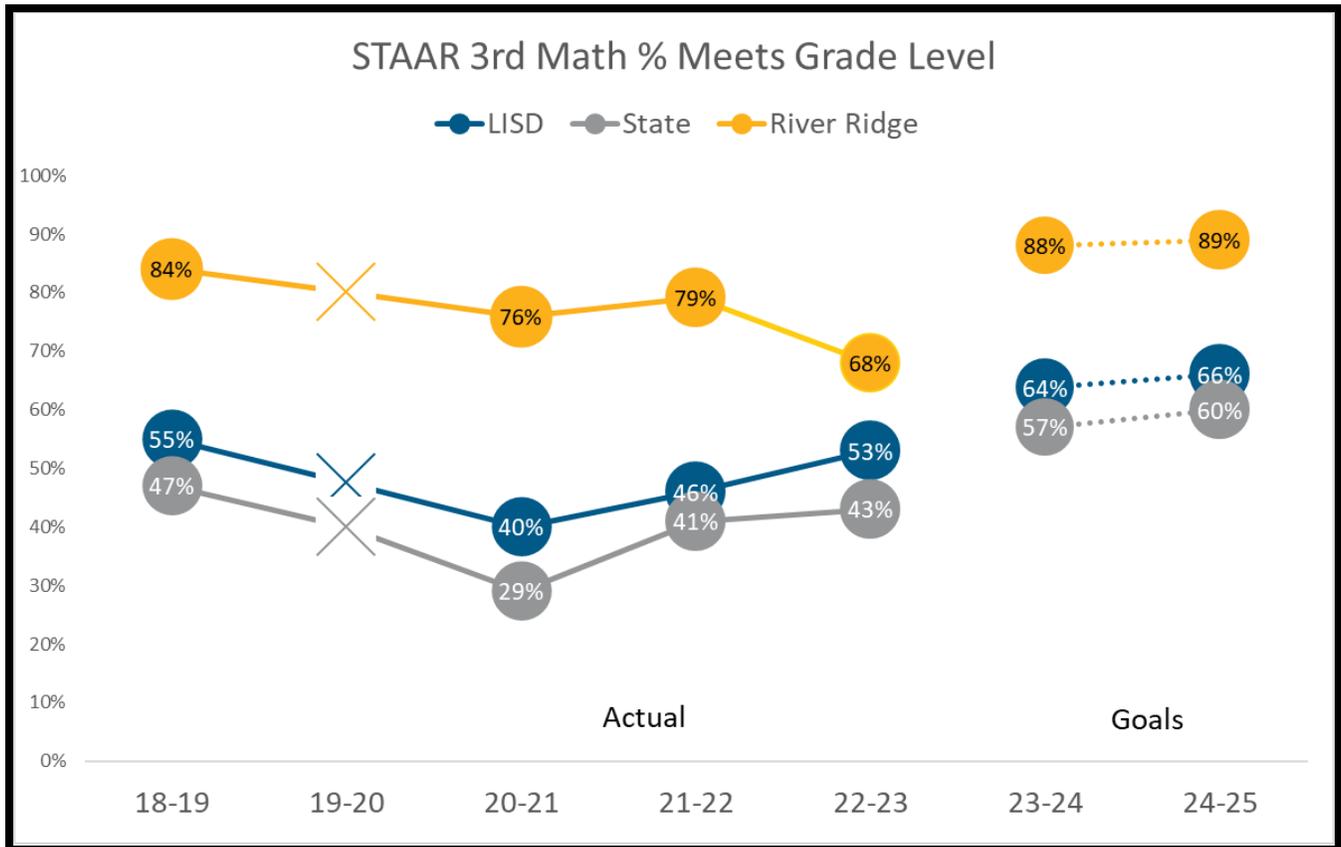
River Ridge Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
2019-20	85%			79%					
2020-21	76%		60%	77%					
2021-22	86%			80%					
2022-23	87%			81%					
2023-24	88%			82%					
2024-25	89%			83%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
2019-20	85%			79%					
2020-21	76%		60%	77%					
2021-22	79%		63%	80%	86%	91%	55%		
2022-23	68%		75%	67%	80%	71%	47%		

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



[HOUSE BILL 3 LEGISLATION](#)

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

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

Rouse High School

CCMR Action Plans

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

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
 - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
 - Student recruitment, participation and performance in AP/IB.
 - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
 - Support engagement and student success in AP and IB using AVID instructional support system.
 - Promote participation by communicating AP/IB program success district-wide.
 - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
 - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
 - Data analysis and action planning
 - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
 - Monitor and communicate legislative AP/IB program changes to campuses.
 - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
 - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
 - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
 - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
 - Provide cross-district professional learning opportunities for CPM/CPE teachers.
 - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
 - Professional Learning
 - Coordinate College Board SAT Workshops for teachers.
 - Provide professional learning opportunities for counselors and administrators related to TSI.
 - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
 - Student Performance and Action Planning
 - Monitor TSI completion rate monthly.
 - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
 - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
 - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
 - Analyze MAP Growth data in relation to TSI readiness.
 - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
 - College Entrance Exam Opportunities
 - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
 - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
 - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.

- Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
 - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
 - Student recruitment, participation and performance in Dual Credit.
 - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
 - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.
 - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
 - Promote participation by communicating Dual Credit success district-wide.
 - Promote participation by communicating course transferability, cost-savings, and student preparation.
 - Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Rouse HS Baseline Data & Proposed Annual Goals

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

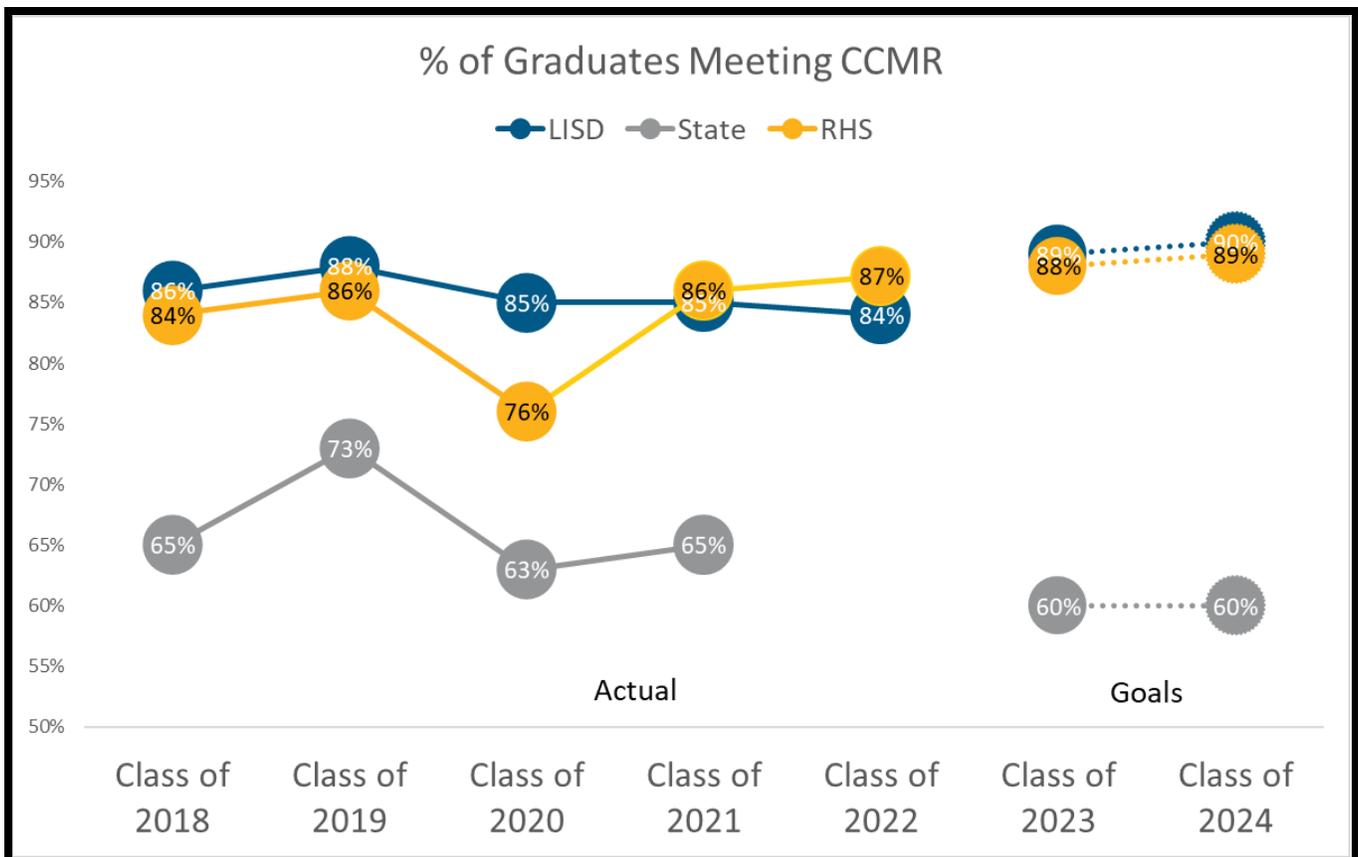
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2021 Goal	86%	83%	78%	88%	100%	95%	98%	81%	42%
Class of 2022 Goal	87%	84%	79%	89%	100%	95%	98%	82%	43%
Class of 2023 Goal	88%	85%	80%	90%	100%	95%	98%	83%	44%
Class of 2024 Goal	89%	86%	81%	91%	100%	95%	98%	84%	45%

Rouse HS Actual Data

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Actual	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Actual	76%	72%	69%	79%	94%	75%	64%	57%	62%
Class of 2021 Actual	86%	81%	87%	86%	100%	86%	94%	70%	
Class of 2022 Actual	87%	78%	80%	89%	100%	88%	93%	76%	55%

Rouse High School Actual Data with Proposed Goals



HOUSE BILL 3 LEGISLATION

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

Rutledge Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

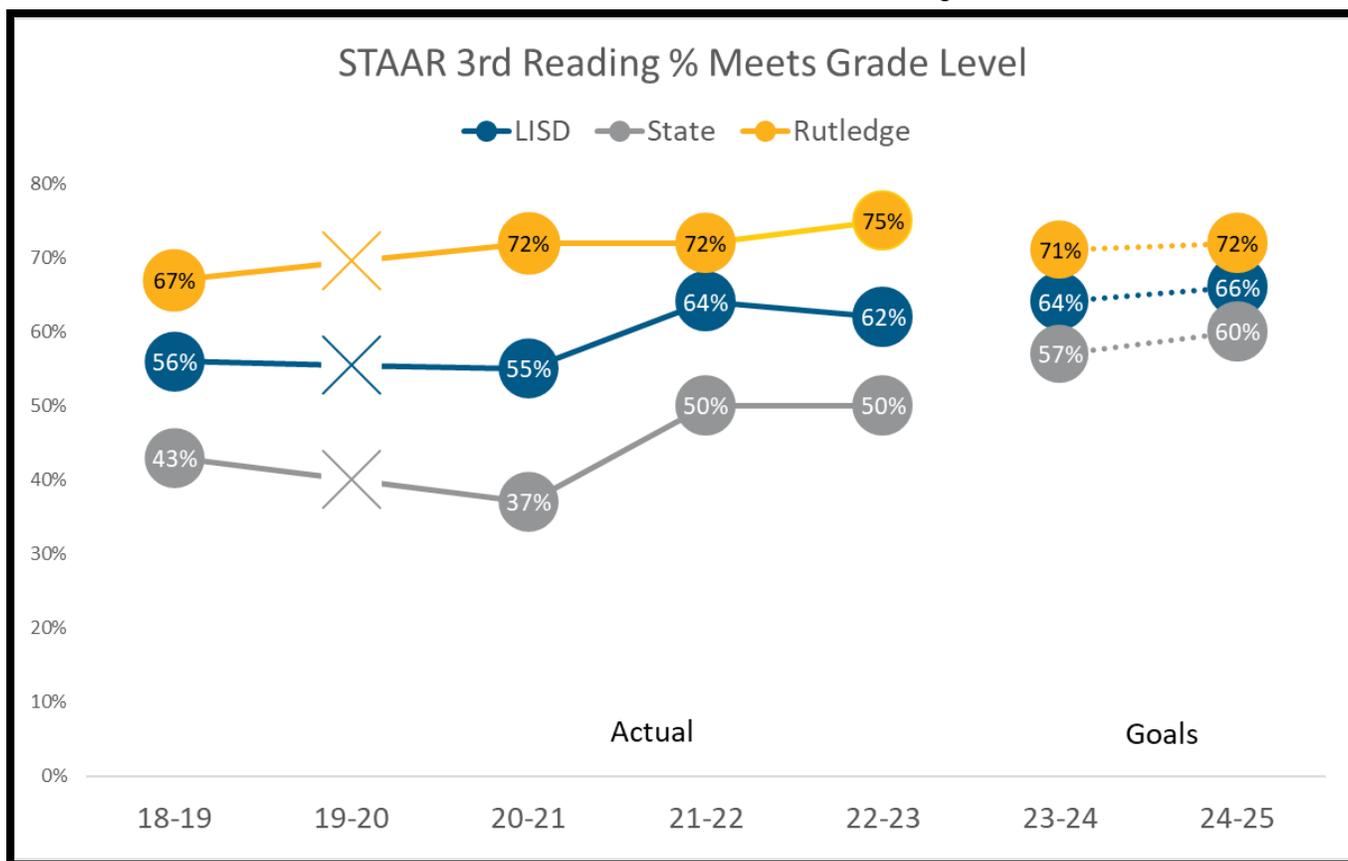
Rutledge Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			66%	78%		32%		
2019-20	68%			67%	79%		37%		
2020-21	68%			67%	79%		37%		
2021-22	69%			68%	80%		42%		
2022-23	70%			69%	81%		45%		
2023-24	71%			70%	82%		54%		
2024-25	72%			71%	83%		60%		

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			66%	78%		32%		
2019-20	68%			67%	79%		37%		
2020-21	72%		56%	79%	77%		43%		56%
2021-22	72%		76%	71%	71%	71%	57%	56%	63%
2022-23	75%		65%	68%	80%	100%	50%	40%	50%

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



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

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

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

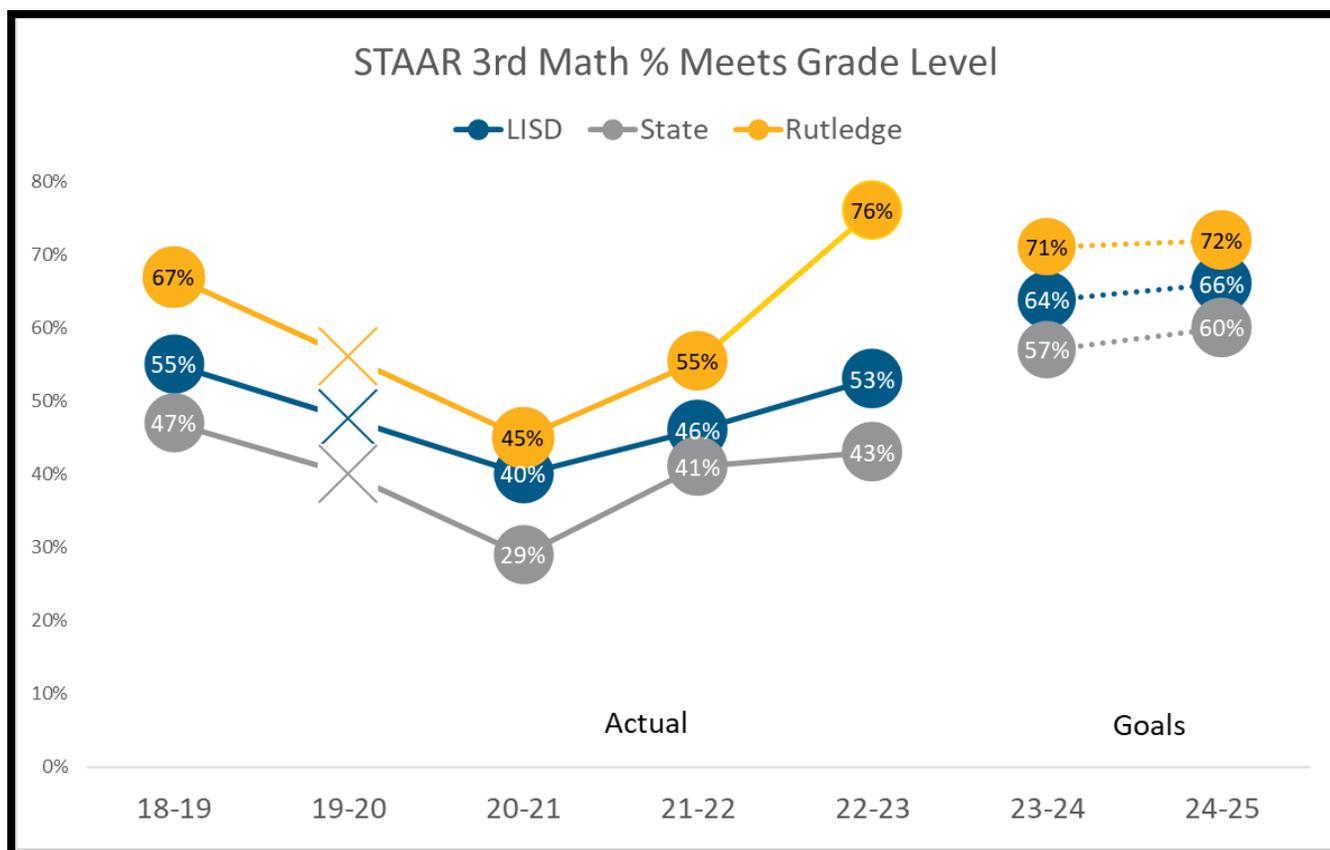
Rutledge Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			62%	81%		32%		
2019-20	68%			63%	82%		37%		
2020-21	68%			63%	82%		37%		
2021-22	69%			64%	83%		43%		
2022-23	70%			65%	84%		49%		
2023-24	71%			66%	85%		54%		
2024-25	72%			67%	86%		60%		

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			62%	81%		32%		
2019-20	68%			63%	82%		37%		
2020-21	45%		25%	40%	76%		21%		32%
2021-22	55%		49%	54%	66%	36%	29%	28%	58%
2022-23	76%		62%	74%	81%	89%	50%	60%	60%

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



HOUSE BILL 3 LEGISLATION

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

Steiner Ranch Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
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 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities

- d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Maintain EUS documents that allow teachers to be responsive to student learning needs
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 - iii. creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
 - b. Refocus and promotion of Tier 1 instruction - required training for all 2nd-5th grade teachers
 - c. Implementation of *Eight Effective Practices in Mathematics* within all professional learning opportunities

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

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

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

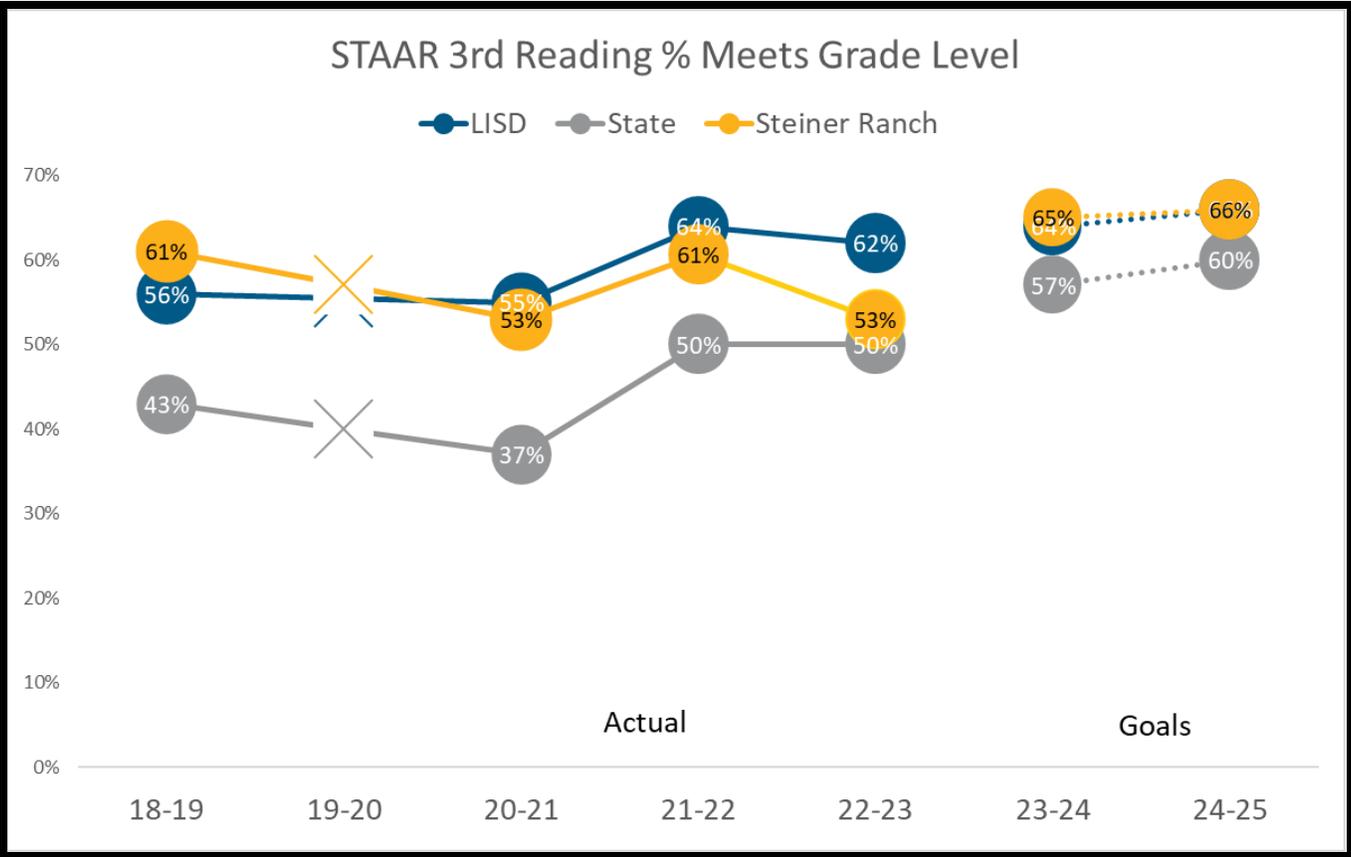
Steiner Ranch Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		56%	69%					
2019-20	62%		57%	70%					
2020-21	62%		57%	70%					
2021-22	63%		58%	71%					
2022-23	64%		59%	72%					
2023-24	65%		60%	73%					
2024-25	66%		61%	74%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		56%	69%					
2019-20	*		*	*					
2020-21	53%		50%	56%					46%
2021-22	61%		44%	61%	91%	67%	42%		
2022-23	53%		39%	49%	91%	50%	8%		71%

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



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

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

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

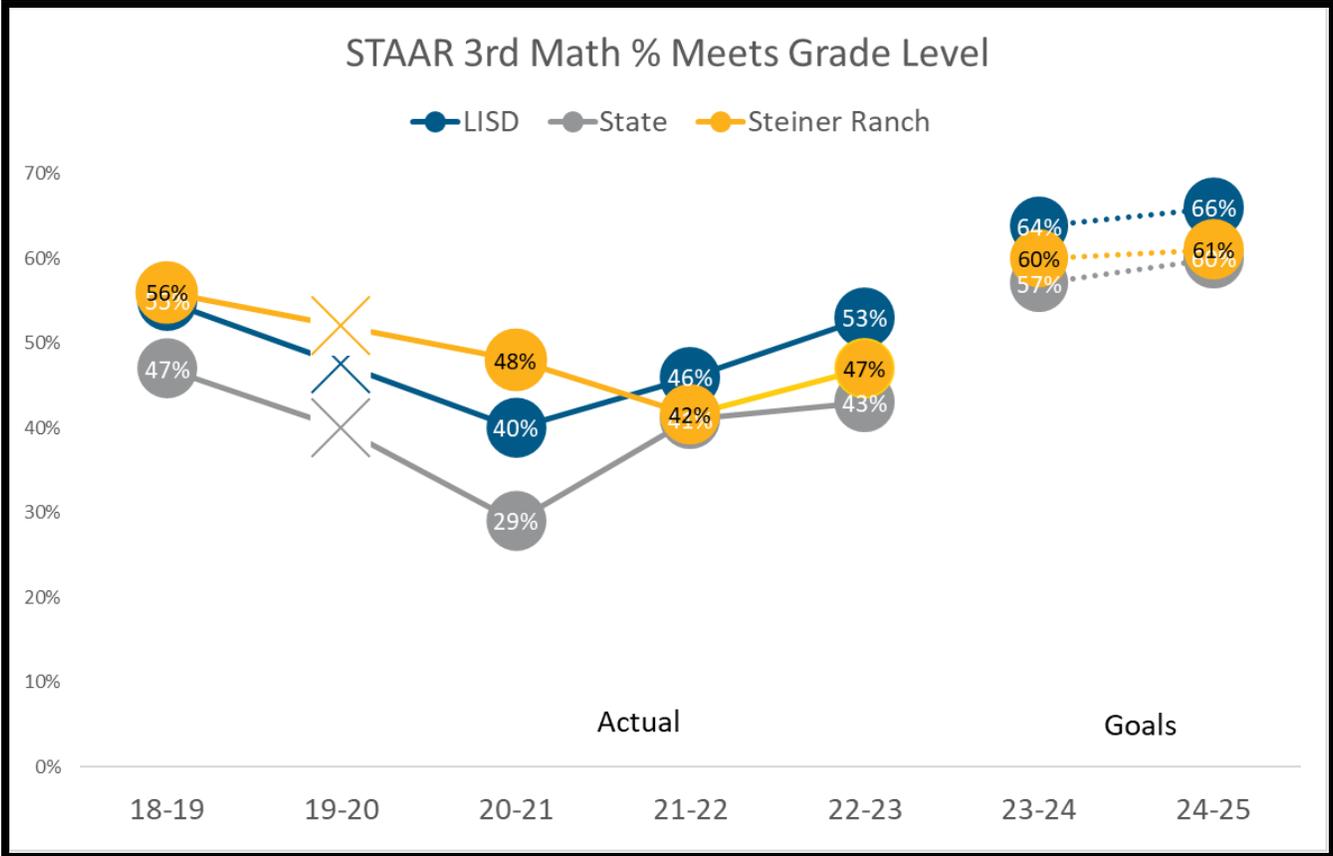
Steiner Ranch Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%		44%	59%					
2019-20	57%		47%	60%					
2020-21	57%		47%	60%					
2021-22	58%		50%	61%					
2022-23	59%		53%	62%					
2023-24	60%		57%	63%					
2024-25	61%		60%	64%					

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

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

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



HOUSE BILL 3 LEGISLATION

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

Tarvin Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood* ~~362~~ *through Professional Learning*

- a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

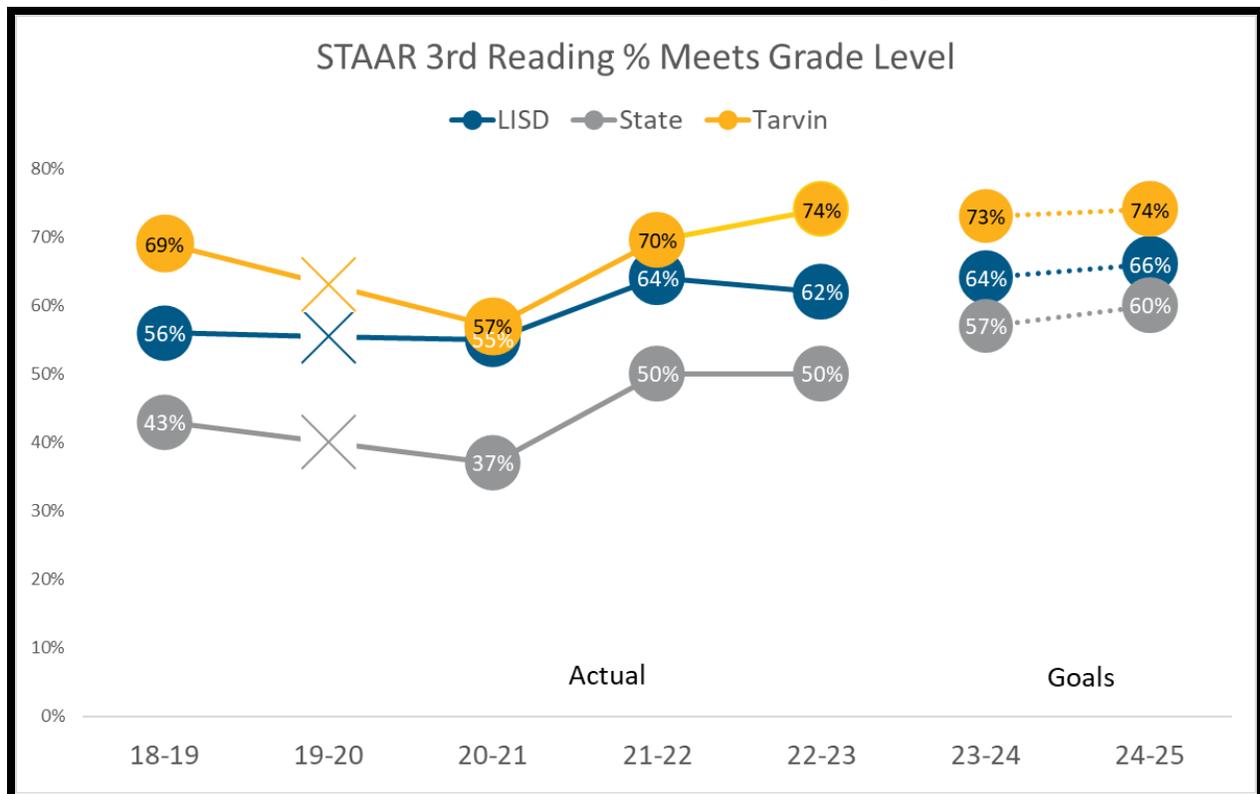
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
2019-20	70%			70%	86%				
2020-21	70%			70%	86%				
2021-22	71%			71%	87%				
2022-23	72%			72%	88%				
2023-24	73%			73%	89%				
2024-25	74%			74%	90%				

Parkside 2018-19 & 2020-21 Data & Tarvin 21-22 and beyond *Actual* Data - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

Parkside (18-21) and Tarvin (21-22 and beyond) Actual Reading Data and Future Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR



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

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

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

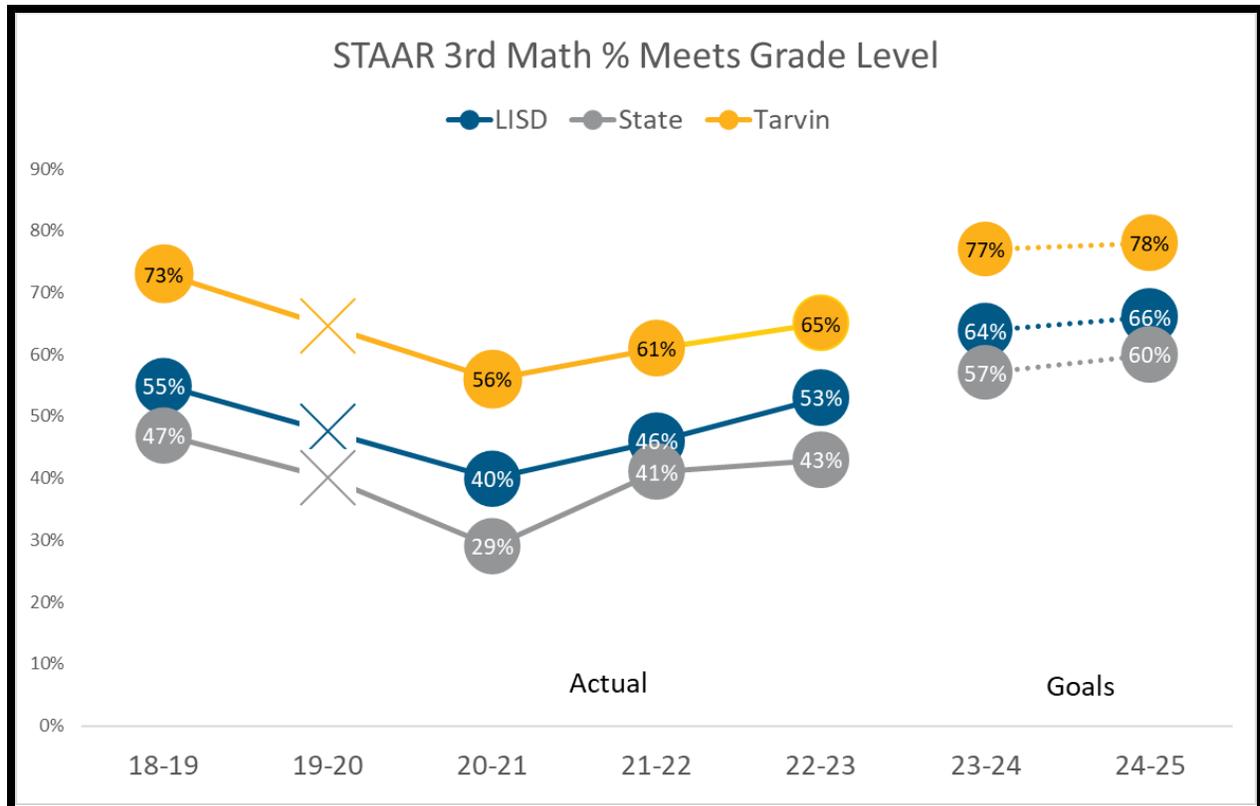
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	74%			71%	95%				
2020-21	74%			71%	95%				
2021-22	75%			72%	95%				
2022-23	76%			73%	95%				
2023-24	77%			74%	95%				
2024-25	78%			75%	95%				

Parkside 2018-19 & 2020-21 Data & Tarvin 21-22 and beyond *Actual* Data - Reading
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
2019-20	*			*	*				
2020-21	56%			53%	62%		42%		50%
2021-22	61%		55%	50%	77%				80%
2022-23	65%		57%	66%	74%	60%	50%	71%	53%

Parkside (18-21) and Tarvin (21-22 and beyond) Actual Reading Data and Future Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR



[HOUSE BILL 3 LEGISLATION](#)

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

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

Vandegrift High School

CCMR Action Plans

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

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
 - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
 - Student recruitment, participation and performance in AP/IB.
 - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
 - Support engagement and student success in AP and IB using AVID instructional support system.
 - Promote participation by communicating AP/IB program success district-wide.
 - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
 - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
 - Data analysis and action planning
 - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
 - Monitor and communicate legislative AP/IB program changes to campuses.
 - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
 - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
 - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
 - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
 - Provide cross-district professional learning opportunities for CPM/CPE teachers.
 - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
 - Professional Learning
 - Coordinate College Board SAT Workshops for teachers.
 - Provide professional learning opportunities for counselors and administrators related to TSI.
 - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
 - Student Performance and Action Planning
 - Monitor TSI completion rate monthly.
 - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
 - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
 - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
 - Analyze MAP Growth data in relation to TSI readiness.
 - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
 - College Entrance Exam Opportunities
 - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
 - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
 - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.

- Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
 - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
 - Student recruitment, participation and performance in Dual Credit.
 - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
 - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.
 - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
 - Promote participation by communicating Dual Credit success district-wide.
 - Promote participation by communicating course transferability, cost-savings, and student preparation.
 - Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Vandegrift HS Baseline Data & Proposed Annual Goals

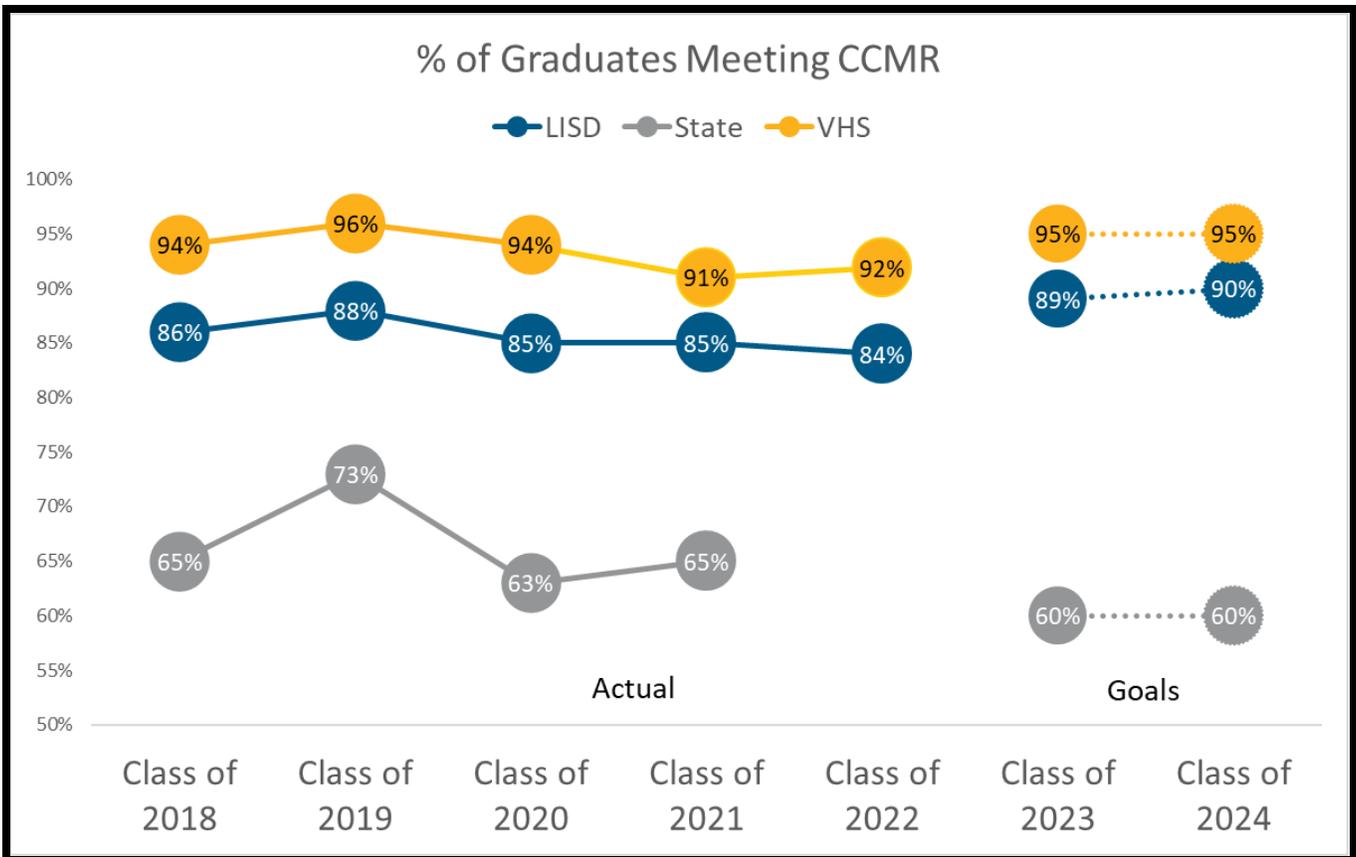
% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	94%	46%	87%	96%	98%	100%	91%	68%	40%
Class of 2019 Goal	95%	47%	88%	96%	98%	100%	92%	69%	41%
Class of 2020 Goal	95%	47%	88%	96%	98%	100%	92%	69%	41%
Class of 2021 Goal	95%	48%	89%	96%	98%	100%	93%	70%	42%
Class of 2022 Goal	95%	49%	90%	96%	98%	100%	94%	71%	43%
Class of 2023 Goal	95%	50%	91%	96%	98%	100%	95%	72%	44%
Class of 2024 Goal	95%	51%	92%	96%	98%	100%	95%	73%	45%

Vandegrift HS Actual Data Proposed Goals

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	94%	46%	87%	96%	98%	100%	91%	68%	40%
Class of 2019 Actual	96%	77%	94%	97%	99%	96%	88%	80%	98%
Class of 2020 Actual	94%	88%	87%	96%	100	92%	74%	71%	57%
Class of 2021 Actual	91%	70%	82%	93%	98%	92%	90%	74%	
Class of 2022 Actual	92%	80%	87%	93%	95%	94%	94%	81%	71%



[HOUSE BILL 3 LEGISLATION](#)

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

Vista Ridge High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
 - Curriculum revisions, professional learning, and instructional resource alignment
 - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
 - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
 - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
 - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
 - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
 - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
 - Completion of Career and Technical Education Programs of Study
 - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
 - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
 - Implement achievement recognitions for IBC earners and Program of Study completers.
 - Data analysis and action planning
 - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
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 - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

- Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
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 - Provide professional learning opportunities for counselors and administrators related to TSI.
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 - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
 - Promote participation by communicating Dual Credit success district-wide.
 - Promote participation by communicating course transferability, cost-savings, and student preparation.
 - Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Vista Ridge HS Baseline Data & Proposed Annual Goals

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

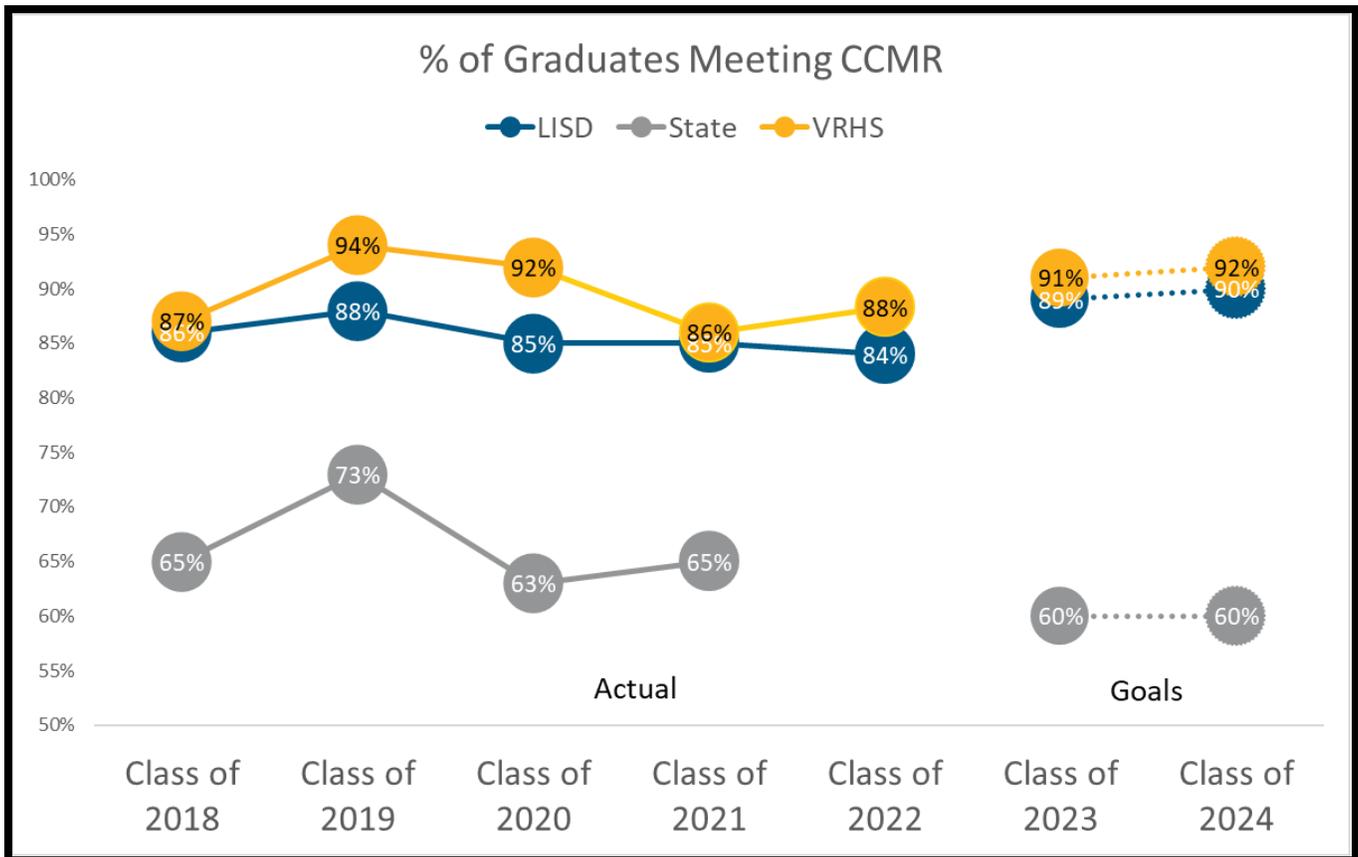
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2021 Goal	89%	67%	84%	93%	93%	89%	88%	76%	58%
Class of 2022 Goal	90%	68%	85%	94%	94%	90%	89%	77%	59%
Class of 2023 Goal	91%	69%	86%	95%	95%	91%	90%	78%	60%
Class of 2024 Goal	92%	70%	87%	95%	95%	92%	91%	79%	61%

Vista Ridge HS Actual Data

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Actual	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Actual	92%	81%	92%	91%	99%	95%	84%	82%	89%
Class of 2021 Actual	86%	67%	80%	88%	92%	95%	98%	73%	70%
Class of 2022 Actual	88%	67%	85%	89%	95%	92%	94%	83%	72%

Vista Ridge HS Actual Data and Proposed Goals



HOUSE BILL 3 LEGISLATION

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

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

Westside Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*

- a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

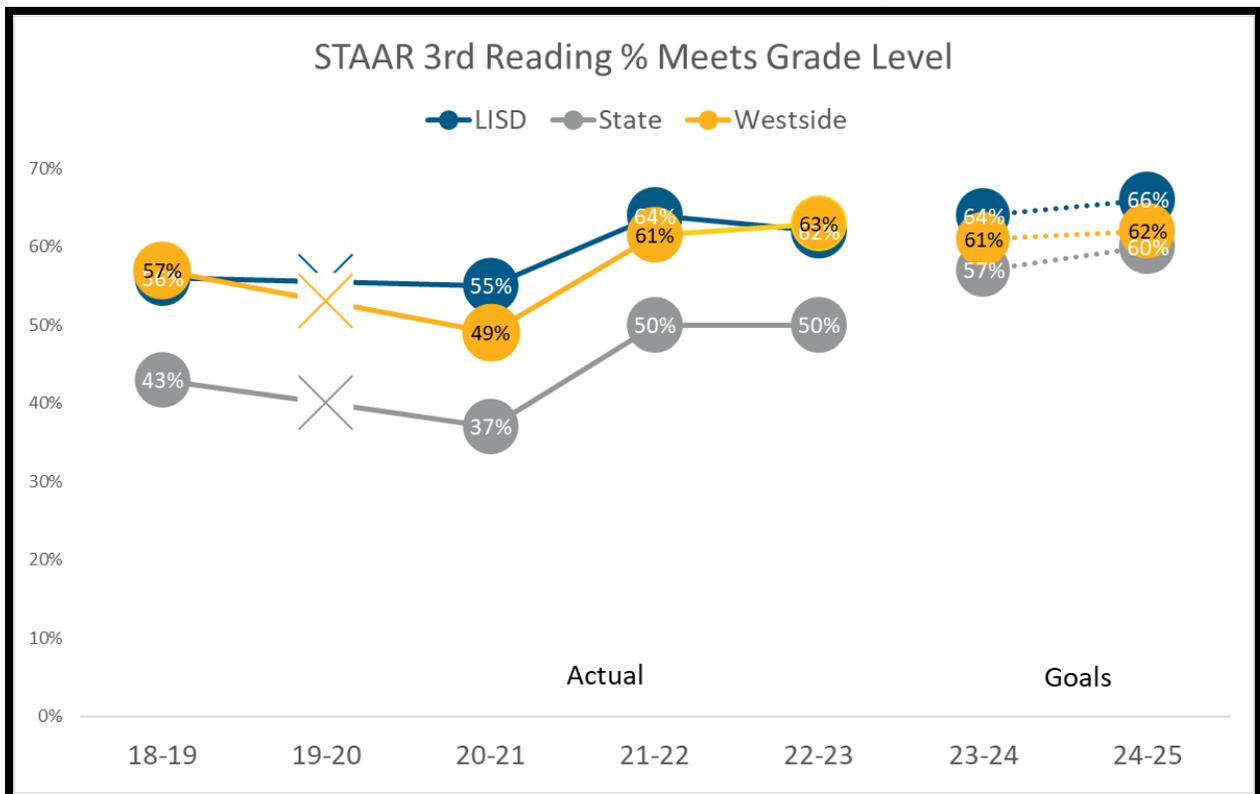
Westside Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	57%			60%					
2019-20	58%			61%					
2020-21	58%			61%					
2021-22	59%			62%					
2022-23	60%			63%					
2023-24	61%			64%					
2024-25	62%			65%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	57%			60%					
2019-20	✖			✖					
2020-21	49%			48%			21%		
2021-22	61%		44%	66%			33%		
2022-23	63%		52%	68%			38%		

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



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

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

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

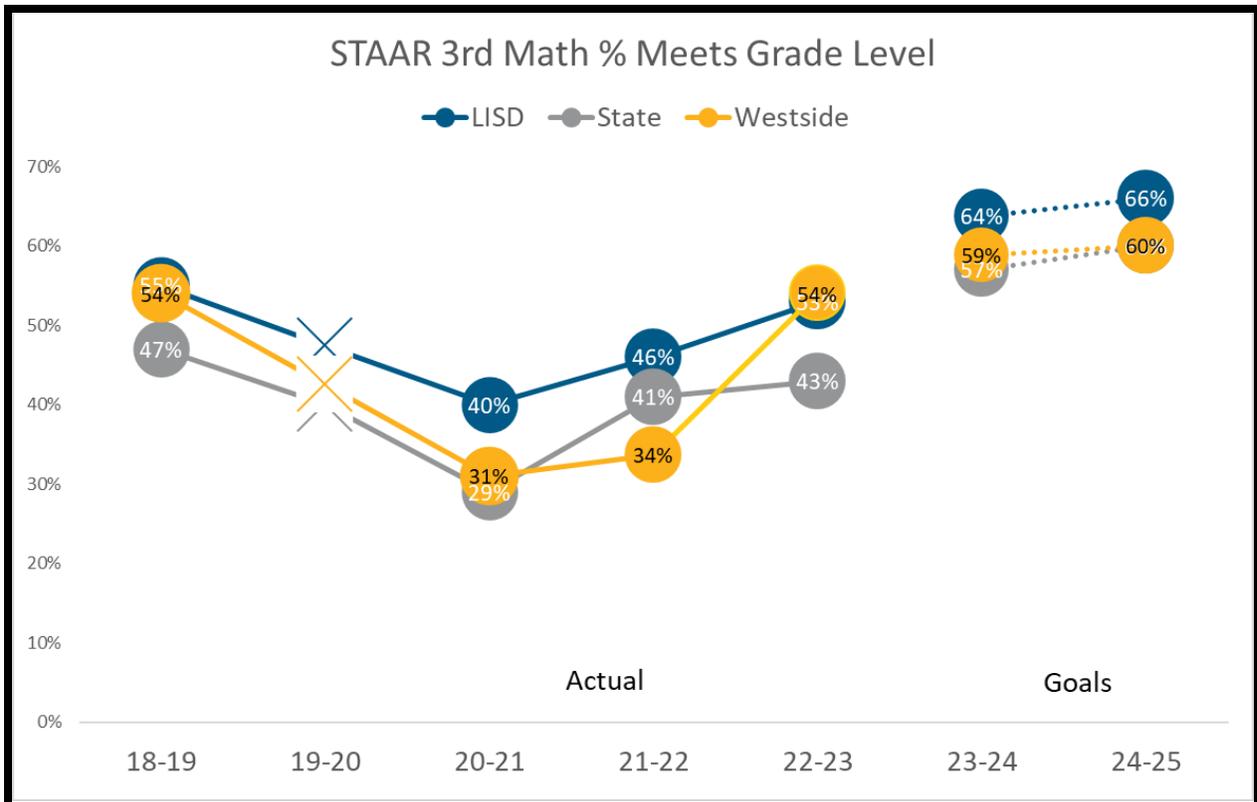
Westside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
2019-20	55%			54%					
2020-21	55%			54%					
2021-22	56%			55%					
2022-23	58%			56%					
2023-24	59%			58%					
2024-25	60%			60%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
2019-20	*			*					
2020-21	31%		10%	34%			21%		
2021-22	34%		25%	34%			25%		
2022-23	54%		40%	59%			38%		

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



HOUSE BILL 3 LEGISLATION

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

Whitestone Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the phonics/spelling overviews for each unit of study
 - b. Update the foundational language arts standards within the units of study
 - c. Add decodable texts at every campus to support the phonics curriculum
 - d. Add components to enhance student ownership of learning into the units of study
 - e. Improve curriculum assessments with varied item types

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Refocus and promotion of Tier 1, core instruction
 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures to facilitate increased opportunities for student discourse,
 - iv. embed opportunities for choice and creativity
 - v. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - c. Phonics, Spelling and Word Study (PWS) Increasing Accessibility - provide resources to aid in the planning and preparation of PWS lessons each 9wks
 - d. Increase access to books for independent, choice reading

3. *Provide ongoing support for Language Arts through Professional Learning*
 - a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten & first grade teachers and elementary reading specialists four times across the school year
 - b. Provide ongoing content specific professional learning with instructional coaches
 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
 - ii. Literacy Practice Focused Book Studies
 - iii. CIC RLA focused sessions

4. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning

- c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs
5. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
- a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

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

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

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

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

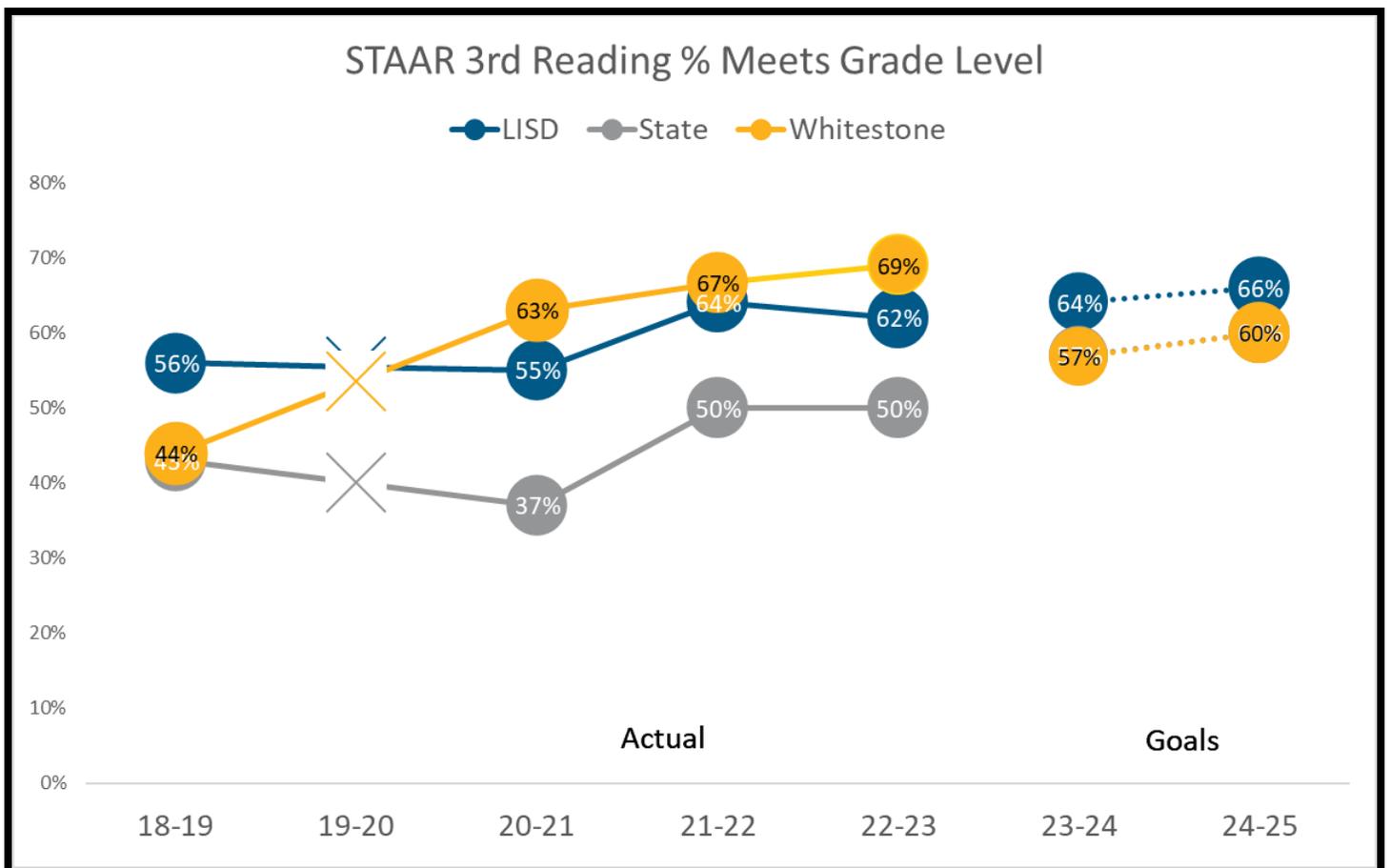
Whitestone *Baseline* Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
2019-20	47%		50%	46%				37%	41%
2020-21	47%		50%	46%				37%	41%
2021-22	50%		52%	50%				43%	46%
2022-23	54%		55%	53%				48%	50%
2023-24	57%		57%	57%				54%	55%
2024-25	60%		60%	60%				60%	60%

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
2019-20	✖		✖	✖				✖	✖
2020-21	63%		55%	66%			25%	41%	47%
2021-22	67%		52%	73%	85%	80%	44%	31%	32%
2022-23	69%		58%	74%	80%		26%	55%	56%

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



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

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

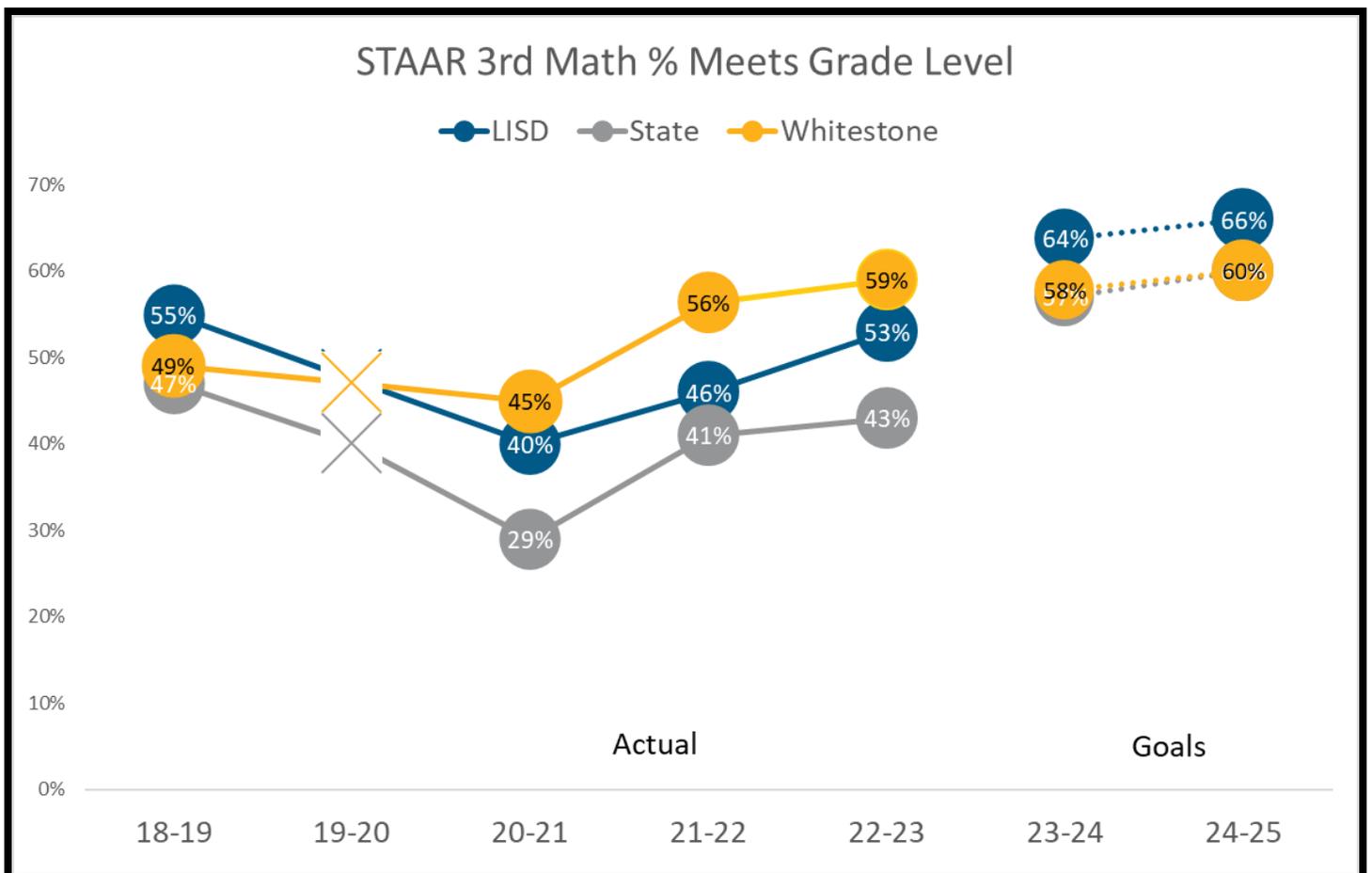
Whitestone Baseline Data & Proposed Annual Goals - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%		47%	49%				38%	36%
2019-20	51%		50%	51%				42%	41%
2020-21	51%		50%	51%				42%	41%
2021-22	53%		52%	53%				47%	46%
2022-23	56%		55%	56%				51%	50%
2023-24	58%		57%	58%				56%	55%
2024-25	60%		60%	60%				60%	60%

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%		47%	49%				38%	36%
2019-20	51%		50%	51%				42%	41%
2020-21	45%		49%	39%			12%	40%	56%
2021-22	56%		52%	56%	83%	70%	17%	41%	50%
2022-23	59%		55%	59%	73%		26%	18%	47%

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



HOUSE BILL 3 LEGISLATION

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

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

Winkley Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the PWS Alignment across the year
 - b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
 - iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
 - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
 - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
 - a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

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

Support the acquisition of the Leander ISD Graduate Profile

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

Eliminate barriers to equitable access

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

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

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

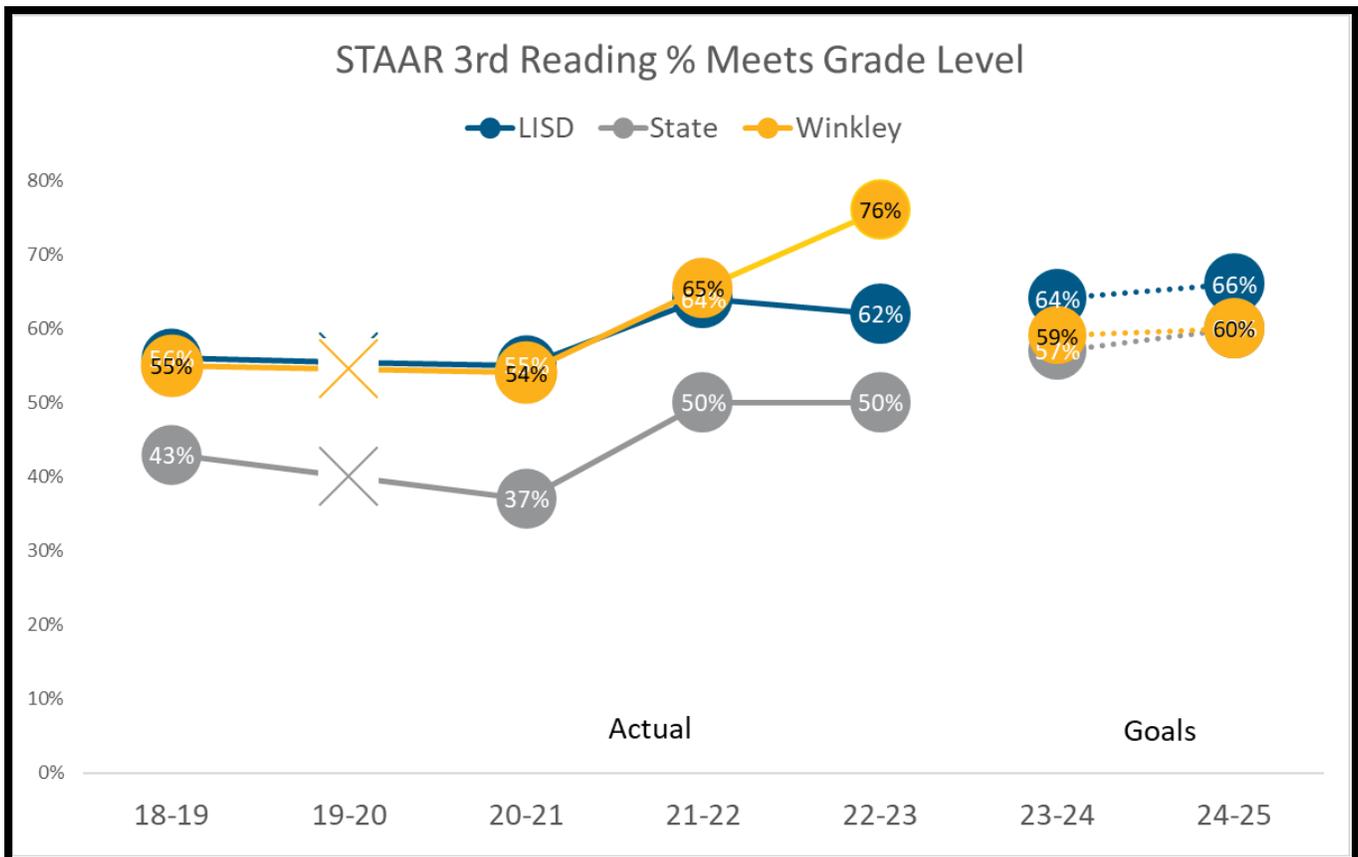
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
2019-20	56%			58%					
2020-21	56%			58%					
2021-22	57%			59%					
2022-23	58%			60%					
2023-24	59%			61%					
2024-25	60%			62%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
2019-20	*			*					
2020-21	54%		32%	57%	64%				
2021-22	66%		59%	63%	71%	90%	28%	40%	
2022-23	76%		59%	79%	86%	80%	21%		

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



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

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

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

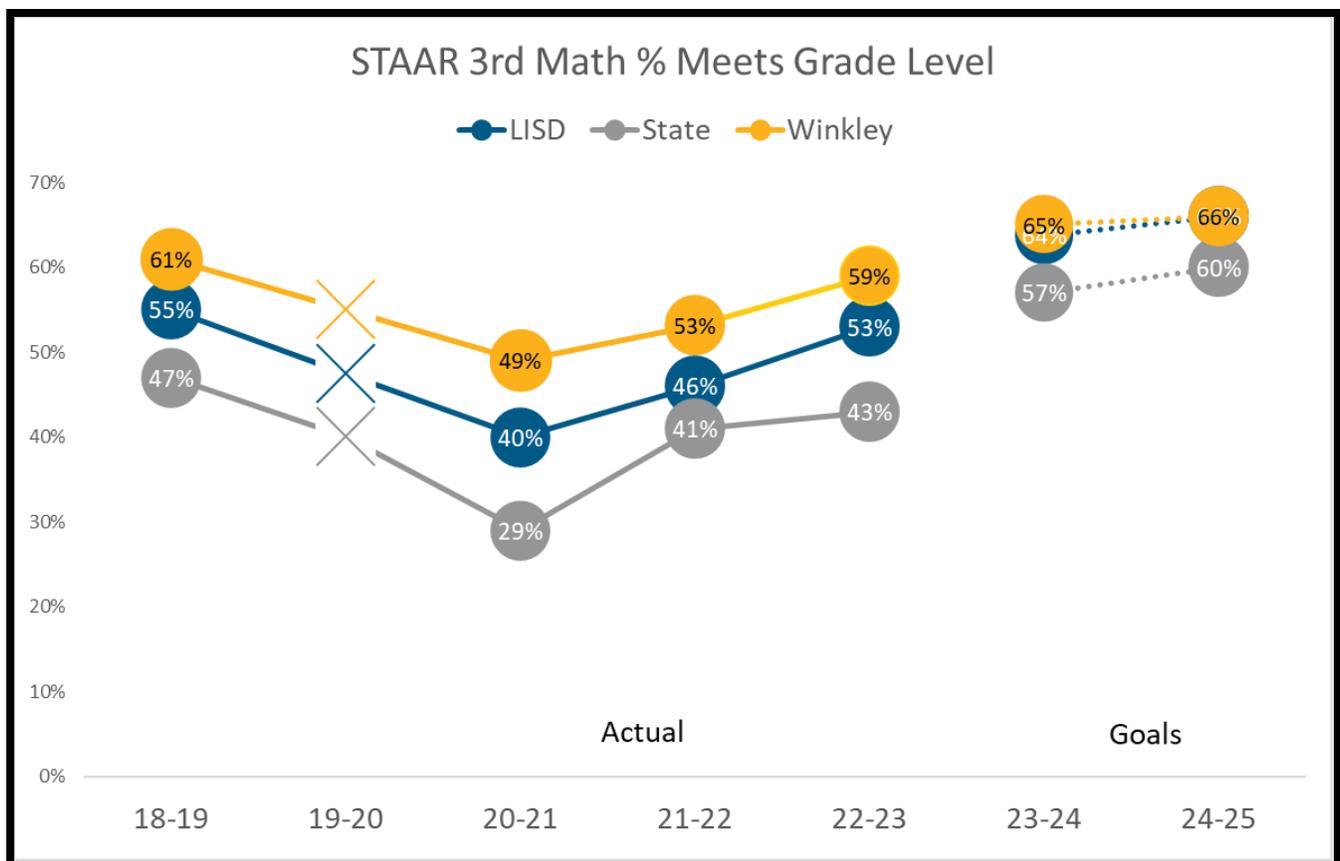
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	62%			58%					
2020-21	50%		42%	55%	45%				
2021-22	63%			59%					
2022-23	64%			60%					
2023-24	65%			61%					
2024-25	66%			62%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	✖			✖					
2020-21	49%		42%	55%	45%				
2021-22	53%		37%	54%	76%	70%	39%	40%	
2022-23	59%		27%	62%	86%	60%	5%		

Winkley Actual Reading Data through 2023 and Future Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR



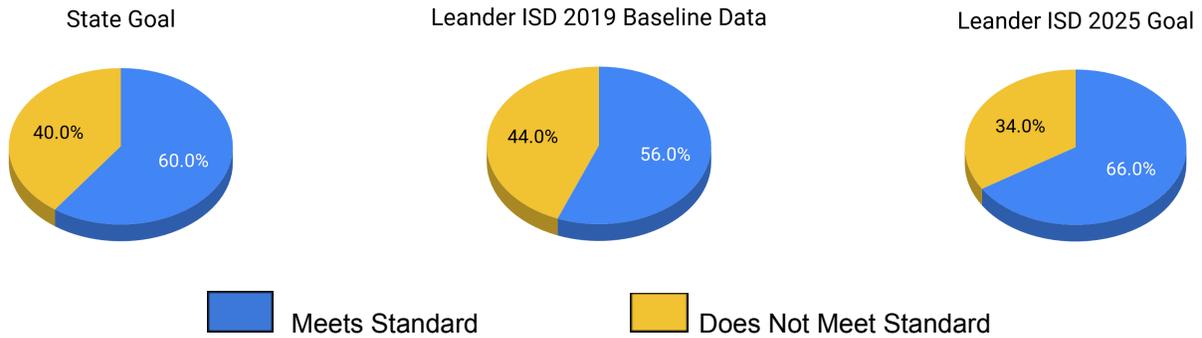
[HOUSE BILL 3 LEGISLATION](#)

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District

Key Question: To what extent are Leander ISD 3rd grade students proficient in literacy performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meeting Standard on 3rd Grade Reading STAAR

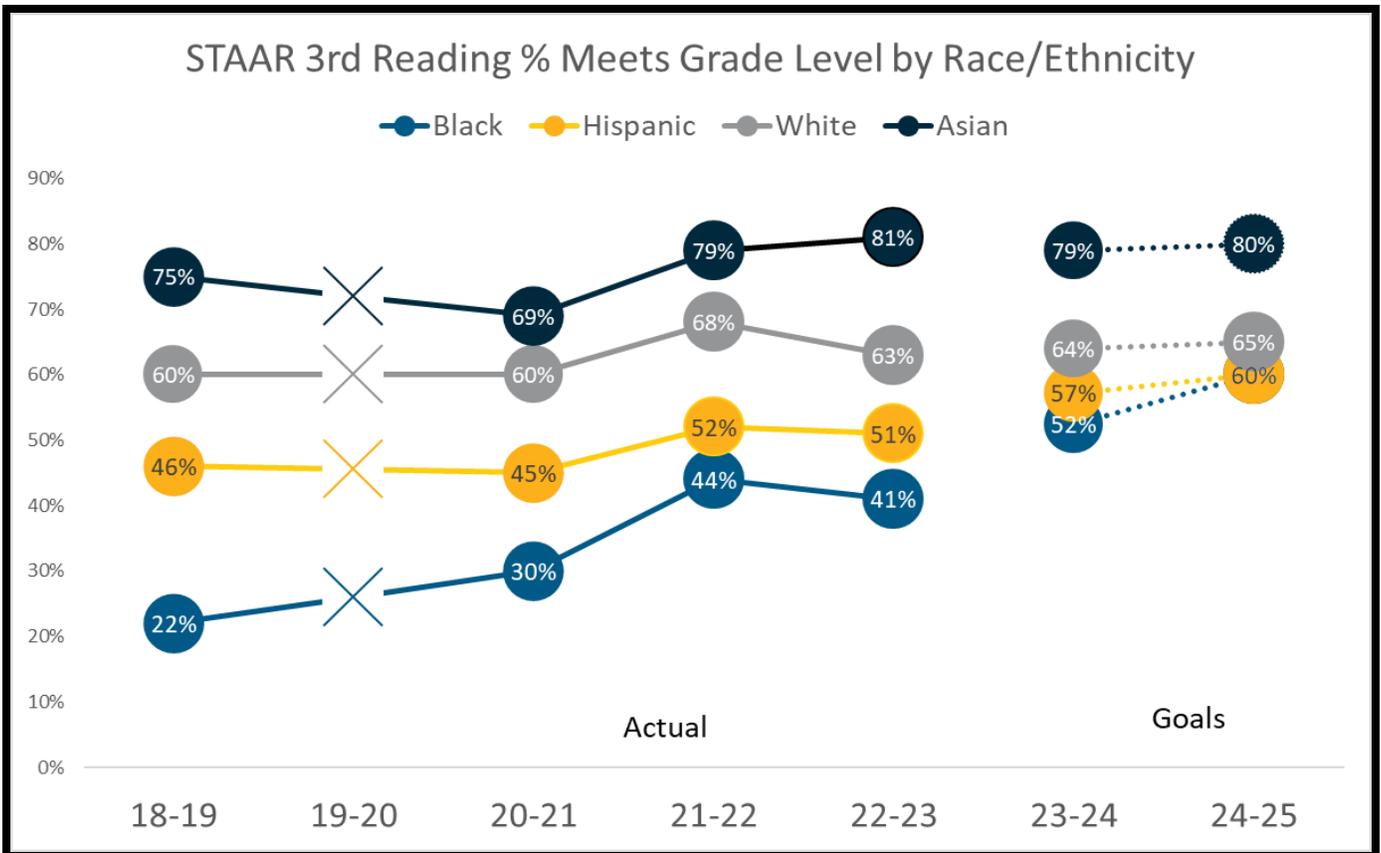
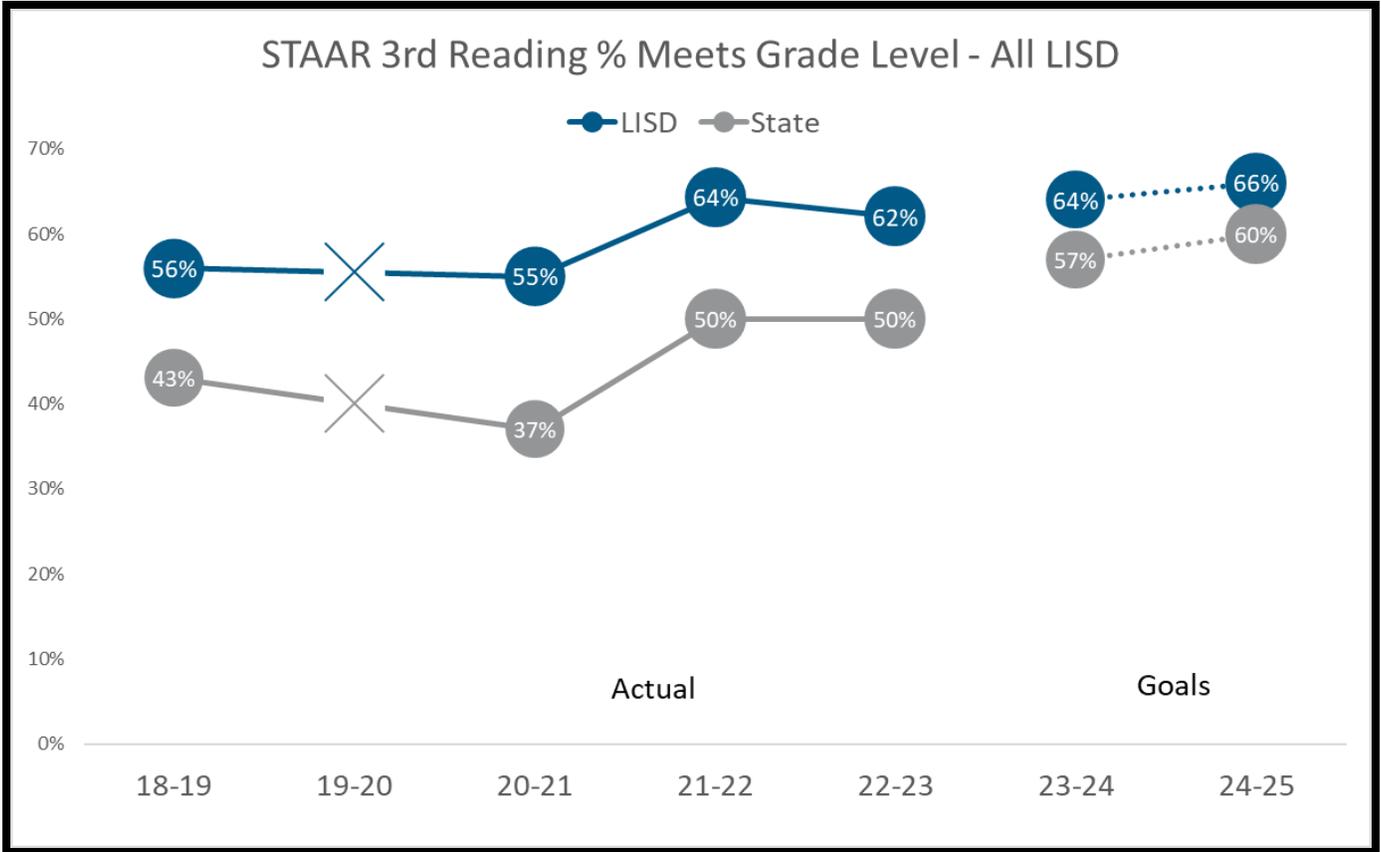


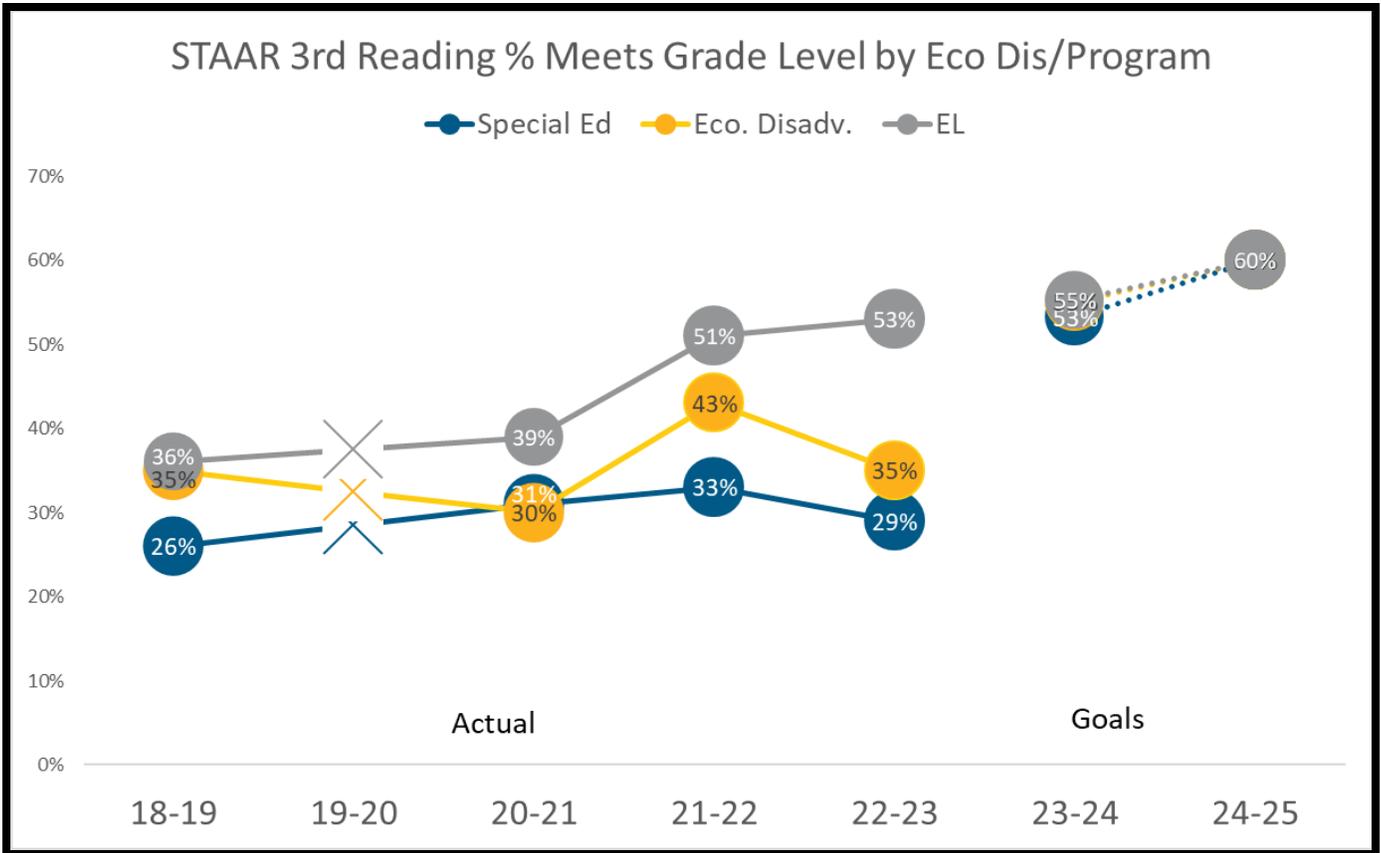
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Campus 2018-19 Baseline Data
% Meeting Standard on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
101 18-19	44%		47%	43%				31%	36%
102 18-19	46%			55%					
103 18-19	56%			51%					
104 18-19	67%			70%					
105 18-19	38%		26%	41%				23%	
106 18-19	34%		25%	44%				29%	
107 18-19	61%		56%	69%					
108 18-19	50%			55%					
109 18-19	31%		40%	16%				32%	
110 18-19	60%			61%					
111 18-19	74%			79%					
112 18-19	34%		28%	41%				29%	25%
113 18-19	66%			66%					
114 18-19	51%		44%	50%				39%	
115 18-19	67%			66%	78%		32%		
116 18-19	53%		44%	59%				39%	
117 18-19	55%			57%					
118 18-19	58%		66%	63%				28%	
119 18-19	43%			49%					
120 18-19	69%			69%	85%				
121 18-19	57%			60%					
122 18-19	65%		60%	68%					
123 18-19	78%			77%					
124 18-19	38%		21%	55%				15%	21%
125 18-19	42%		32%	46%				35%	
126 18-19	74%		64%	74%	85%				
127 18-19	N/A								

Current District Data (August 2023)





Literacy Action Plans

Focus Question: To what degree are students equipped with the skills and opportunities needed for academic & personal growth that will serve them outside of & well beyond school?

Strategies and Goals

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
 - a. Complete the PWS Alignment across the year
 - b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
 - a. Campus Visits
 - i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
 - ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
 - b. Support campus PLCs to promote and support:
 - i. Best instructional practices and implementation of written curriculum
 - ii. use of adopted curriculum resources within a workshop framework
 - iii. Use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
 - iv. Utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
 - v. Targeted literacy support at campuses through monitoring ISIP and running record data
 - vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
 - c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
 - a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
 - b. Support for the utilization student portfolios to increase student ownership of learning
 - c. Participate in and support Professional Learning Communities
 - d. Promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
 - a. Support curriculum implementation with fidelity through PLCs and campus walks
 - b. Provide support for integrating reading and writing experiences throughout the day
 - c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

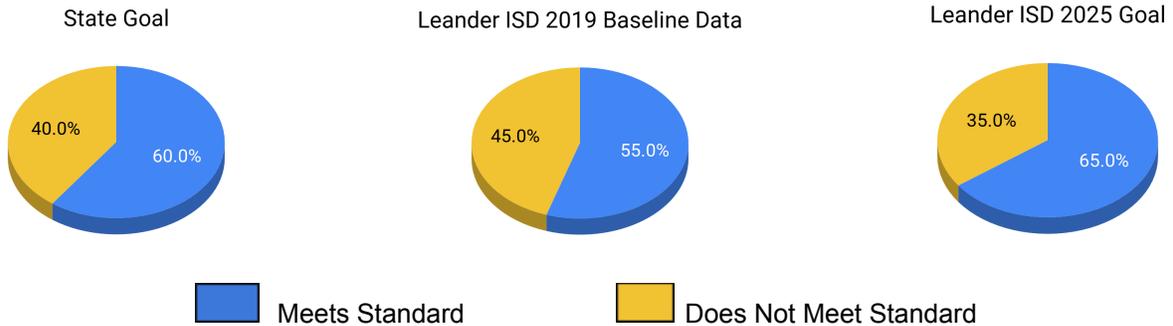
HOUSE BILL 3 LEGISLATION

Sec.A11.185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district’s Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

District

Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meeting Standard on 3rd Grade Math STAAR

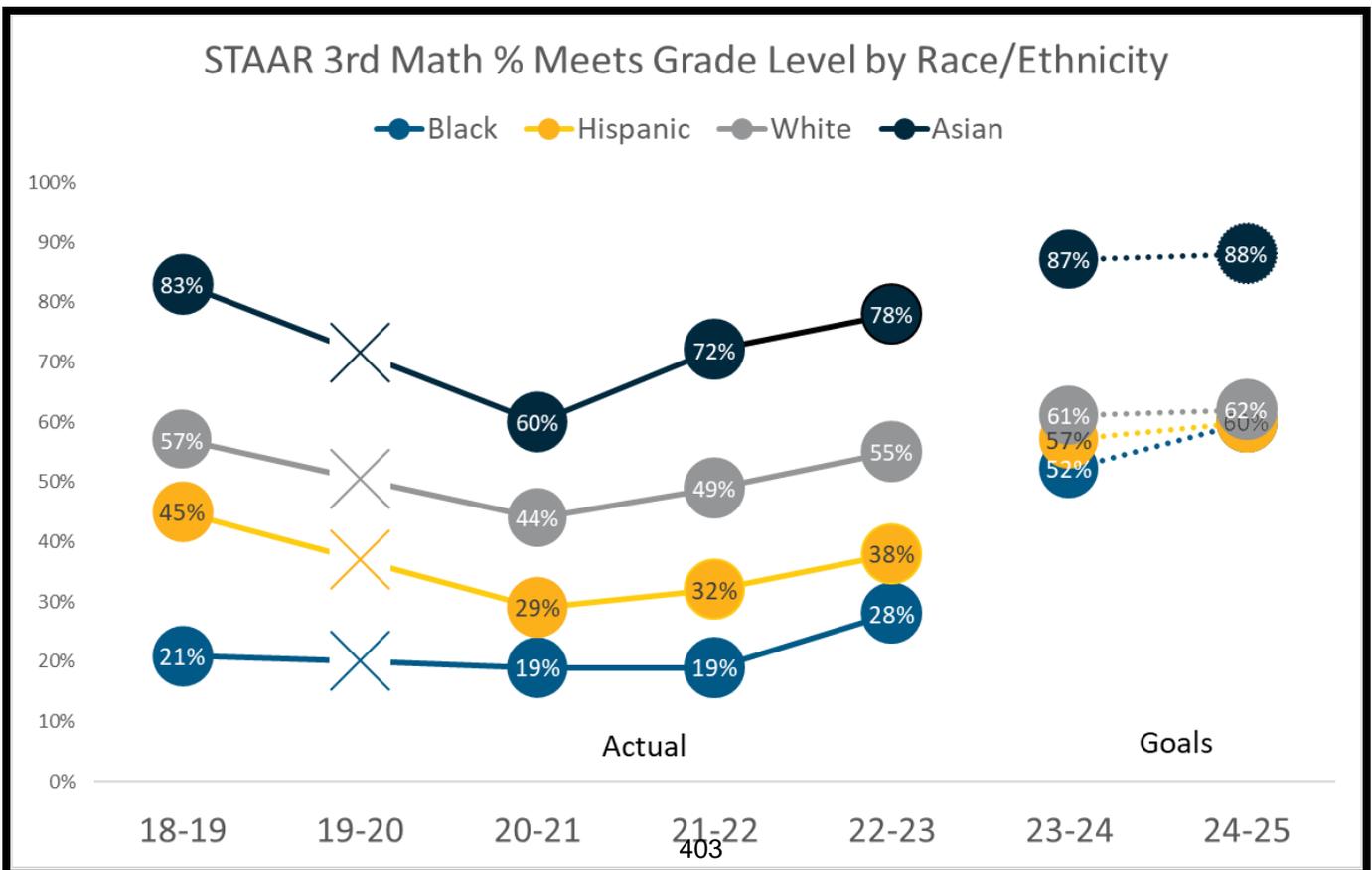
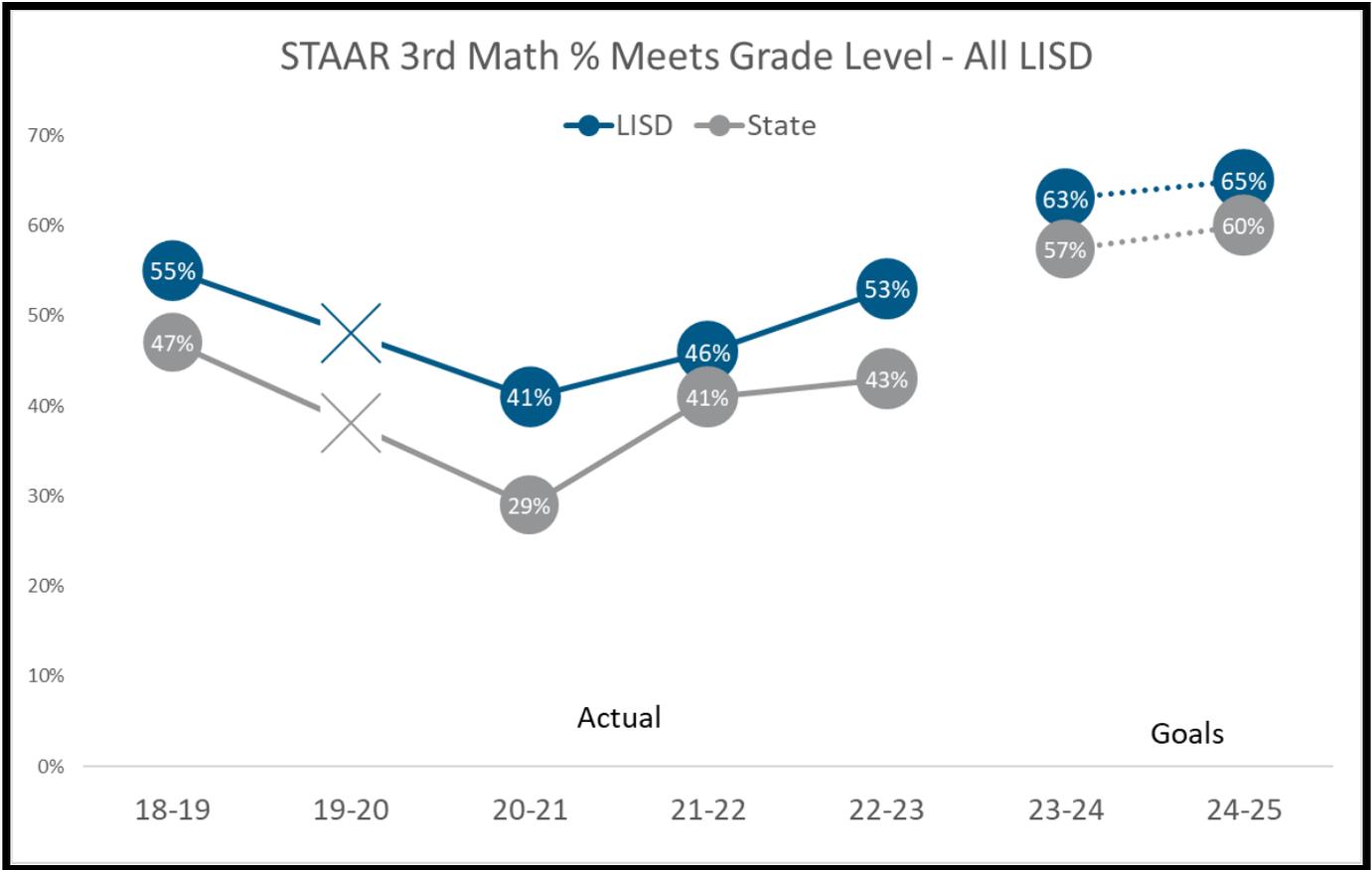


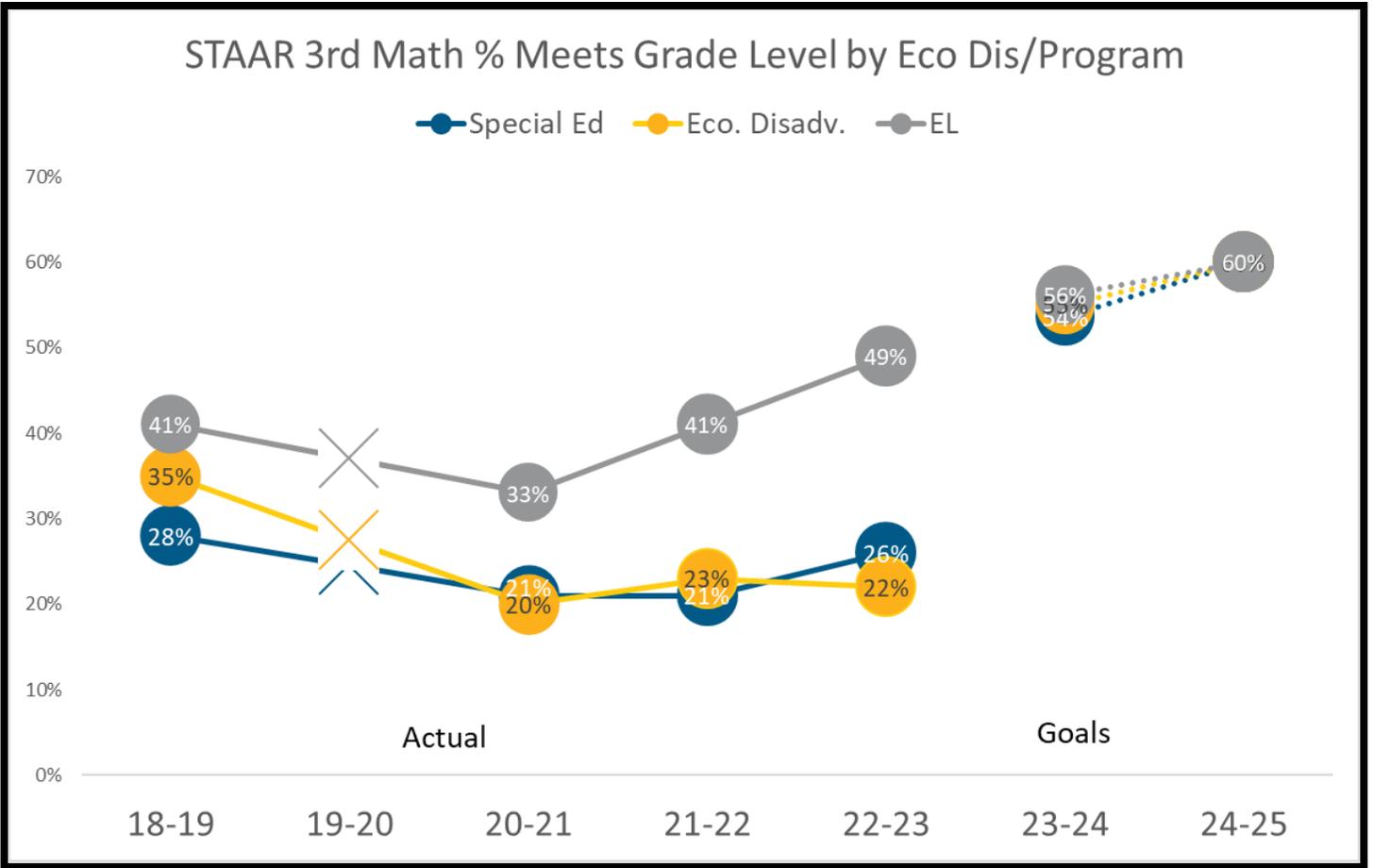
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Campus 2018-19 Baseline Data
% Meeting Standard on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
101 18-19	49%		47%	49%				38%	36%
102 18-19	39%			48%					
103 18-19	49%			49%					
104 18-19	59%			60%					
105 18-19	35%		30%	35%				11%	
106 18-19	28%		29%	31%				29%	
107 18-19	56%		44%	59%					
108 18-19	46%			51%					
109 18-19	44%		39%	40%				47%	
110 18-19	70%			74%					
111 18-19	80%			84%					
112 18-19	34%		33%	28%				29%	25%
113 18-19	64%			65%					
114 18-19	43%		33%	43%				31%	
115 18-19	67%			62%	81%		32%		
116 18-19	45%		34%	50%				32%	
117 18-19	61%			57%					
118 18-19	61%		59%	63%				31%	
119 18-19	38%			40%					
120 18-19	73%			70%	94%				
121 18-19	54%			53%					
122 18-19	65%		66%	62%					
123 18-19	84%			78%					
124 18-19	34%		18%	58%				7%	15%
125 18-19	42%		41%	45%				42%	
126 18-19	65%		60%	62%	85%				
127 18-19	N/A								

Current District Data (August 2023)





22-23 Mathematics Action Plan

Promote student ownership of learning

- Early Childhood Professional learning focused on :
 - incorporating mathematical experiences throughout the day, and
 - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
 - say where they are going,
 - reflect and identify missteps,
 - set a new course, and
 - self assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8 part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

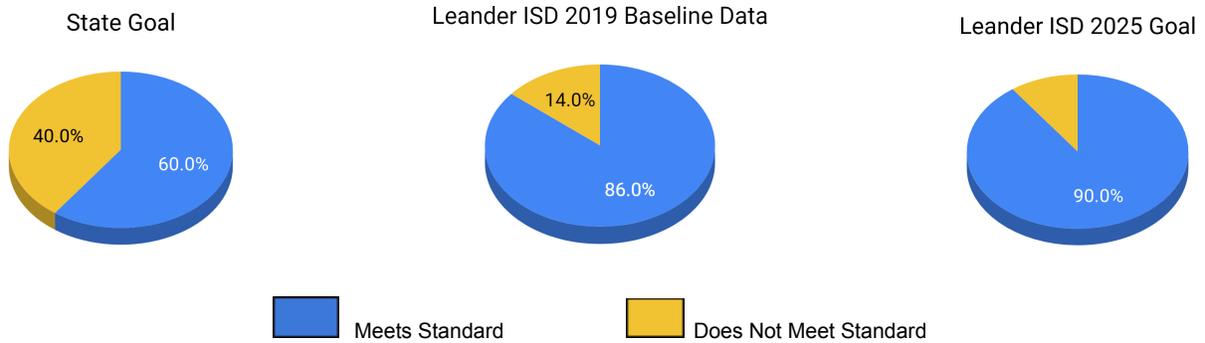
[HOUSE BILL 3 LEGISLATION](#)

Sec.A11.186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

District

Key Question: To what extent are Leander ISD graduates college, career, and military ready?

Leander ISD Baseline Data & Proposed Annual Goals % Meeting College, Career, & Military Readiness Accountability Data



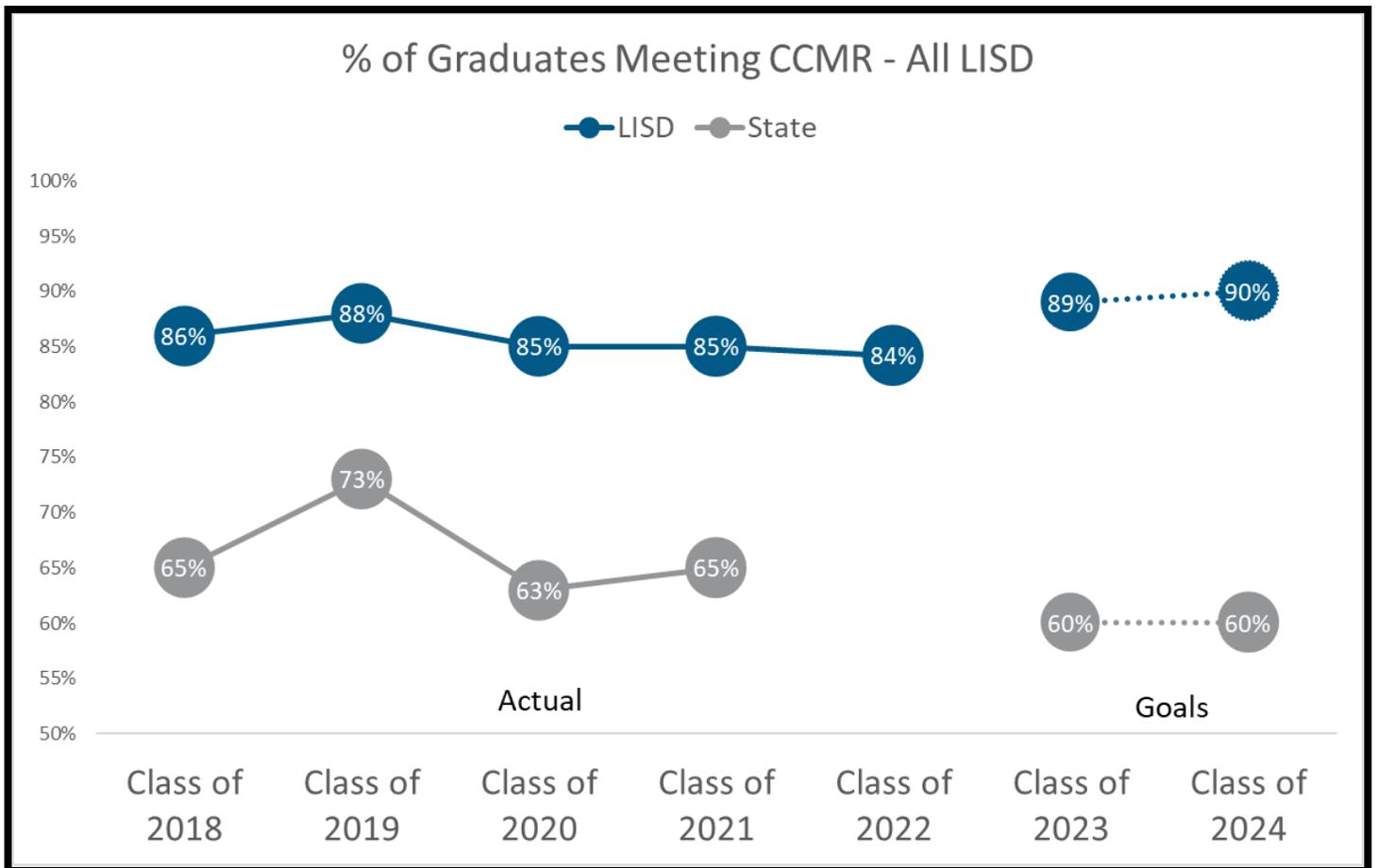
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	86%	69%	76%	90%	95%	87%	92%	73%	55%
2019-20	87%	70%	77%	91%	95%	88%	93%	74%	56%
2020-21	87%	70%	77%	91%	95%	88%	93%	74%	56%
2021-22	88%	71%	78%	92%	95%	89%	93%	75%	57%
2022-23	88%	72%	79%	93%	95%	90%	94%	76%	58%
2023-24	89%	73%	80%	94%	95%	91%	94%	77%	59%
2024-25	90%	74%	81%	95%	95%	92%	95%	78%	60%

Campus 2018-19 Baseline Data

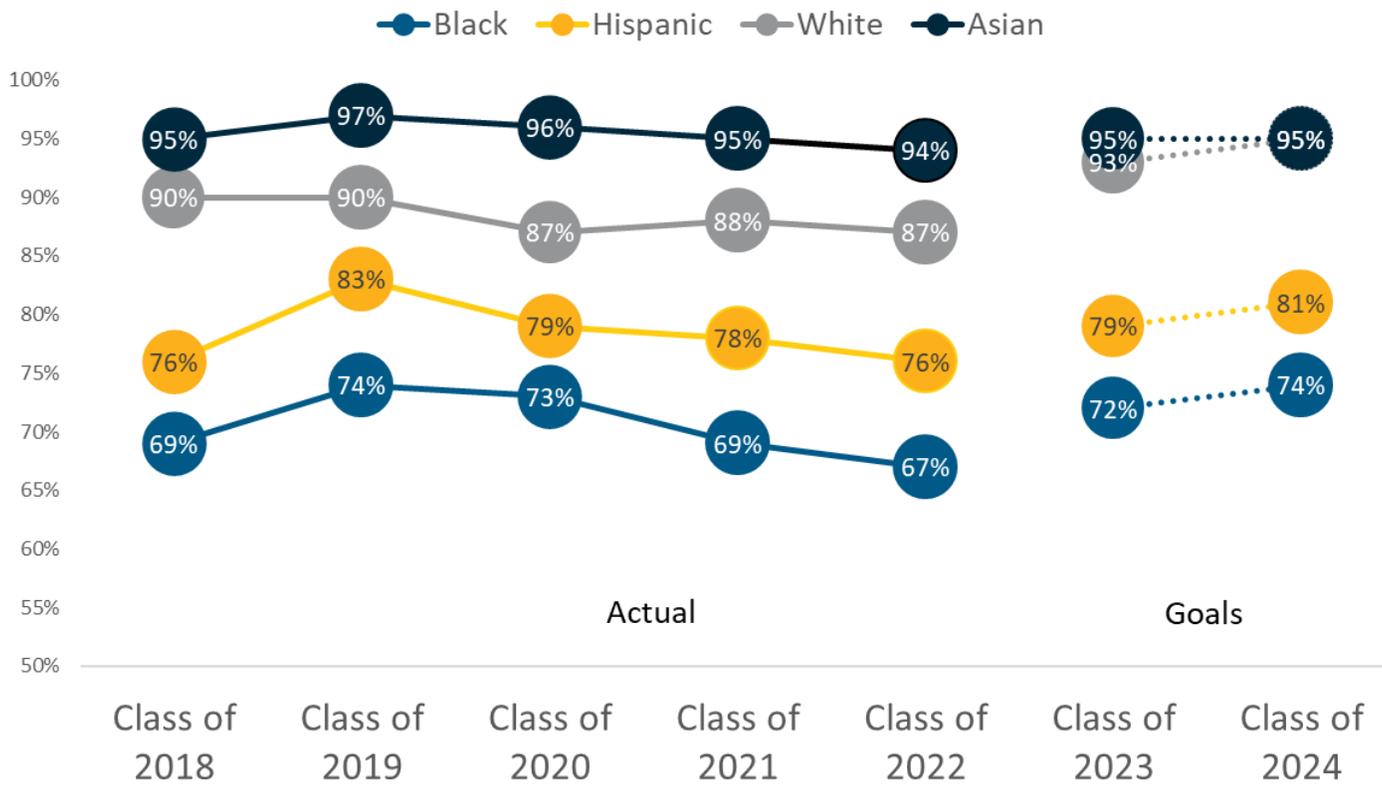
% Meeting College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
001 18-19	79%	69%	71%	84%	84%	80%	93%	71%	57%
002 18-19	91%	80%	83%	94%	98%	85%	97%	75%	
003 18-19	87%	65%	82%	91%	91%	87%	86%	74%	56%
004 18-19	84%	81%	76%	86%	100%	94%	98%	79%	40%
005 18-19	94%	46%	87%	96%	98%	100%	91%	68%	40%
006 18-19	No 2018 Grads								

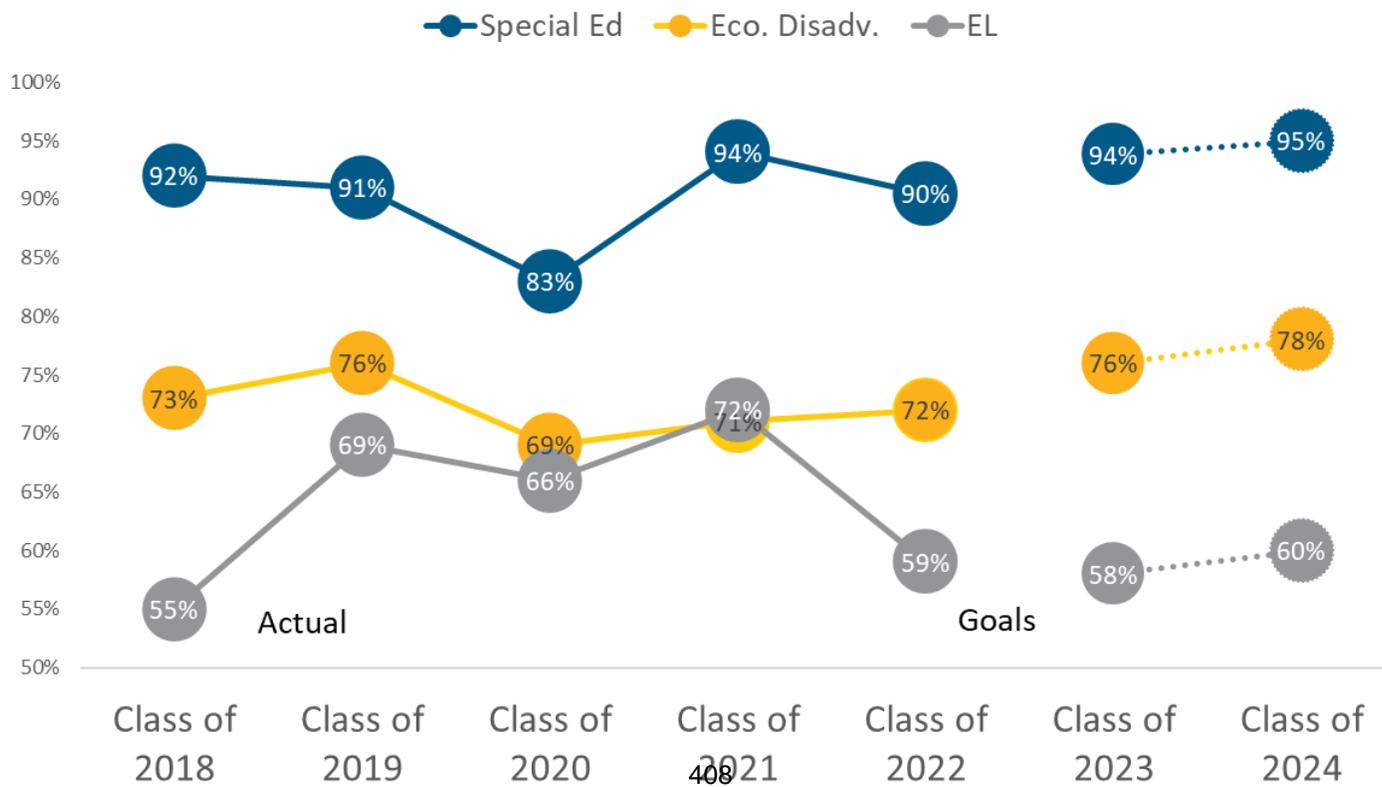
Current Data (August 2023)

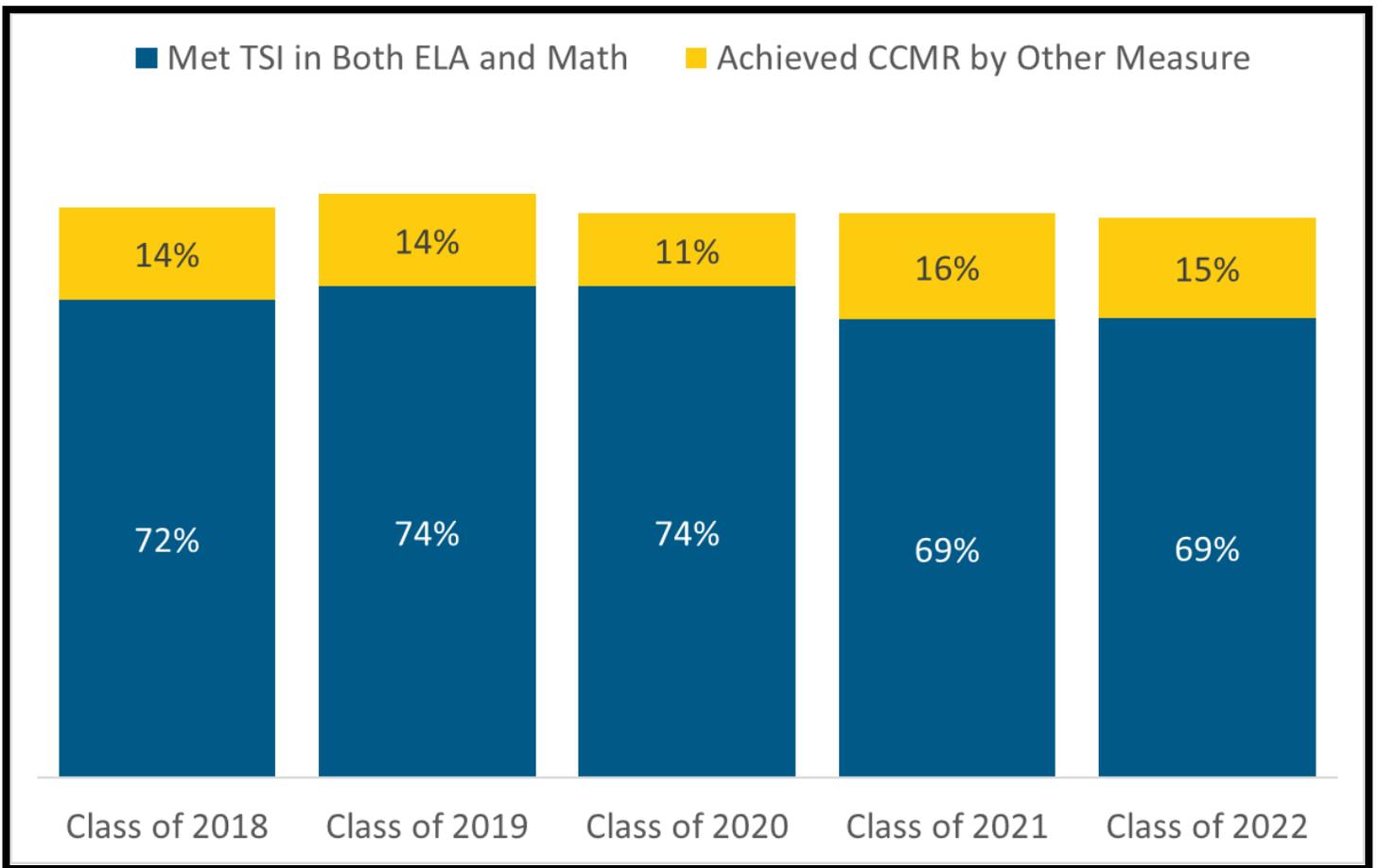


% of Graduates Meeting CCMR by Race/Ethnicity



% of Graduates Meeting CCMR by Eco Dis/Program





CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
 - Curriculum revisions, professional learning, and instructional resource alignment
 - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
 - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
 - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
 - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
 - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
 - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
 - Completion of Career and Technical Education Programs of Study
 - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
 - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
 - Implement achievement recognitions for IBC earners and Program of Study completers.
 - Data analysis and action planning
 - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
 - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
 - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
 - Curriculum revisions, professional learning, and instructional resource alignment
 - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
 - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.
 - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
 - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
 - Student recruitment, participation and performance in AP/IB.
 - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
 - Support engagement and student success in AP and IB using AVID instructional support system.
 - Promote participation by communicating AP/IB program success district-wide.
 - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
 - Provide reduced AP and IB Exam registration fees as well as exam scholarships.

- Data analysis and action planning
 - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
 - Monitor and communicate legislative AP/IB program changes to campuses.
 - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.
- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
 - Curriculum Implementation, CPM/CPE
 - Continue focus on curriculum development/revision and instructional resource alignment for both the College Prep Mathematics course and the College Prep English/EIV overlay
 - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
 - Provide cross-district professional learning opportunities for CPM/CPE teachers.
 - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
 - Professional Learning
 - Coordinate College Board SAT Workshops for teachers.
 - Provide professional learning opportunities for counselors and administrators related to TSI.
 - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
 - Student Performance and Action Planning
 - Monitor TSI completion rate monthly.
 - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
 - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
 - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
 - Analyze MAP Growth data in relation to TSI readiness.
 - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
 - College Entrance Exam Opportunities
 - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
 - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
 - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
 - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
 - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
 - Student recruitment, participation and performance in Dual Credit.
 - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
 - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.

- Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
- Promote participation by communicating Dual Credit success district-wide.
- Promote participation by communicating course transferability, cost-savings, and student preparation.
- Data analysis and action planning
 - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
 - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
 - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item:	Consider Approval of Long-Range Planning Committee Charter
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Sarah Grissom & Jimmy Disler
Attachments:	Long-Range Planning Committee Draft Charter

Background Information:

The Long-Range Planning Committee (LRPC) was originally created during the 2021-2022 school year to make recommendations on how to manage growth, while also optimizing current district buildings. In the spring of 2023, it was determined the LRPC needed to be expanded to include wider representation from our community. The expanded group now includes 61 people:

- 10 Students
- 26 Parents
- 4 Community Members
- 3 Board Members
- 11 Campus Staff
- 7 District Staff

This committee has been meeting monthly since June to create understanding of the LRPC scope and current reality of growth and needs throughout the district. One charge of the expanded group was to provide feedback on the LRPC Charter. On September 21, 2023, the Board was presented with a draft charter based on the input from the LRPC for the Board's consideration. Following a discussion with the Board of Trustees on September 21, 2023, minor adjustments were made to the draft and are presented for consideration of approval tonight.

Administrative Recommendation:

The Administration recommends that the Board approve the Long-Range Planning Committee Charter as presented.

Sample Motion:

I move that the Board approve the Long-Range Planning Committee Charter as presented.

Long-Range Planning Committee

Committee Charter

April 17, 2023 October 2023

Mission

In January 2022, the Long-Range Planning Committee (LRPC) was charged with developing a ten-year facilities plan, focused on student learning and anchored in our core beliefs that take into consideration the following criteria:

- student access to a variety of learning experiences that interest them
- facility optimization
- fiscal responsibility
- changes in population over time

Beginning in April 2023, the Long-Range Planning Committee (LRPC) will serve in an advisory role to guide the district and ensure alignment to the Strategic Plan by:

- utilizing the 10-year plan as a framework
- engaging in shared learning about components and programs involved in long-range planning, and
- assisting with community education and reciprocal communication strategies regarding long-range planning.

Organization

Committee membership consists of representatives from district departments, elementary and secondary school principals, students, parents and/or community members and LISD Trustees. The LRPC will be facilitated by the Chief of Staff and additional opportunities to lead subcommittees may be presented to members of the LRPC.

Membership may include, with a combined majority represented by parents and students:

- up to 20 LISD staff members representing PK-12th grade and 18+, a combination of campus and district staff
- up to ~~20~~ 25 parents/community members representing PK-12th grade and 18+, with majority being parents
- up to 10 students, preferably at least one student from each feeder pattern – include representation from NHHS & ECHS
- 3 LISD Board of Trustees members (non voting members)
- 7 Board nominated members

Parents, community members and students indicate their interest through an online application. All applications are put through a blind review process and selected to ensure a balanced representation from each feeder pattern and by school level. The window to apply for district committees opens in the summer for the upcoming school year.



Qualifications for membership include residing in or representing a business or organization within the boundaries of Leander ISD. Although conflicts of interest are not anticipated based on the work of this committee, members should recuse themselves from discussion, if needed.

Replacing Members - Students, Parents, and Community

For the 2023-2024 school year, nominations will be accepted in May 2023 for a term of service for the summer 2023, and the 2023-2024 and 2024-2025 school years.

Beginning in summer 2024, new committee members will be requested to serve two year staggered terms which align with the district school year, with a two term limit. The window to apply for district committees opens in the summer for the upcoming school year.

Trustee Nominated Members

Each Trustee may submit one nomination. These nominations will occur in the summer for the upcoming school year. Individuals nominated by a trustee will serve a one year term. The trustee may renew that nomination each year, for a maximum of three consecutive terms.

Duties & Responsibilities

The Long-Range Planning Committee will serve in an advisory role to guide the district by utilizing the 10-year plan as a framework, engaging in shared learning about components and programs involved in long-range planning including but not limited to optimization of facilities, repurposing options, and zoning processes, and assisting with community education and reciprocal communication strategies regarding long-range planning. Members of this committee may be asked to participate in presentations and reports to the Board of Trustees, campus and district leaders, and/or to the community related to long-range planning in Leander ISD. Administration will ensure coordination between the Long-Range Planning Committee and Citizens' Facility Advisory Committee as needed.

Attendance

The Long-Range Planning Committee will meet at least quarterly to discuss implementation of the district's long-range plan and review any relevant data. Sub committees may be created as needed and frequency of meetings will be determined by subcommittee members based on the scope of implementation.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item: Consider Approval of Adding Assistant Principal Position Per LISD Staffing Guidelines

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Pete Pape

Attachments: N/A

Background Information:

Bagdad Elementary School's enrollment as of September 26, 2023, was 861 (funded 858) with numerous students remaining in the pre-K queue. The LISD staffing guidelines allocate an additional Assistant Principal when a campus reaches an enrollment of 850.

Per Board Policy CD(LOCAL) the Board has authorized the Superintendent to establish additional positions when all five (5) criteria have been met. Criteria #4 states the positions are not funded by function 21, 23, or 41. Since the Assistant Principal position is funded out of function 23, Board approval is required.

Administrative Recommendation:

Administration recommends adding an Assistant Principal position at Bagdad Elementary School in accordance with LISD staffing guidelines.

Sample Motion:

I move to approve adding an Assistant Principal position at Bagdad Elementary School in accordance with LISD staffing guidelines.

Superintendent's Report
October 05, 2023 | Board of Trustees Meeting



LEANDER  ISD

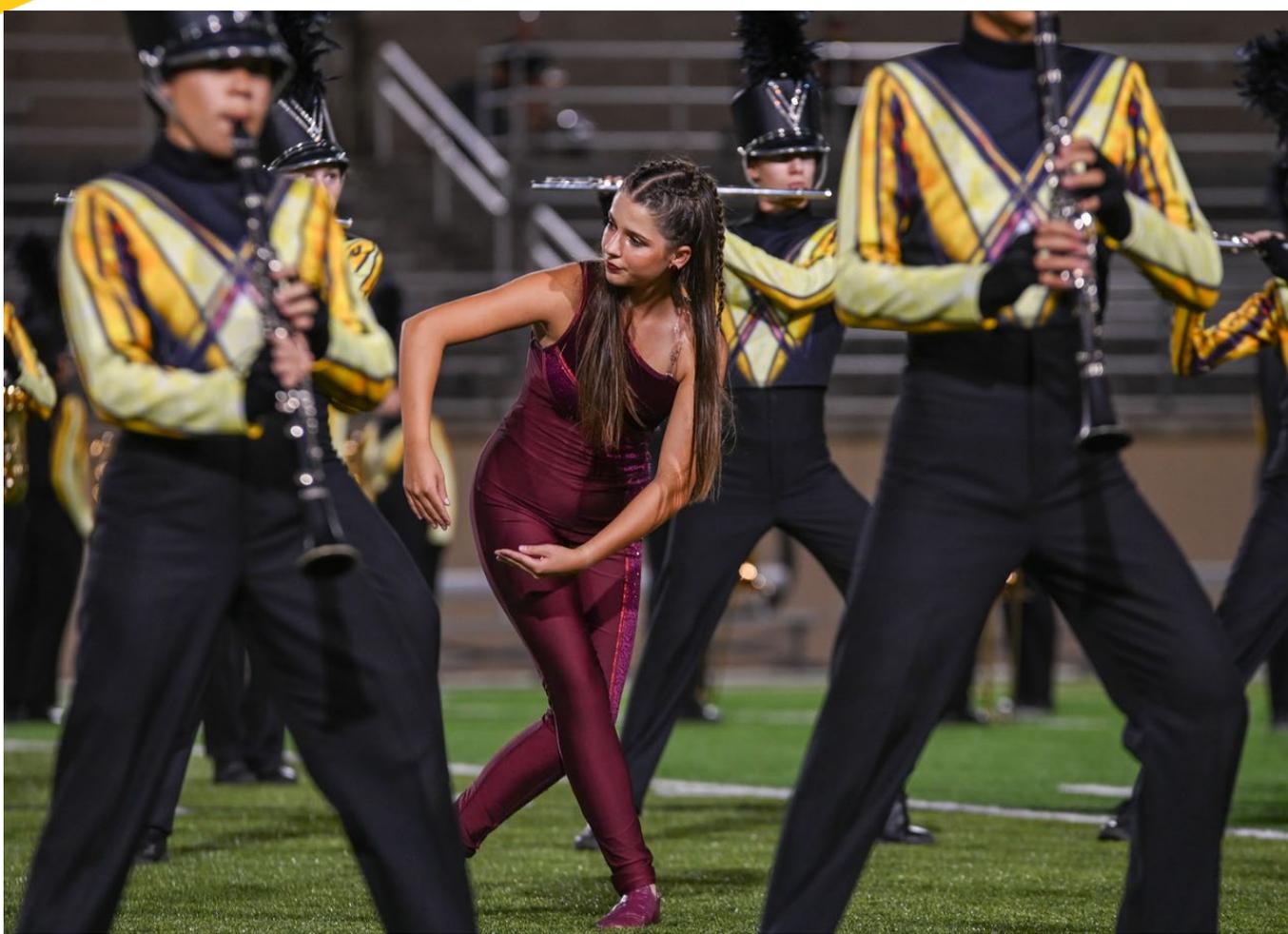
FESTIVAL OF BANDS

Monday, October 2 | 6:30 p.m.
Gupton Stadium

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Empowered Staff

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Empowered Learners

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Safe and Innovative Learning Environments

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437



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LISD Elementary School #30

Image # 74
Date 09.20.23

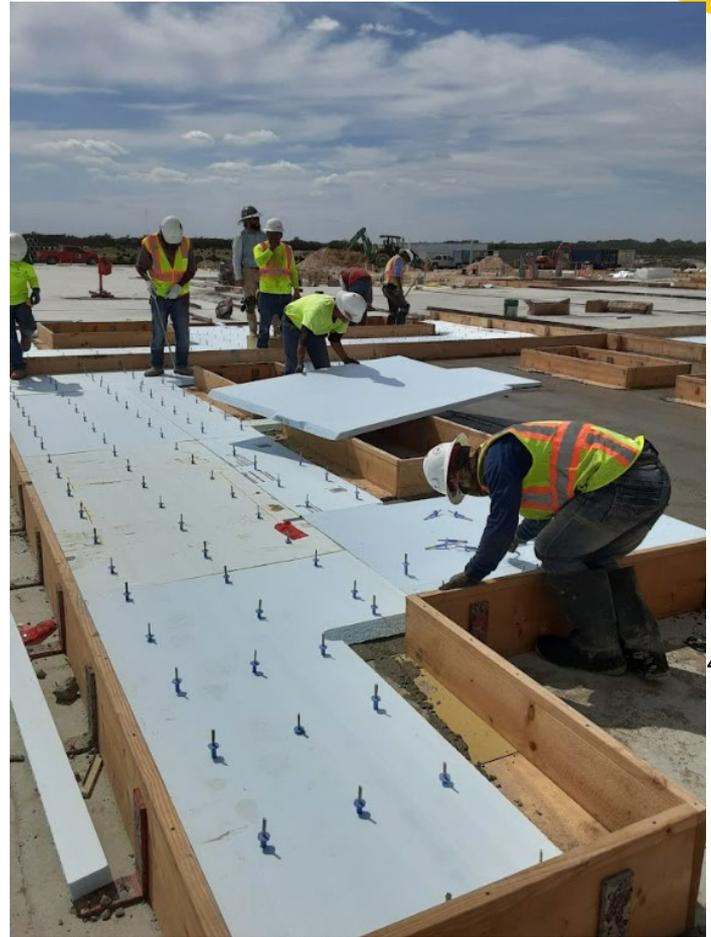




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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item: 2022-2023 Community Based Accountability Report
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Brenda Cruz, Matt Bentz, Chris Clark, DeWayne Street
Attachments: 2022-2023 Community Based Accountability Report Presentation (*Revised presentation uploaded 10-2-2023*)
2022-2023 CBAS Report (PDF) (*Uploaded 10-6-2023*)

Background Information:

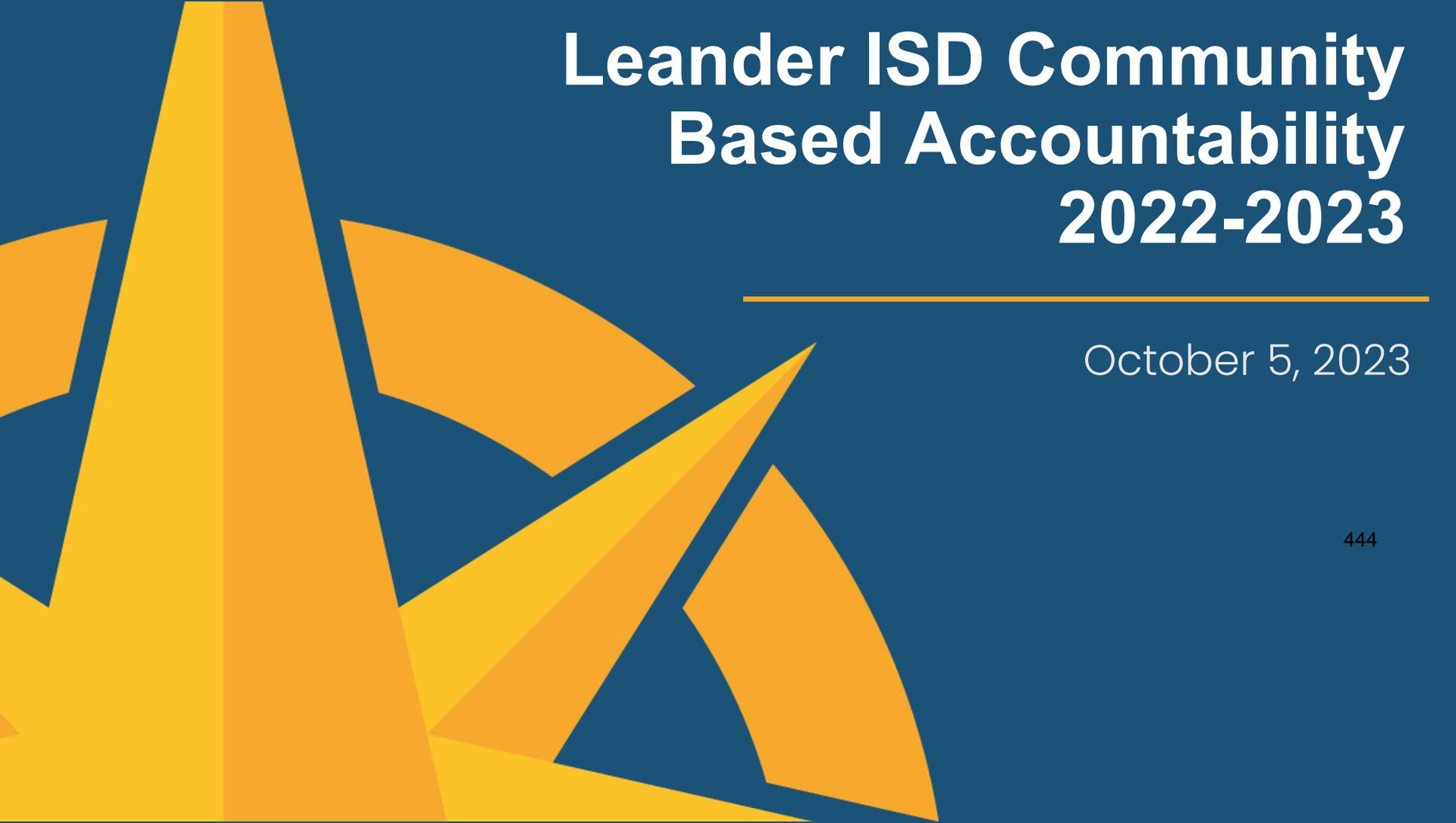
The 2022-2023 Community Based Accountability System report will be shared with the Board of Trustees and the LISD community. During this meeting, Goal 1: Empowered Student Learning and Goal 4: Equitable Access will be addressed with the remaining goals shared during the October 26th Board meeting. Our Community Based Accountability System report focuses on the indicators our community has stated are meaningful to them beyond what is measured in state accountability.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Leander ISD Community Based Accountability 2022-2023

October 5, 2023



*No Place
Like Home*

GRADUATE PROFILE

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

LEANDER ISD LEARNERS ARE EMPOWERED TO BE:

Critical & Creative Thinkers
who seek and solve problems through curiosity, flexibility and innovation.

Skilled Communicators & Collaborators
who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

Compassionate Community Contributors
who value diverse perspectives and share their unique gifts with the world.

Adaptable & Reflective Individuals
who confidently embrace their strengths and challenges while pursuing their interests and passions.



LEANDER ISD CORE BELIEFS

As a public school organization, we hold these truths as our core beliefs:

- Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.
- LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.
- Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.
- A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.
- Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

VISION & MISSION

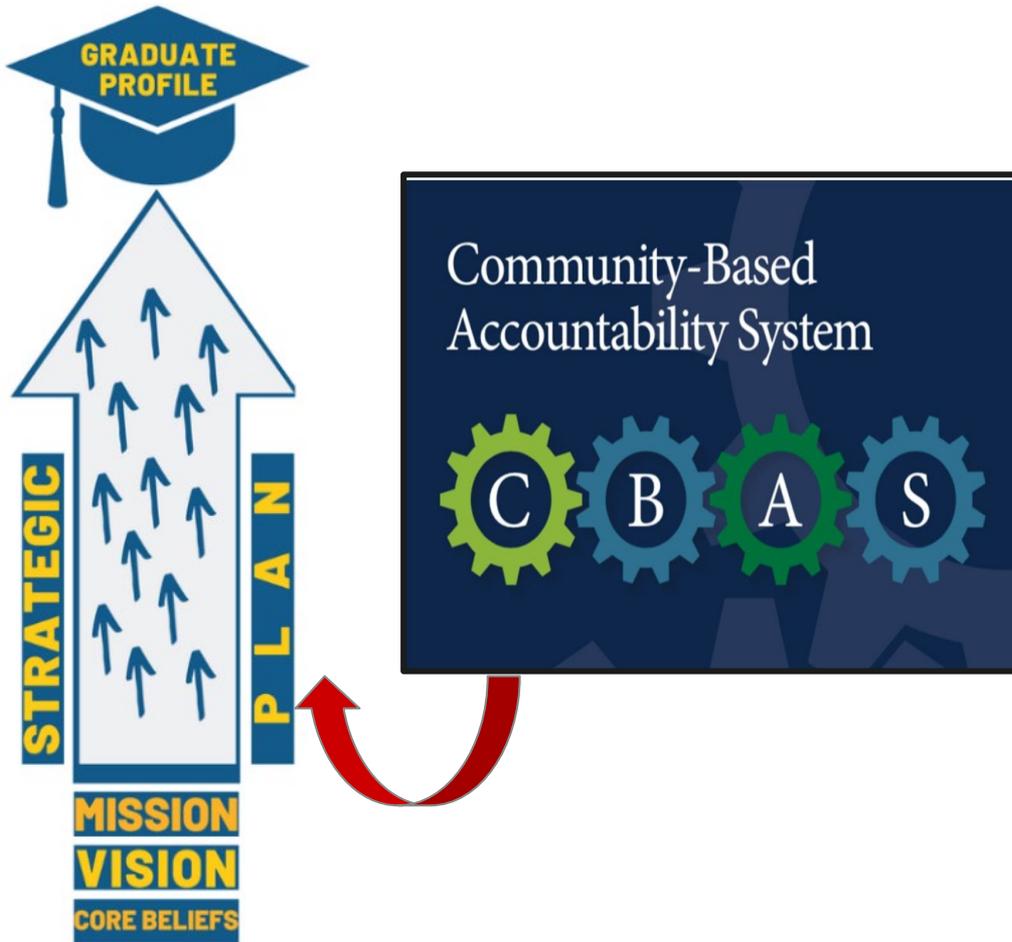
VISION

The #1LISD community cultivates each student individually to produce the most sought-after creators of our future world.

MISSION

We will cultivate each individual student by:

- Knowing and appreciating them
- Creating a safe and supportive environment to nurture their personal growth
- Partnering with each family



Why Community Based Accountability?

Accountability is created with a lens of continuous improvement.

Based on our foundation...the belief that we exist to serve students, our families, and our community.

Allows schools to provide a full accounting of their efforts, take responsibility for their findings and act accordingly, beyond measures of the state accountability system.

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Community Based Accountability

([Video](#))



STRATEGIC FOCUS AREAS AND GOALS

EMPOWERED STUDENT LEARNING



Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

EMPOWERED STAFF



Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

IMPACTFUL FAMILY ENGAGEMENT



Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

EQUITABLE ACCESS



Ensure equitable access to opportunities by eliminating barriers for each and every student.

SAFE & INNOVATIVE LEARNING ENVIRONMENTS



Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

LISD Strategic Plan Focus Areas	State Accountability (Summative Measure)	Leander ISD Community Based Accountability (Formative and Summative Measures)
 <p>Empowered Student Learning</p>	<ul style="list-style-type: none"> Performance on STAAR Grades 3-8 and End of Course Tests <div data-bbox="455 227 1103 401" style="border: 2px solid black; background-color: #e6f2ff; padding: 10px; text-align: center;"> <p>Delayed</p> </div> <p>Disaggregated levels of performance compared to state chosen similar campuses</p>	<div data-bbox="1093 88 1255 172" style="background-color: red; color: white; padding: 5px; text-align: center; font-weight: bold;">AND</div> <ul style="list-style-type: none"> NWEA MAP (grades K-8) Istation Indicator of Progress (ISIP) (grades K-8) PSAT Elective Participation Student, Parent and Staff Survey data Industry Based Certifications (IBC)
<p>Empowered Staff</p>	<ul style="list-style-type: none"> <i>Not measured/ reported in State Accountability</i> 	<ul style="list-style-type: none"> Student, Parent and Staff Surveys Professional Learning Communities Collaborative Team Commitment Rubric Recruitment and Retention Data
<p>Impactful Family Engagement</p>	<ul style="list-style-type: none"> <i>Not measured/ reported in State Accountability</i> 	<ul style="list-style-type: none"> Survey data <p style="text-align: right;">449</p>
 <p>Equitable Access</p>	<div data-bbox="446 745 1136 882" style="border: 2px solid black; background-color: #e6f2ff; padding: 10px; text-align: center;"> <p>Delayed</p> </div>	<div data-bbox="1190 738 1889 895" style="border: 2px solid orange; padding: 5px;"> <ul style="list-style-type: none"> Student, Parent and Staff Perceptual Data Course and Program Participation Measures </div>
<p>Safe and Innovative Learning Environment</p>	<ul style="list-style-type: none"> <i>Not measured/ reported in State Accountability</i> 	<ul style="list-style-type: none"> Student, Parent and Staff survey data

Survey Data Contributors



<u>Survey Participation</u>	<u>2021-22</u>	<u>2022-23</u>
Elementary Students	7,132 (79%)	7,210 (78%)
Secondary Students	7,741 (33%)	9,518 (41%)
Parents	6,085	6,342

450

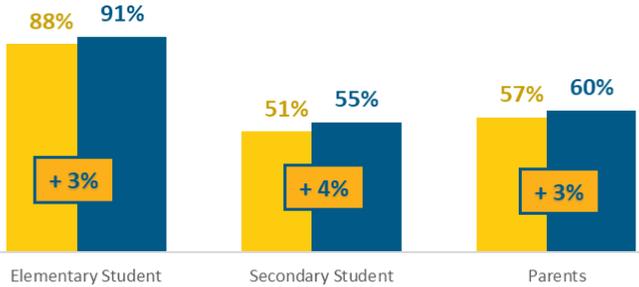
[2022-2023 Community Based Accountability Report](#)

Goal 1: Empowered Student Learning

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Student Experience Survey Dimension Score

■ 2021-22 ■ 2022-23



Source: 2021-22 & 2022-23 Student and Parent Climate Survey

Growth within the Dimension

Elementary: *5% pt. growth in opportunity to set goals and track progress*

Secondary: *14% pt. growth in feeling what is learned in school helps him/her become a better person; no decreases in any of the questions*

Parents: *3% growth in setting goals and tracking progress; 4% pt. growth in their child's experiences in school help them develop their character and personal values and 73% stated their child is motivated/encouraged to do their best in school.*

Opportunities to Grow

7% decreased in "what I learn in school helps me be a better person/ develop character and personal values"

Remaining steady in "opportunity to set goals and track progress"

Remaining steady in "school helps my child discover skills that need work and strongest skills"

Robotics Teams



Math Pentathlon



Destination Imagination teams



Goal 1: Empowered Student Learning

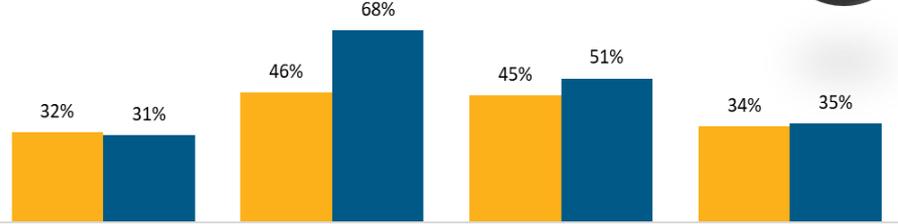
Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

1.1 Meaningful Learning - Secondary Students



% Favorable Response "Almost Always/Always, Often"

2021-22 2022-23



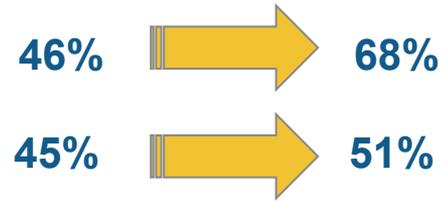
I know how what I'm learning in school relates to the outside world

I have the opportunity to engage in learning that is relevant to my interests, passions, or goals/ My school offers opportunities that help students explore their interests, talents, and passions.

I have meaningful learning opportunities to build real-life skills

My teachers show me how lessons relate to life outside of school

Source: LISD 2021-22 & 2022-23 Secondary Student Climate Survey

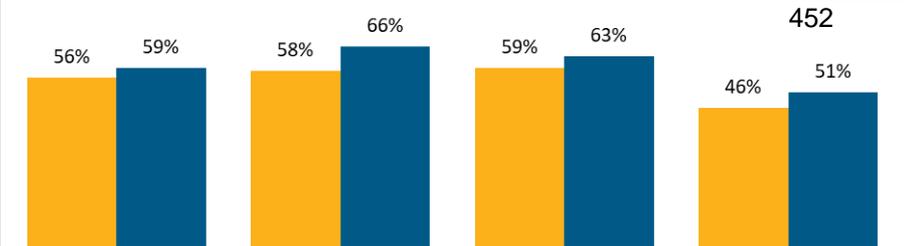


1.1 Meaningful Learning - Parents



% Favorable Response "Almost Always/Always, Often"

2021-22 2022-23



My child sees how what they are learning in school relates to the outside world.

My child's school offers opportunities that help students explore their interests, talents, and passions.

My child has meaningful learning opportunities in school to build real-life skills.

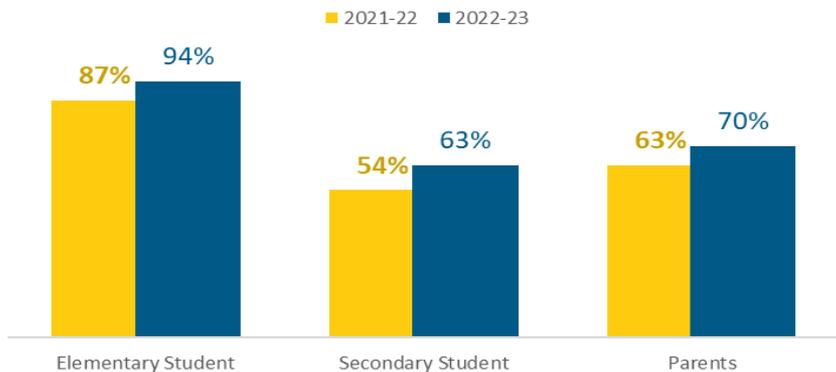
My child's teachers show my child how lessons taught in school relate to life outside of school.

% Favorable Response "Almost

Goal 1: Empowered Student Learning

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

Empowered Student Learning
Survey Dimension Score

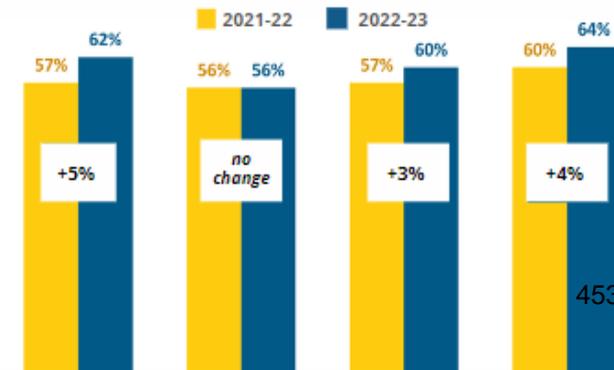


Source: 2021-22 & 2022-23 Student and Parent Climate Survey



1.2g Student Ownership of Learning: Goal Setting and Tracking

% Favorable Responses (Always/Almost Always/Often)



Elementary Students

I have the opportunity to set goals and track my progress.

Secondary Students

I have the opportunity to set goals and track my progress.

Parents

My child has the opportunity to set goals and track my progress.

Staff

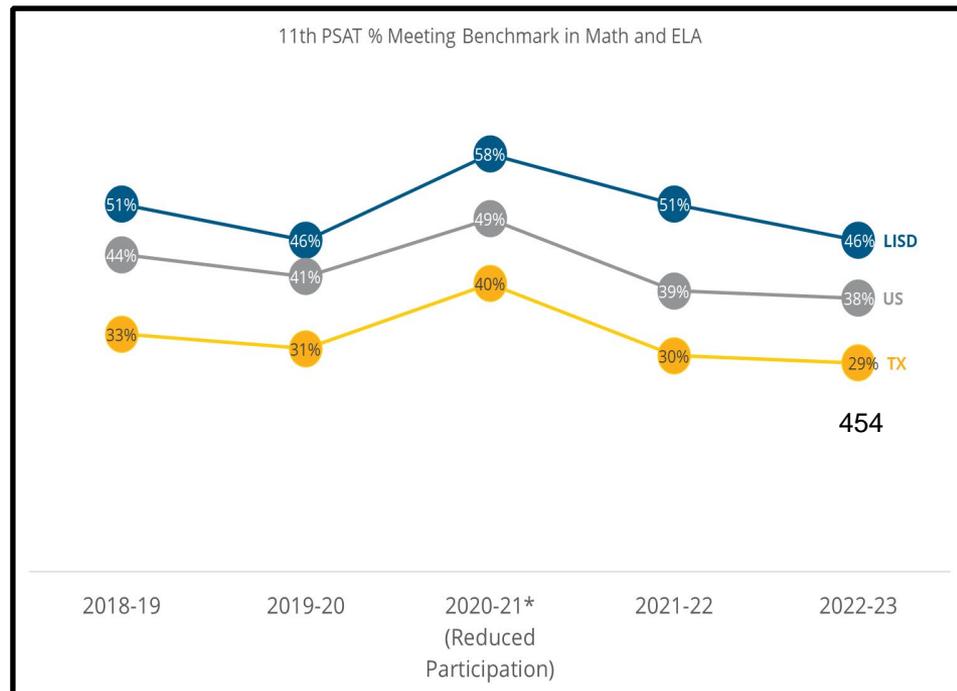
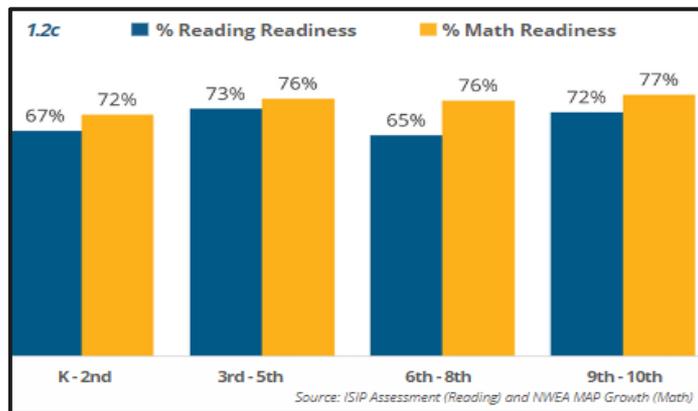
My students set learning goals and track their progress throughout the year.

Source: District collected Instructor Reports



Goal 1: Empowered Student Learning

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?





21

**#1LISD CELEBRATES
NATIONAL
MERIT
SEMIFINALISTS**

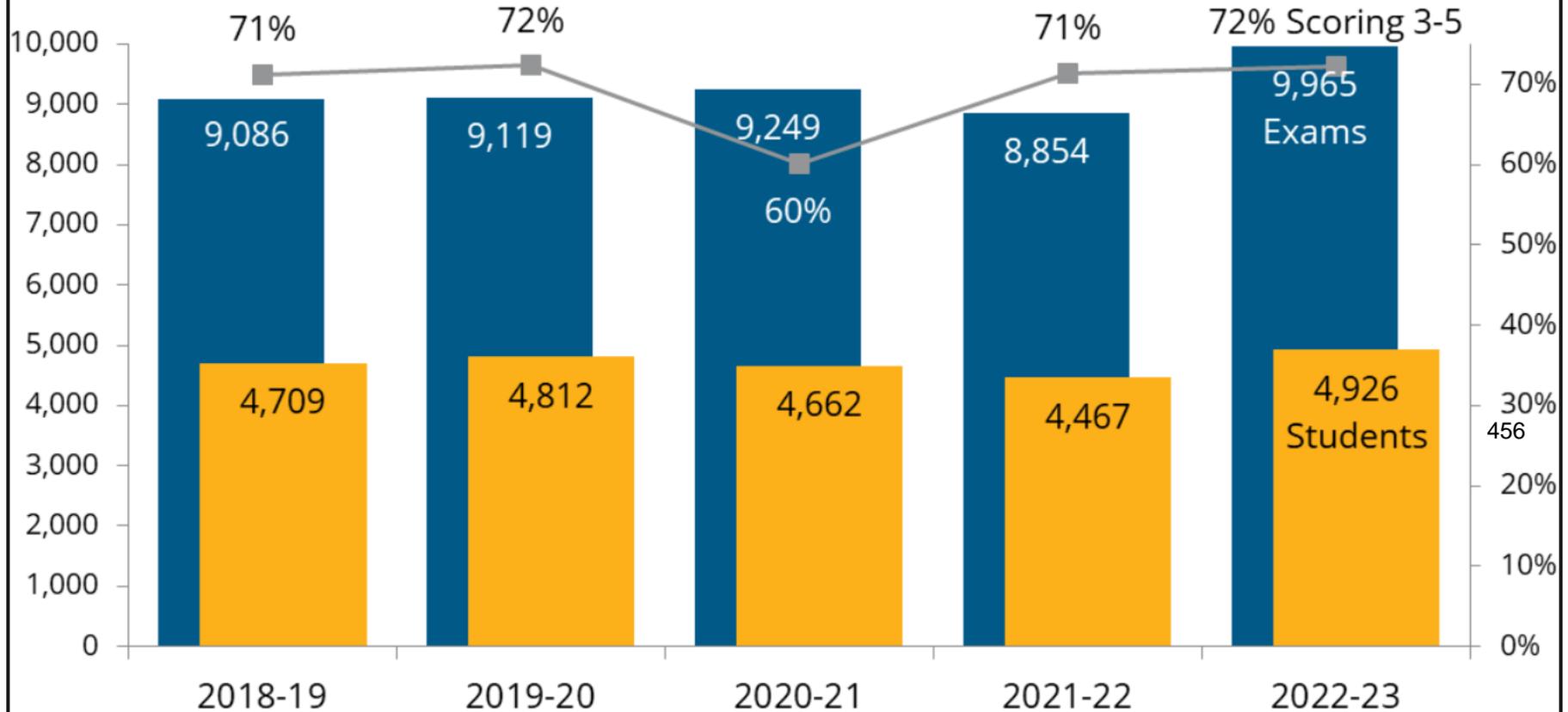
455

96

Commended Scholars

Goal 1: Empowered Student Learning

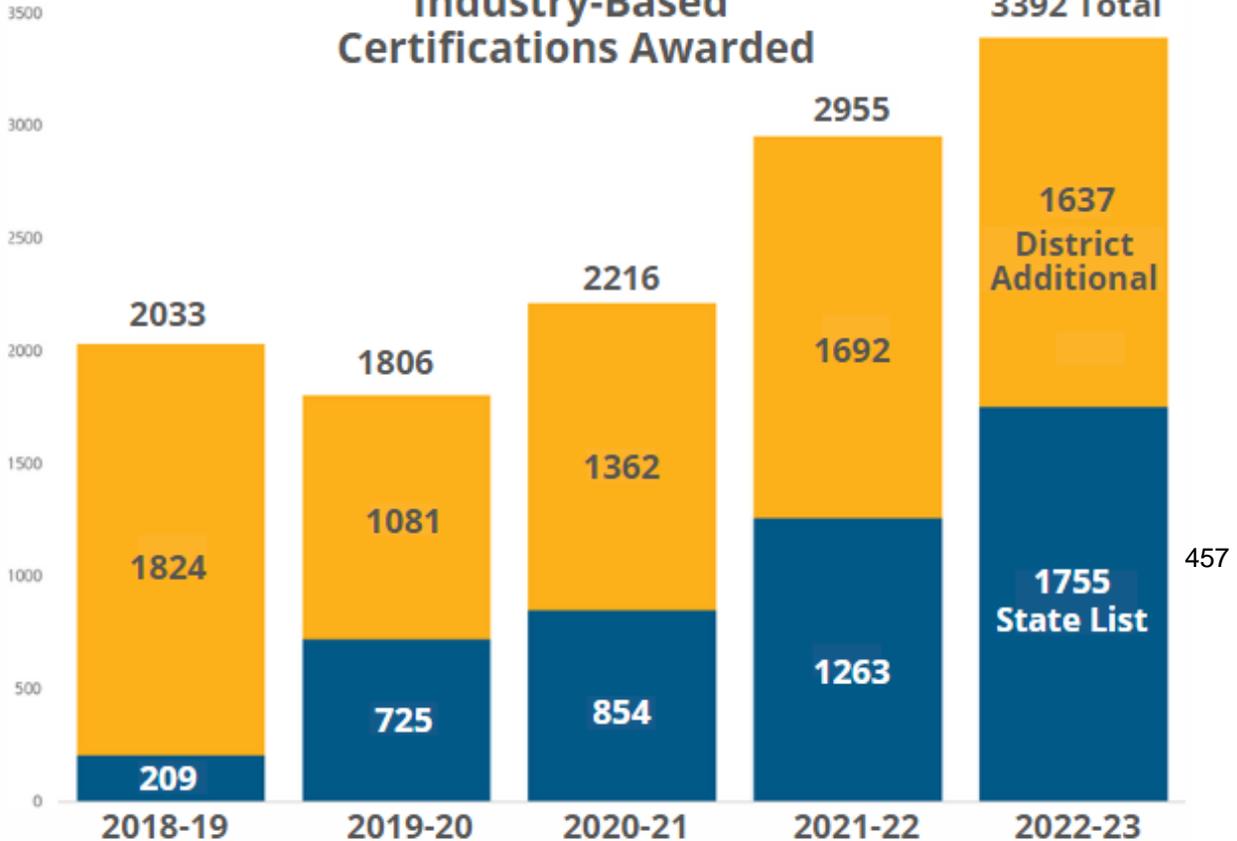
Leander ISD AP Exam History



Goal 1: Empowered Student Learning



Industry-Based Certifications Awarded



- State-Approved List
- Additional Certifications Awarded by LISD

Source: District-collected Instructor Reports

Goal 1: Empowered Student Learning

2023 STAAR: Percent at each performance level

RLA	Approaches	Meets	Masters
3rd	86	62	28
4th	87	63	33
5th	90	71	43
6th	86	65	32
7th	88	69	42
8th	91	71	41
Eng I	88	77	27
Eng II	89	78	16

Math	Approaches	Meets	Masters
3rd	80	53	25
4th	76	52	26
5th	84	60	32
6th	86	56	28
7th* (on level only)	67	34	3
8th	88	66	32
Alg I	88	59	36

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Goal 1: Empowered Student Learning

2023 STAAR: Percent at each performance level

Sci	Approaches	Meets	Masters
5th	74	42	18
8th	86	65	31
Bio	96	79	43

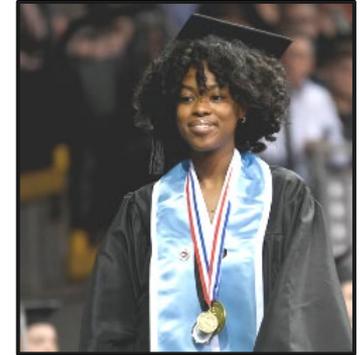
Soc St	Approaches	Meets	Masters
8th	78	51	30
US Hist	98	84	56

Goal 1: Empowered Student Learning

Key Question 3: To what extent are Leander ISD students demonstrating the Graduate Profile attributes?

** Skilled Communicator & Collaborator * Critical and Creative Thinker * Community Contributor * Adaptable & Reflective*

Graduate Profile Growth from Previous Year	Elementary	Secondary	Parents
Awareness (I have heard of the Graduate Profile)	14%	8%	14%
Connection (I see connections between what I am doing in school and the LISD Graduate Profile)	11%	15%	25%
Skilled Communicator/Collaborator (My experiences this year have helped me become a better communicator.)	0%	-1%	-1%
Critical Thinker (My experiences this year have helped me develop my critical thinking)	2%	8%	-1%
Compassionate Community Contributor (My experiences have helped me become a compassionate person)	0%	1%	1%
Adaptive and Reflective Individual (My experiences have helped me become a more adaptable and reflective individual)	No data for 21-22	1%	-1%



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Goal 4: Equitable Access

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

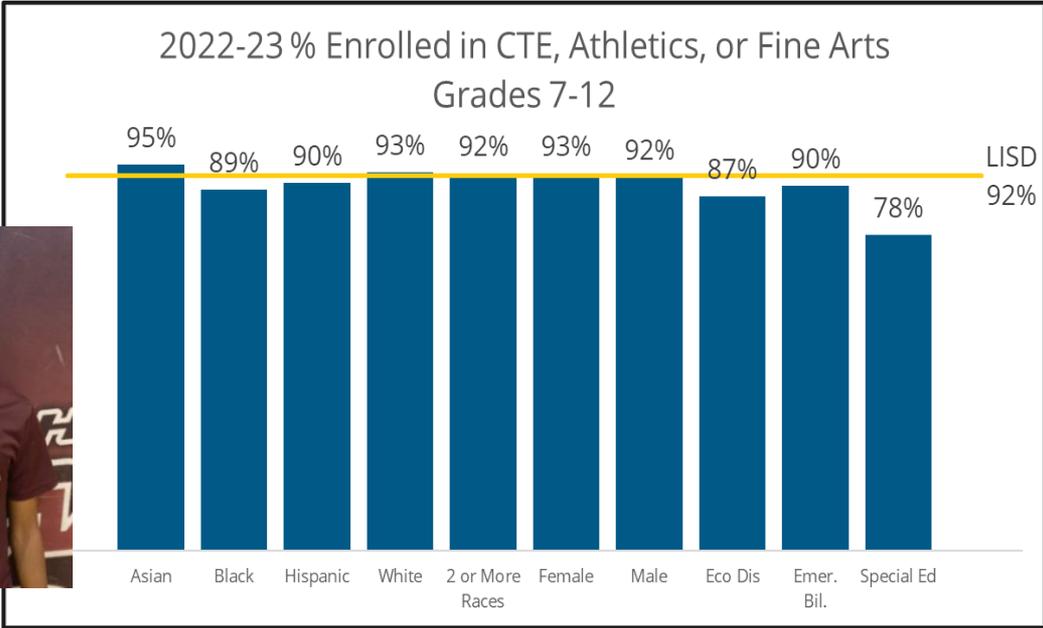
Equitable Access Dimension	Parent			Secondary Students		
	2021-22	2022-23	Diff	2021-22	2022-23	Diff
My school actively seeks to identify and remove barriers to accessing academic and extra curricular programs for diverse students.	52%	56%	4%	67%	69%	2%
My school makes sure ALL students have the opportunity to participate in extracurricular activities that they are interested in.	59%	65%	6%	77%	77%	0%
My school makes sure that ALL students that are interested have the opportunity to take advanced courses.	56%	61%	5%	81%	82%	1%
I know about the different programs that my school offers.	64%	68%	4%	76%	78%	2%
I am able to participate in any school program that I choose.	62%	67%	5%	77%	77%	0%



461

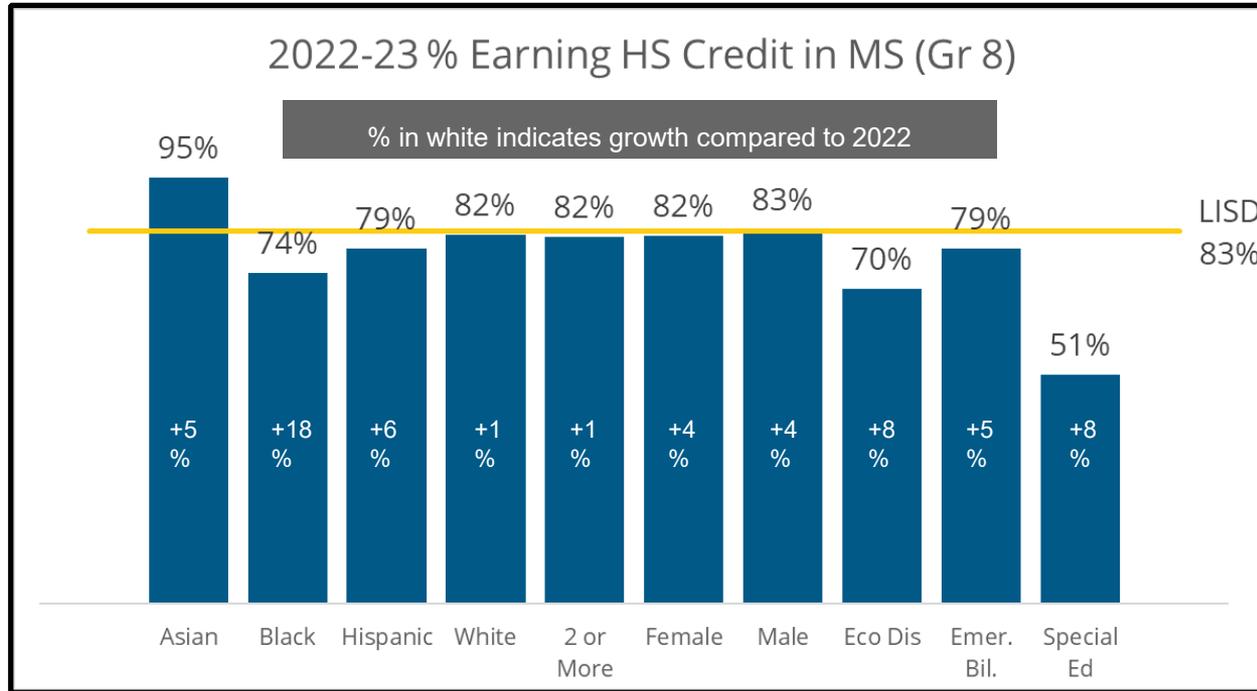
Goal 4: Equitable Access

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?



Goal 4: Equitable Access

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?



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DISCUSSION



COMMUNITY-BASED ACCOUNTABILITY SYSTEM 2022 - 2023 Report

VISION & MISSION



VISION

The #1LISD community cultivates each student individually to produce the most sought-after creators of our future world.



MISSION

We will cultivate each individual student by:

- Knowing and appreciating them
- Creating a safe and supportive environment to nurture their personal growth
- Partnering with each family

LEANDER ISD

BOARD OF TRUSTEES

2022-23



Trish Bode
President, Place 1



Gloria Gonzales-Dholakia, Ph.D.
Vice President, Place 2



Anna Smith
Secretary, Place 4



Christine Mauer
Place 3



Sade Fashokun
Place 5



Francesca Romans
Place 6



Paul Gauthier
Place 7

CORE BELIEFS

As a public school organization, we hold these truths as our core beliefs:

- Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.
- LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.
- Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.
- A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.
- Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

GRADUATE PROFILE



Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

LEANDER ISD LEARNERS ARE EMPOWERED TO BE:

Critical & Creative Thinkers

who seek and solve problems through curiosity, flexibility and innovation.

Skilled Communicators & Collaborators

who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

Compassionate Community Contributors

who value diverse perspectives and share their unique gifts with the world.

Adaptable & Reflective Individuals

who confidently embrace their strengths and challenges while pursuing their interests and passions.

STRATEGIC FOCUS AREAS AND GOALS

EMPOWERED STUDENT LEARNING



Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

EMPOWERED STAFF



Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

IMPACTFUL FAMILY ENGAGEMENT



Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

EQUITABLE ACCESS



Ensure equitable access to opportunities by eliminating barriers for each and every student.

SAFE & INNOVATIVE LEARNING ENVIRONMENTS



Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

LEANDER ISD



Groundbreaking for Elementary School #30

Additionally, we offer three Schools of Choice options for students. Elementary and middle school students who prefer an alternative to brick-and-mortar campuses have the opportunity to experience a full day of synchronous learning with highly qualified certified teachers through the Virtual Learning Academy (VLA). Early College High School (ECHS) allows students to earn a high school diploma and a college-level associate's degree simultaneously, providing a unique opportunity. New Hope High School (NHHS) provides a self-paced, blended learning curriculum for juniors and seniors.

LISD is dedicated to supporting students with special needs through our outstanding Special Education programs and services. We celebrate individual strengths, honor choice, and promote independence in collaboration with students, families, staff, and the community. In LISD, every decision centers around the student. We focus on enhancing the overall learner experience to help students reach their full potential.

We believe that each of our 5,300+ employees is a life-changer and should be empowered to lead and inspire our students. Our goal is not only to hire high-quality employees but also to mentor and develop all team members to contribute and evolve into leaders within LISD.

We have an active and committed community that supports LISD in many ways. In May of 2023, LISD successfully passed three bond initiatives, including \$698.33 million for school facilities, buses, and vehicles; \$50.82 million for technology equipment and infrastructure; and \$13.67 million for renovations to LISD's two performing arts centers.

We believe that when we create a welcoming, safe, and caring environment for everyone, including students, families, staff, and community members, the entire LISD family thrives. We value integrity, respect, fairness, and acceptance while embracing our differences. Our intentional focus on relevant and deep learning for each student optimizes individual outcomes and personal growth. Building meaningful and collaborative relationships among all members of the LISD family is crucial to creating a student-centered, holistic experience.

FROM OUR SUPERINTENDENT

To our #1LISD Community,

With a profound sense of purpose and excitement, we are presenting Leander ISD's 2022-2023 Community-Based Accountability System (CBAS) Report. This report reflects the second year of capturing and assessing evidence, and it brings to light a community aligned to support empowered student learners. This report stands as a resolute testament to each and every student, grounded in our vision, mission, and core beliefs. From the very core of The Leander Way to the pinnacle of our Strategic Plan, the head, heart, and courage of this report echo the collaboration of students, families, and staff led by our esteemed #1LISD Board of Trustees.



In these pages, you will encounter triumphant milestones, candid reflections, and narratives that illuminate the tapestry of our #1LISD community. This tapestry has been woven with threads of both triumph and challenge, each contributing to the opening chapters in a story of boundless potential. After creating a performance benchmark last year, in year two, we have an opportunity to measure growth and regressions, monitor trends, and show our long-term commitment to our goals. In other words, the real work begins.

Know this: Leander ISD holds itself to a standard of excellence. How we measure excellence goes beyond test-based accountability. For that reason, we expanded the Community-Based Accountability System (CBAS) Committee. Thanks to their invaluable insights, the committee has helped shape this report. Likewise, your perspectives matter; we encourage you to offer your unique point of view as the tapestry takes shape.

I must offer a sincere salute of gratitude to individuals in particular whose tireless efforts brought this report to life—Tony Bonazzi, Brenda Cruz, Jennifer Craven, Christy Diver, Amanda Lillard, Shannon Lombardo, Sarah Martinez, Lauren Meeks, Keith Morgan, Erica Scassa and Katy Sommer. As we think critically about the content of these pages, listen to the voices of our students, parents, faculty, community constituents, entrepreneurs, and our Board of Trustees resonate vibrantly within this very document. For that, I thank them as well.

Thank you for entrusting your most precious resource with #1LISD. Collectively, we are creating a legacy that deeply values cultivating the most highly sought-after creators of our future world. We are #1LISD!

Sincerely,

A handwritten signature in black ink that reads "Bruce Gearing". The signature is fluid and cursive.

Bruce Gearing, Ed.D.
Superintendent

THANK YOU

2022-23 CBAS STEERING COMMITTEE MEMBERS

Shauna Allen
Uzo Amajor
Laurelyn Arterbury
Nick Asmus
Shirley Bachus
Matt Bentz
Stephani Bercu
Tony Bonazzi
Darla Brown
Kelley Capin

April Chauvette
Tristan Chizick
Amy Colvin
Jennifer Craven
Christy Diver
Jamie Everett
Kathleen Forsell
Jennifer Freeman
Bruce Gearing
Sarah Grissom

Lauren Houser
Paulette Jones
Allison Keith
Amanda Lillard
Shannon Lombardo
Christine Mauer
Lauren Meeks
Bryan Miller
Kevin O'Bryan
Athsole Olson

Shelley Roberts
Erica Sanchez
Lucy Sanchez
Erica Scassa
Liz Seeling
Anna Smith
Katy Sommer
Kendra Winans

ACCOUNTABILITY



This report is organized around five strategic focus areas established by our Board of Trustees and reflected in our five-year Strategic Plan:

- 1 EMPOWERED STUDENT LEARNING**
- 2 EMPOWERED STAFF**
- 3 IMPACTFUL FAMILY ENGAGEMENT**
- 4 EQUITABLE ACCESS**
- 5 SAFE & INNOVATIVE LEARNING ENVIRONMENTS**

Developed out of the hopes and dreams expressed by our #1LISD community, a five-year [Strategic Plan](#) emerged, providing a road map with goals and strategies clearly outlined and measured through our Community-Based Accountability System (CBAS).

Each of our students has a unique educational story. Through a meaningful CBAS that identifies factors beyond standardized testing, we are able to share a more comprehensive story and celebrate the success of our students and campus communities in ways not fully measured within our [state accountability system](#).

This CBAS report complements the state's A-F school rating and includes measures beyond state accountability. CBAS uses a multiple-measures approach, rather than primarily standardized assessments, to guide educational outcomes developed at the local level. This approach includes performance, process, and perceptual data reflective of our student, parent, and staff population.

The addition of a CBAS provides our community with a more comprehensive lens of the strengths, opportunities, and challenges within our system and concrete evidence of the progress toward the educational outcomes that our LISD community determined are in the best interest of their children.

Within each focus area, a goal has been developed. Under each goal, key questions were created. Ten key questions were prioritized for this report, and multiple measures were examined. This year's report compares data collected from the 2022-23 school year to the 2021-22 baseline data reported.

SURVEY RESPONDENTS

	2021-22	2022-23
Students	14,873	16,728
Parents	6,085	6,342
Staff	3,465	3,465

***The language on select questions from the inaugural surveys was slightly changed to provide more clarity in this year's survey.*



EMPOWERED STUDENT LEARNING

GOAL

LISD will empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

IMPACT

Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

KEY QUESTION



1.1 To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?



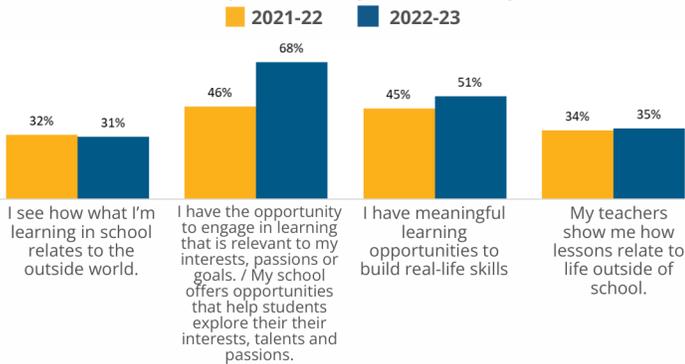
Leander MS CTE class visits Guinn Partners

MEANINGFUL LEARNING

Parents and secondary students responded to four questions to determine how well students connect their learning to the world they will enter as adults. While the 2022-23 responses mark only the second year of the survey, the overall dimension score shows promising growth. As discussed below, there are remarkable improvements as well as opportunities for growth.

1.1a Meaningful Learning - Secondary Students

% Favorable Responses (Always/Almost Always/Often)



Source: LISD 2021-22 & 2022-23 Student Climate Survey

The greatest improvement in this dimension is found in the student response in **Figure 1.1a** to whether their school offers opportunities for secondary students to explore their “interests, talents and passions,” rising from **46%** to **68%**. Positive responses from parents in **Figure 1.1b** also reflect significant growth, rising from 58% in the inaugural survey to 66% in their 2022-23 responses, a promising indicator of overall satisfaction among the greater LISD community. While the language for this question was altered slightly from last year to this year, the spirit of the question was the same.

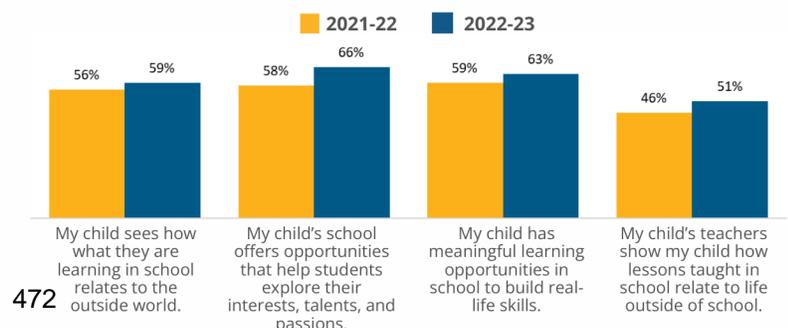


The positive response of secondary students regarding their ability to pursue their “interests, talents, and passions” pairs well with a **6% increase** in student response when asked whether they have “opportunities to build real-life skills,” rising from **45%** to **51%** in the last year. Likewise, positive responses from parents in **Figure 1.1b** rose by 4%, reflecting a measure of 63%. The positive responses to these two questions paint a picture of an increasing number of students, and parents alike, who feel they have the ability to explore their passions, as well as the ability to learn real-life skills. This is, hopefully, a sign that LISD students will feel both encouraged and prepared to pursue their passions after graduation.



1.1b Meaningful Learning - Parents

% Favorable Responses (Always/Almost Always/Often)



Source: LISD 2021-22 & 2022-23 Parent Climate Survey

STUDENT

EXPERIENCE

Measures across the student experience showed improvement since last year's inaugural survey. While survey responses for elementary students across the dimension showed mixed results, the secondary students responded either more positively or about the same as they did last year. For elementary students, the answering of "Yes" or "Sometimes" was considered a positive response. For secondary students and parents, answering "Always," "Almost Always," or "Often" were considered positive responses.

When asked whether the school helps students discover their skills for improvement, elementary students, secondary students, and parents responded positively at a rate of 63, 66, and 64%, respectively. This marks a 4% decrease in elementary student responses, a 2% increase in secondary student responses, and no change in parent responses when compared to last year's survey results. When the question changes from "discovering their skills for improvement" to "discovering their strengths," elementary students, secondary students, and parents responded positively at a rate of 48, 46, and 59%, respectively. When compared to last year's data, elementary student responses remained steady, while the number of secondary students responding positively increased by 3%, and parents increased by 1%. This is an area where improvement is possible. Future initiatives could be aimed at improving student awareness of their strengths as well as opportunities for growth.

INAUGURAL SECONDARY STUDENT

This year, secondary students were asked questions to determine their level of satisfaction across several aspects of classroom instruction. Students were asked questions on everything from the technology they use to how often they have the opportunity for collaboration and teamwork among their peers. This measure applies directly to the Graduate Profile, most specifically in the areas of "Skilled Communicators & Collaborators" and "Adaptable & Reflective Individuals." While not included this year, it may be possible to include questions targeted to measure the "Critical & Creative Thinkers" portion of the Graduate Profile in future surveys.

SATISFACTION QUESTIONS

It is worth highlighting that this overwhelmingly positive response aligns with the emphasis of students embracing their strengths and challenges while pursuing their interests and passions, aligning to the fulfillment stated in the Graduate Profile mission.



Cedar Park HS DECA team finished 1st in "Integrated Marketing Campaign for a Product" at DECA International Career Development Conference

Students responded positively to the five questions asked to characterize their personal experiences with LISD's instructional practices, with an overall dimension score of 75%. When asked whether the students are satisfied with the level of technology and innovation used in the classroom to enhance their learning experience, 84% of the secondary students responded favorably.

Even the lowest score within the dimension, at 69%, is promising. More than two-thirds of students responded they are satisfied with the opportunities to engage in learning that is relevant to their interests, passions, or goals.

Two questions featuring key attributes outlined in the Graduate Profile ask students about their overall experience around collaboration and teamwork and their level of engagement and hands-on learning within their classrooms.



of secondary students are satisfied with the collaboration and teamwork in their classes.

KEY QUESTION

1.2

To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?



In an effort to equip students with skills and opportunities for growth that will serve them beyond school, Leander ISD took specific actions in 2022-23. Initiatives included training that supports teachers' development in utilizing instructional strategies that empower students. For example, LISD developed a kindergarten through grade 12 math training entitled, "Putting Students in the Driver's Seat" and a continuous improvement professional learning opportunity entitled, "Empowered Learning Institute." Both trainings emphasize promoting student ownership of learning. Evidence of instructional practices shared in these trainings was seen on campuses in the form of continuous improvement tools and student goal-setting. LISD also provided training for teachers on the state's new science standards, which focus on student inquiry. Teachers applied these strategies within project-based learning, inquiry, and STEM-based lessons, all of which align with self-driven styles of work students will likely face in post-high school education and/or the workforce.

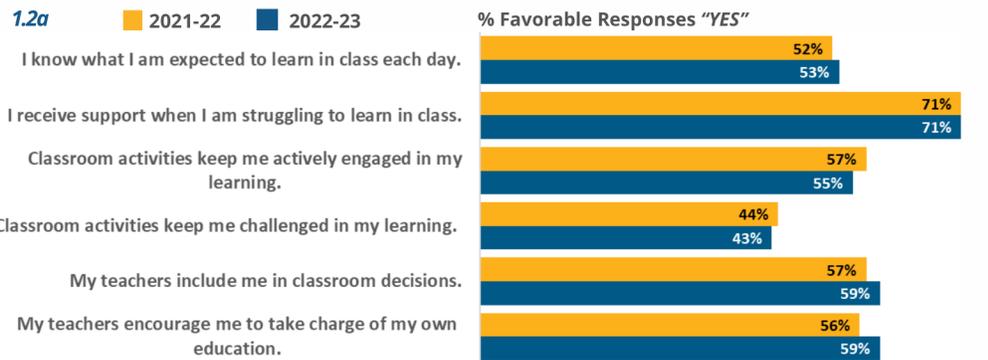


As **Figures 1.2a** and **1.2b** show, this dimension of the baseline survey asked questions about students' level of engagement and empowerment. The data shows a significant increase in favorable responses from secondary students (**1.2b**) to the statement, "My teachers encourage me to take charge of my own education" with an **increase from 55% to 65%** between 2021-22 and 2022-23.

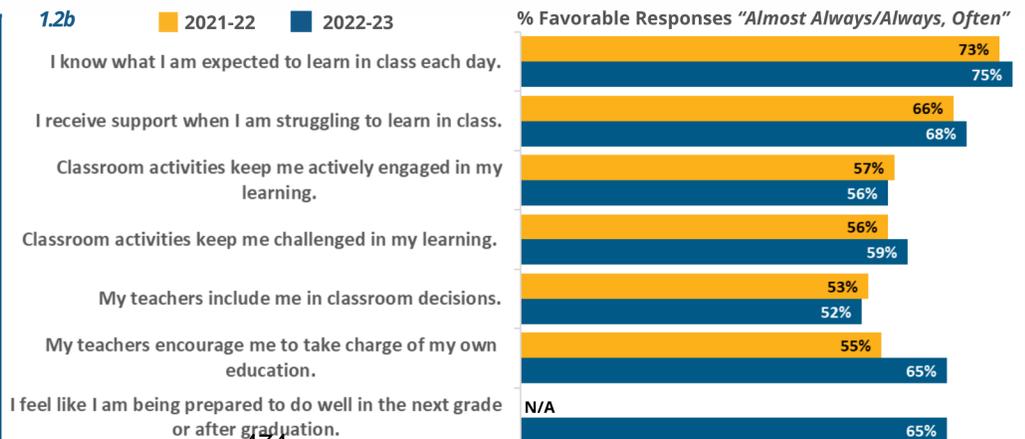
STUDENT SURVEYS

Although there is a visible discrepancy in percentages between elementary and secondary students, there is a difference in response choices and the calculation of percentages for these levels. Elementary students have three response choices on the survey, "Yes," "Sometimes," and "No." The percentages for elementary students only represent students who responded "Yes" to the question. Secondary students have five response choices on the survey and the percentages on the graph include students who responded with "Almost Always," "Always," and "Often."

ELEMENTARY



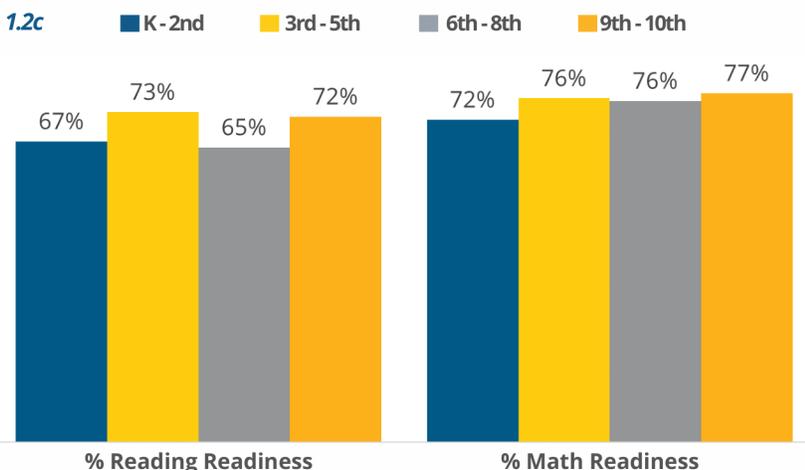
SECONDARY



2023 END-OF-YEAR GRADE LEVEL

READING & MATH READINESS

Leander ISD administers two nationally normed universal screeners three times a year in kindergarten through grade 10. Students take the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth math assessment and Istation's Indicators of Progress (ISIP) reading assessment, which is part of the Istation platform. The assessments provide an indicator of grade-level readiness. Teachers use data from the assessments to monitor student growth and tailor instruction. **Figure 1.2c** shows the percentage of LISD students that demonstrate readiness.



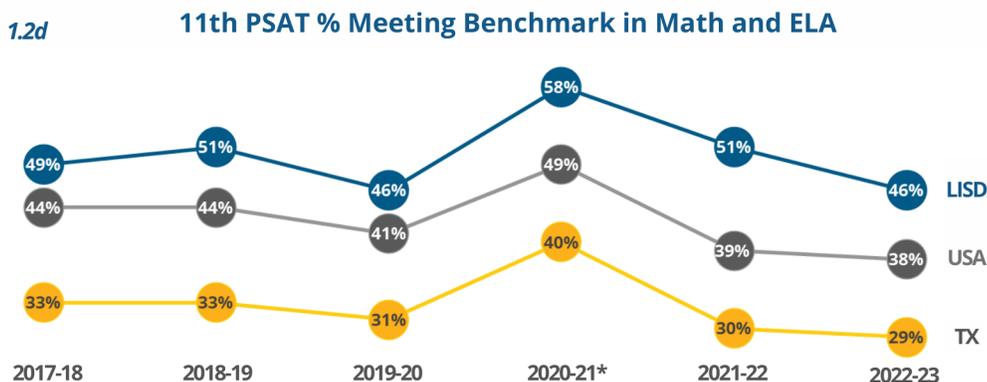
Source: ISIP Assessment (Reading) and NWEA MAP Growth (Math)



Watch D.O.G.S Volunteer reading with students

PSAT Performance

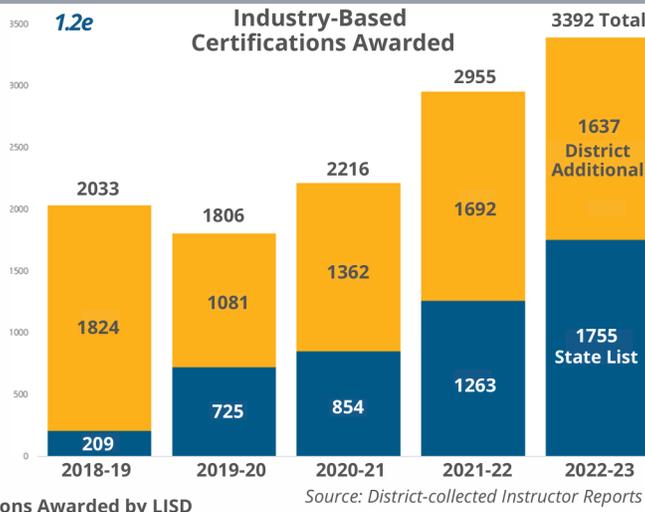
One indicator of students' readiness to pursue their interests in post-secondary settings is their performance on the PSAT (Preliminary Scholastic Aptitude Test). Leander ISD 10th and 11th-grade students are provided the opportunity to take the PSAT during school hours at no cost to them. **Figure 1.2d** shows a five-year comparison of 11th-grade students from LISD, Texas, and the U.S. The yearly values on the chart are the percentage of students meeting the college and career readiness benchmarks. LISD students consistently outperform the state and nation in the percentage of students meeting the benchmarks.



Source: College Board, 2022-23

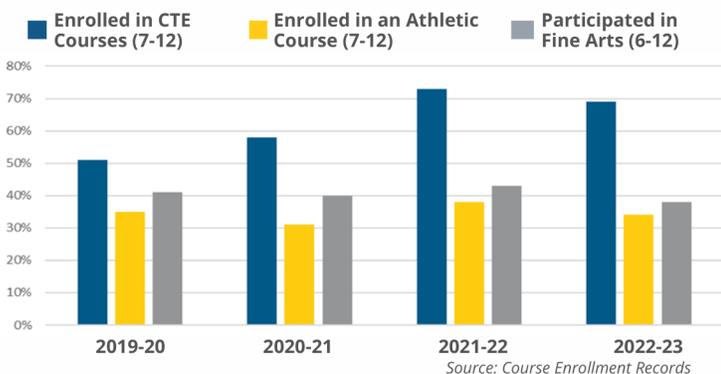
INDUSTRY-BASED CERTIFICATIONS

A clear indicator of meaningful learning that will serve students outside of school is students earning Industry-based certifications. This is an initiative supported by the Texas Education Agency. Leander ISD offered 57 different certifications in the 2022-23 school year. In 2023, the number of students receiving any industry-based certification increased by 10%, while the number of certifications received from the state-approved list increased by 39%. **Figure 1.2e** to the right shows the number of Industry-Based Certifications earned by LISD students over the past 5 years, highlighting the district's commitment to offering programs that prepare students for life after high school.



SECONDARY ELECTIVE COURSE PARTICIPATION

1.2f Participation in Co-Curricular Activities CTE, Athletics, Fine Arts



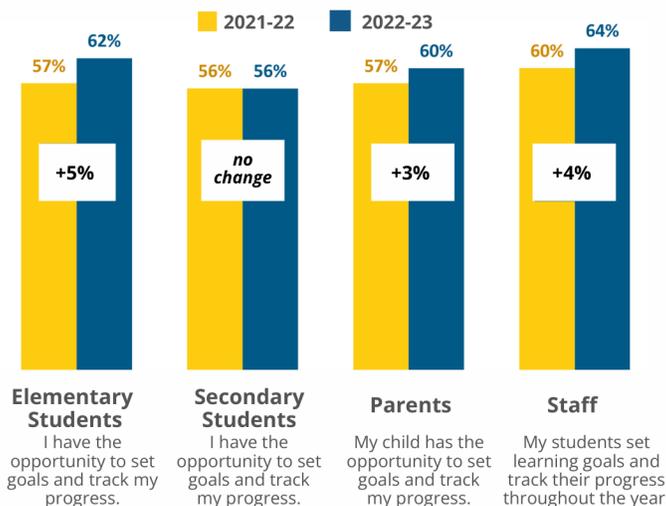
GOAL SETTING



Goal Setting has been established as a key strategy to improve engagement in, and ownership of, student learning. Perceptions about opportunities for students to set goals and track their academic progress were included in student, parent, and teacher surveys for 2021-22 and 2022-23. **Figure 1.2g** shows a noticeable increase in the use of goal-setting by elementary students, parents, and staff.

1.2g Student Ownership of Learning: Goal Setting and Tracking

% Favorable Responses (Always/Almost Always/Often)



KEY QUESTION

1.3

To what extent are Leander ISD students demonstrating the Graduate Profile attributes?



GRADUATE PROFILE

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

Critical & Creative Thinkers

who seek and solve problems through curiosity, flexibility and innovation.

Compassionate Community Contributors

who value diverse perspectives and share their unique gifts with the world.

Skilled Communicators & Collaborators

who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

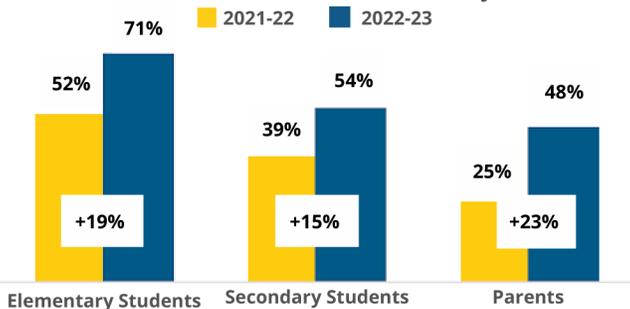
Adaptable & Reflective Individuals

who confidently embrace their strengths and challenges while pursuing their interests and passions.

The LISD Graduate Profile was updated during the 2020-21 school year through a highly iterative and collaborative process involving LISD students, parents, teachers, staff, administrators, and community members. After being adopted by the district to begin the 2021-22 school year, LISD can now reflect on two years of Graduate Profile dimension data. This dimension consists of questions to help the district measure the progress toward our goal of each and every student in LISD embodying the attributes of the LISD Graduate Profile.

This data provides sound evidence that the efforts to re-introduce the LISD Graduate Profile and to align processes and systems to it have had a positive impact. The LISD Graduate Profile is helping create the foundation for ensuring all LISD graduates acquire these important attributes.

1.3a I see connections between what I am doing in school and the LISD Graduate Profile.



Source: LISD 2021-22 & 2022-23 Student & Parent Climate Survey



477

2023 Graduation

EMPOWERED STAFF

GOAL

Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

IMPACT

Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.



LEEF Grant Patrol

KEY QUESTION

2.1

To what degree are we attracting, growing, and retaining first-rate employees committed to the Leander ISD values, principles, and culture?

ATTRACTING & GROWING

To attract, grow, and retain the best employees for LISD, the district has implemented two strategic responses. Firstly, they have expanded and enriched recruitment efforts, aiming to attract high-quality candidates and address specific needs at each campus. These efforts include job fairs, college student connections, cultural exchange programs, campus tours, meetups, and leveraging social media for teacher recruitment. LISD's exceptional recruitment efforts using social media have earned recognition from Career Arc and Brazen.

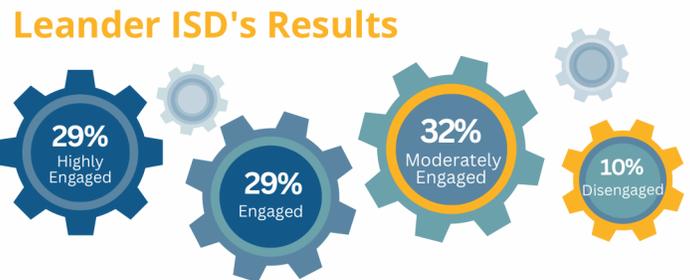
Additionally, LISD has focused on "Growing our Own" by supporting students interested in pursuing a career in education through initiatives like elementary career fairs and the Ready, Set, Teach program. They have also provided opportunities for instructional assistants to complete their degrees and gain teaching credentials through information sessions, grant programs, and partnerships with universities. These efforts aim to cultivate a diverse and qualified pool of educators within the district.



EMPLOYEE ENGAGEMENT

Employee engagement is crucial for attracting, retaining, and nurturing top talent in organizations. Engaged employees are motivated, committed, and connected to their work, fostering a positive environment that appeals to skilled individuals. Prioritizing engagement makes a workplace attractive to high-quality employees who value a supportive and thriving atmosphere.

Multiple questions across the survey constructs have been benchmarked to assess the level of engagement among individual employees.



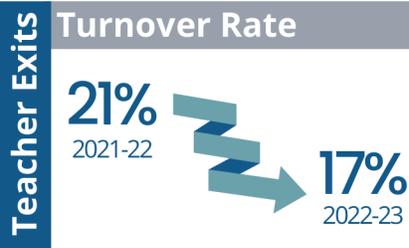
Source: 2021-22 & 2022-23 UT Employee Engagement Survey

Highly Engaged employees are willing to go above and beyond in their employment. *Engaged* employees are more present in the workplace and show an effort to help out. *Moderately Engaged* employees are physically present, but minimal effort toward accomplishing the job. *Disengaged* employees are disinterested in their jobs and may be actively working against their coworkers.

Based on nationwide polling, around 30% of employees are *Highly Engaged* or *Engaged*, 50% *Moderately Engaged*, and 20% *Disengaged*. These figures, though daunting, provide a basis for discussions to enhance employee engagement. By prioritizing trust building, idea sharing, and providing essential resources, guidance, and training, the goal is to see increases in the *Highly Engaged* and *Engaged* categories.

RETAINING

Another key measure for examining the extent to which we are retaining a first-rate workforce is teacher retention rates. This has become a critical issue across the state and nation in the past few years, with large numbers of teachers continuing to leave the profession due to the political environment that has placed enormous pressure on teachers, the current rate of inflation, and the unprecedented growth in housing costs. Our data reflects the national trends of teachers leaving the profession. The percentage of teachers who exited the system in 2021-22 was **21%** while 2022-23 saw a decrease in this rate to **17%**.



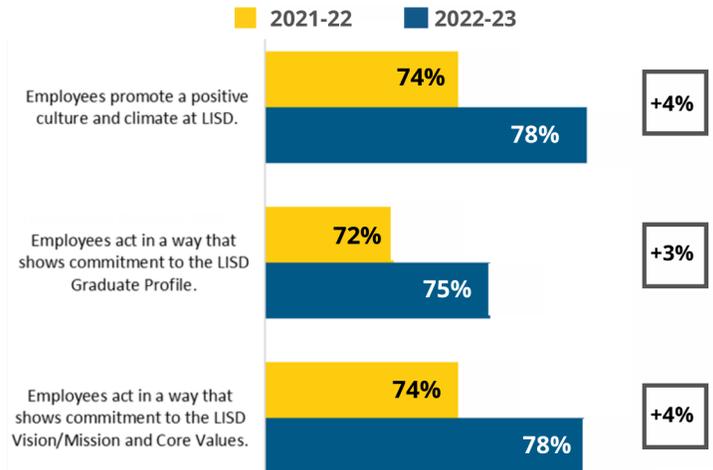
PRINCIPLES & CULTURE

VALUES

The Employee Engagement Survey conducted by the Institute for Organizational Excellence at the University of Texas at Austin included three additional questions to assess employees' commitment to LISD values, principles, and culture. All three questions reflected in **Figure 2.1a** showed a positive growth of 3 to 4 percentage points, indicating an improvement in this area. The results highlight that a significant majority of LISD staff have a favorable view of the LISD culture and perceive a strong commitment from employees toward the LISD vision, mission, core beliefs, and Graduate Profile.

2.1a To what degree are we attracting, growing, and retaining first-rate employees committed to the Leander ISD values, principles and culture?

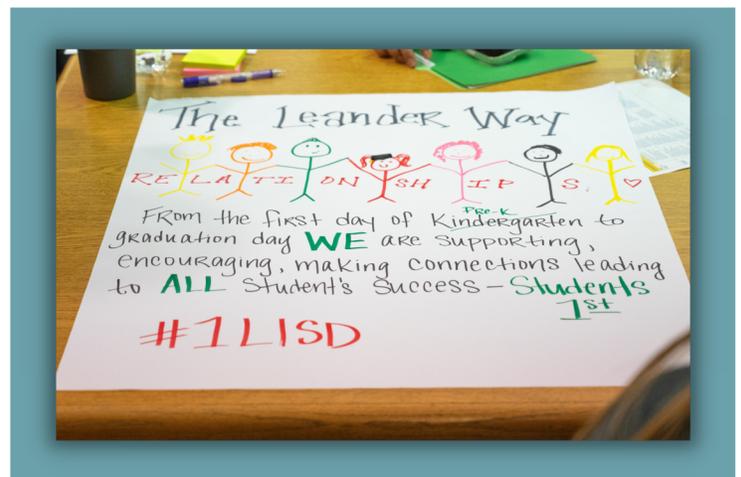
Additional Questions on the Employee Engagement Survey



Source: 2021-22 & 2022-23 UT Employee Engagement Survey
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CONTINUOUS IMPROVEMENT

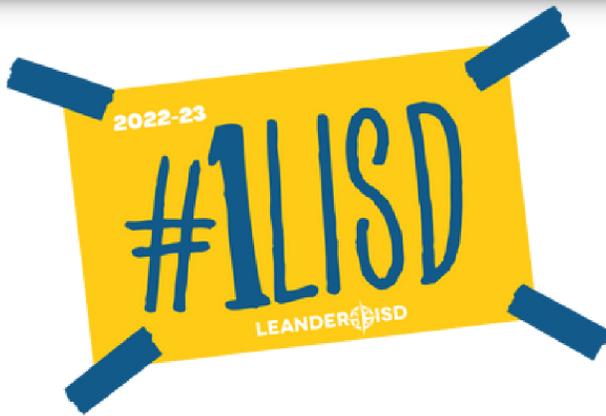
Over the past year, Superintendent of Schools Bruce Gearing, Ed.D. hosted multiple listening sessions throughout the district, inviting individual departments to share with him anything on their minds. The feedback from these conversations has been collected and we are in the process of exploring and digging into all concerns and opportunities to ensure we are supporting and empowering staff at all levels of our system.



KEY QUESTION

2.2

To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?



Our welcome-back Convocation kicked off the 2022-23 school year with #1LISD staff members identifying the #1Thing they felt was their purpose for the year and connecting their purpose to their campus/department.

CONNECTED

1You is an employee wellness/wholeness strategy made up of six key initiatives to support the whole staff member:

- Social
- Physical
- Financial
- Mindfulness
- Intellectual
- Emotional



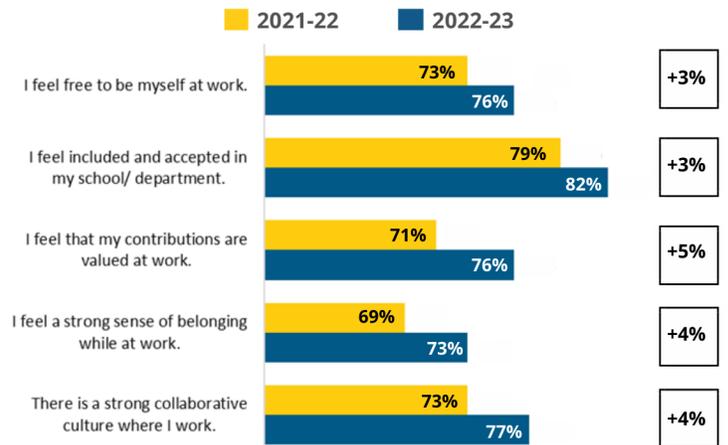
LISD is partnering with our staff in their whole health and well-being journey to empower them to be their best at work.

VALUED

The impact of our efforts to recognize and support staff, fostering a sense of value and connection, is assessed through the Community Construct of the Employee Engagement Survey. This construct examines employees' perceptions of workplace relationships, encompassing trust, respect, care, and diversity among colleagues. The data demonstrates in **Figure 2.2a** positive progress, as all five questions related to this construct showed improvement from 2022. This data suggests that overall, LISD staff are feeling more valued and connected.

2.2a To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Indicators from the Community Construct on the Employee Engagement Survey



Source: 2021-22 & 2022-23 Employee Engagement Survey
*This figure has been zoomed in to allow for design formatting

RECOGNIZED

In the heart of a school, recognizing and supporting teachers and staff holds the key to unlocking student potential. By acknowledging their efforts and providing unwavering support, we ignite a passion that fuels their impact. With resources and training, they become architects of learning, shaping the future with inspired minds. Embracing recognition and support creates an environment where greatness thrives, turning dreams into reality.



Culture Day for New Staff

SUPPORTED

LISD's **Employee Assistance Program (EAP)** provides our staff and their families with free and confidential assessments, referrals, and counseling. These EAP services are available at any time and can assist with work-related concerns, personal problems, and other issues affecting their well-being.



RETIREE CELEBRATION

YEARS OF SERVICE &



Valerie Reyna
36 years in education
30 years in LISD



Holly Burrus
30 years in education
21 years in LISD



Yvonne Chambliss
32 years in education
24 years in LISD



Kendra Winans
32 years in education
30 years in LISD



Mary Ann Kluga
36 years in education
20 years in LISD



Andrea Murray
29 years in education
26 years in LISD

IMPACTFUL FAMILY ENGAGEMENT

GOAL

Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

IMPACT

Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.



PreK Registration & Resource Fair

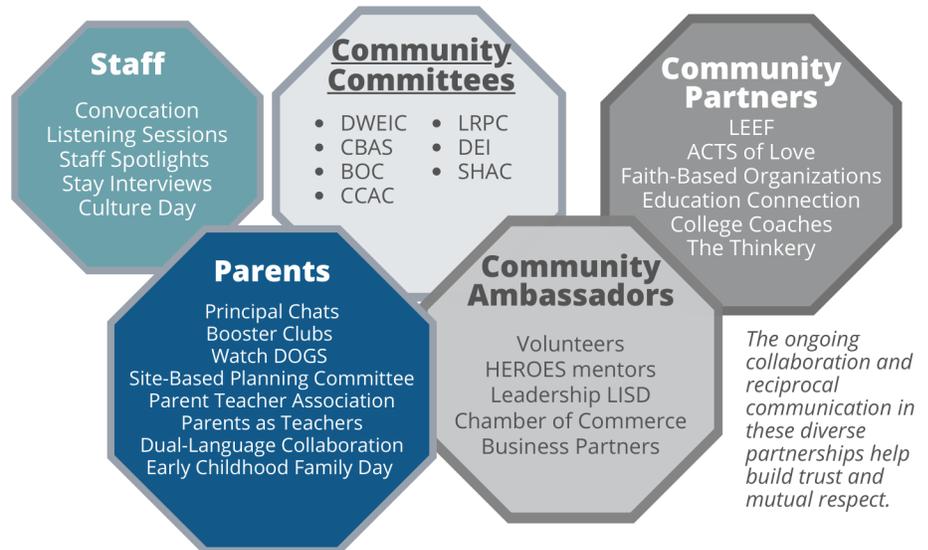
KEY QUESTION

3.1

To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

STAKEHOLDERS

Active involvement of families in the educational journey has been shown to positively influence the quality of relationships between teachers and students. Fostering stronger connections among all of our stakeholders provides a foundation for enhancing the overall educational experience for students. By nurturing collaborative partnerships, we can create an environment conducive to academic success and holistic development.



3.1a

IMPACTFUL FAMILY ENGAGEMENT	2021-22			2022-23		
	Parents	Elementary Students	Secondary Students	Parents	Elementary Students	Secondary Students
Relationships with Teachers Dimension						
There are adults on my campus/child's campus who will listen to me/my child and respond to my/their needs and concerns.	73%	68%	66%	73%	69%	70%
My teachers/child's teachers help make sure I/they am/are learning and growing.	75%	82%	69%	75%	84%	70%
My teachers/child's teachers help everyone feel valued by showing respect for diverse perspectives.	69%	76%	65%	70%	77%	69%
My teachers/child's teachers try to build positive relationships with students.	77%	Question not asked to elementary students	70%	76%	76%	70%
My parents/I have the opportunity to build positive relationships with my/my child's teachers.	56%	Question not asked to elementary students	46%	60%	Question not asked to elementary students	49%
Dimension Score (average)	70%	75%	63%	71%	77%	66%

Source: 2021-22 & 2022-23 LISD Student and Parent Climate Survey

One way in which we determine the level of impactful family engagement is through a series of questions about relationships with teachers through the lens of students and parents. In our second year of data collection, we are seeing a slight increase in favorable responses from both students and parents related to teacher relationships as seen in **Figure 3.1a**.

SENSE OF BELONGING

Our school community has made significant efforts to ensure that our students and families feel welcome and have a strong sense of belonging. We have prioritized creating an inclusive and supportive environment where everyone feels valued, respected, and accepted, by implementing opportunities that celebrate diversity, such as cultural events, multicultural curricula, and inclusive practices.

OPPORTUNITIES

Students

- Superintendent Student Advisory Council
- Student Panels
- New Campus Culture
- Homecoming
- Peer Assistance & Leadership
- 18+ Program Transition Services Program

Families

- Town Hall Meetings
- Listening Sessions
- Election Presentations
- Campus International Days
- Diversity Appreciation Months

COMMUNICATION

CHANNELS

To gauge the degree of welcome and sense of belonging within our school community, we regularly collect feedback through surveys, focus groups, and open communication channels. By actively listening to the voices of our students and families, we can identify areas for improvement and implement targeted strategies to enhance their experience.



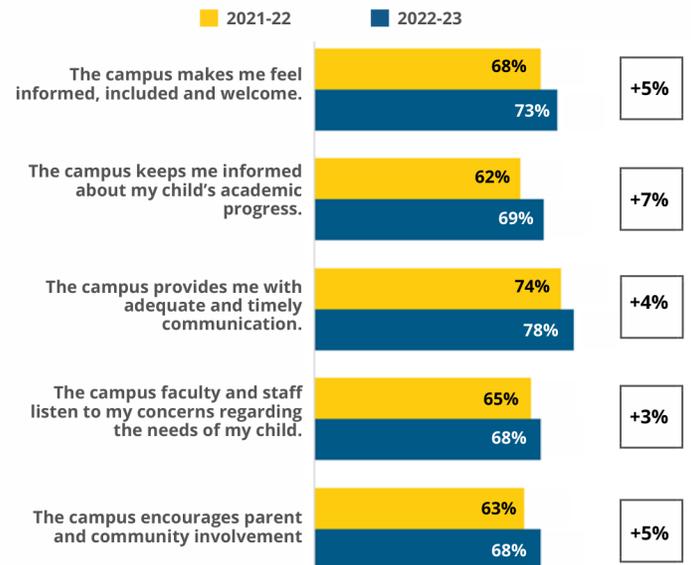
The Family Involvement Dimension of our Student Experience/Climate survey for parents in **Figure 3.2a** included a series of questions from the 2022-23 Parent Climate survey. All questions related to family involvement saw significant increases from 2021-22 to the 2022-23 school year.

While we have made considerable progress, we recognize that creating a fully inclusive environment is an ongoing journey. We remain committed to continuous improvement, ensuring that every student and family feels welcome, supported, and a vital part of our school community.

3.2a Family Involvement Dimension

Family Engagement Parent Climate Survey

% Favorable Responses (Always/Almost Always/Often)



Source: LISD 2021-22 & 2022-23 Parent Climate Survey
*This figure has been zoomed in to allow for design formatting.

EQUITABLE ACCESS

GOAL

Ensure equitable access to opportunities by eliminating barriers for each and every student.

IMPACT

Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.



KEY QUESTION

4.1

To what extent are we identifying, measuring, and responding to the barriers to access within programs?

During the 2022-23 school year, we continued our quest to identify and remove barriers to equitable access for ALL students. The Chief Diversity Equity & Inclusion (DEI) Officer was in residence approximately once a month at Akin Elementary School piloting both professional development activities related to enhancing staff cultural competency, as well as a cultural competency survey tool for staff. The goal of each of these activities was to enhance educator efficacy and to further enhance student outcomes. The intel gathered from the leadership and staff at Akin will be incorporated into the district rollout of DEI initiatives for 2023-24.

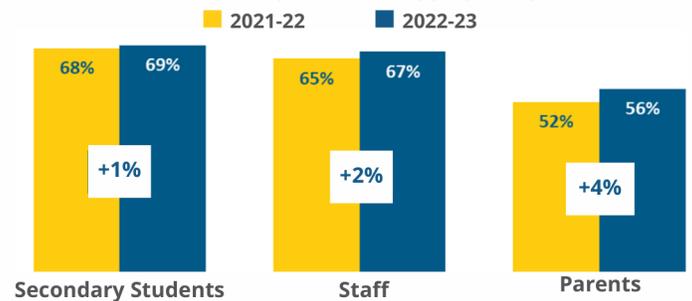
In addition to this, we have continued to focus on examining the equity access data by feeder pattern. In the spring, the leadership staff of each feeder pattern met to review the current access data, determine any trends, and consider mitigation strategies where warranted. The second component of these meetings included the completion of a *good practices audit* where each feeder pattern cataloged best practices. This information will be shared districtwide during the 2023-24 school year as part of campus and department engagements.

In the spirit of continuous improvement, LISD will continue to offer professional development opportunities focused on building capacity to address DEI challenges. Enhancing cultural competency and educator efficacy will continue to be our focus as we look toward an exciting and impactful 2023-24 school year and continue our DEI journey.

An increased percentage of parents, students, and staff responded favorably to the district's efforts to identify and remove barriers to participation.

4.1a My school actively seeks to identify and remove barriers to accessing academic and extra-curricular programs for diverse students.

% Favorable Responses "Strongly Agree/Agree"



Source: 2021-22 & 2022-23 Parent, Student & Staff Surveys
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4.1 cont.

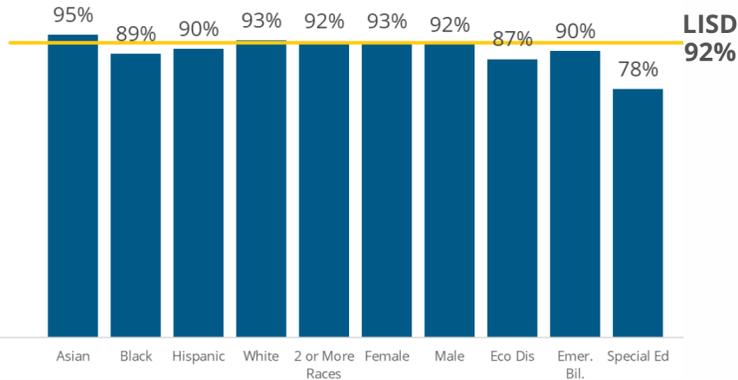
To what extent are we identifying, measuring, and responding to the barriers to access within programs?

By measuring students participating in either a CTE course, an athletics class, or a fine arts (level 2 or above) class, the data shows 92% of students in 7th-12th grade participate in one or more of these programs. Participation in these programs is strong regardless of Race/Ethnicity, economics, or native language.



4.1b Enrolled in CTE, Athletics or Fine Arts

Grades 7-12



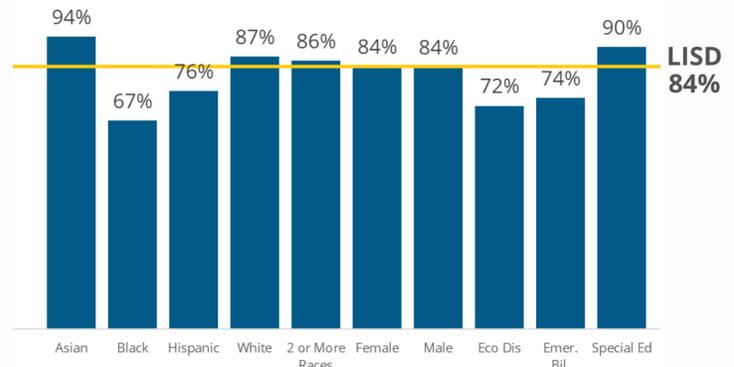
Source: Course Enrollment Records



Additional information supporting LISD's commitment to reducing barriers to access can be found in the College, Career, and Military Readiness data in **Figure 4.1c**. While we desire each of our student groups to meet or exceed the district average, we recognize there are gaps present, and we will continue to seek and act upon opportunities for improvement.

4.1c College, Career, Military Ready State Accountability

Class of 2022



Source: Texas Education Agency



SAFE & INNOVATIVE LEARNING ENVIRONMENT

GOAL

Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

IMPACT

Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.



Early College High School Team Building

KEY QUESTION

5.1

To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

In our classrooms and schools, we strive to create an environment where each learner feels included, accepted, and safe to be their individual self. To promote a sense of belonging and ensure the well-being of our students, we have implemented a **range of initiatives** that prioritize their diverse needs and interests. These initiatives not only support academic growth but also foster a positive culture and encourage student ownership. Through collaboration, partnerships, and professional development, we aim to maximize the expertise of our staff and provide an inclusive learning experience for all students.

An **Inclusive Practices Academy** has been introduced as part of our commitment to inclusive practices. This academy offers cross-training for our staff, equipping them with the necessary knowledge and skills to support all students through a collective approach. By maximizing the expertise of each staff member, we ensure that every learner feels included and accepted.

To ensure that every student receives the support they need, we have established a dedicated **Student Support Team (SST)**. This team works closely with students, parents, and educators to address individual needs, provide guidance, and create a nurturing and inclusive learning environment.



For the past two years, we have asked students and parents several questions related to the student's sense of acceptance and belonging at school. An average of 93% of elementary students have favorable responses for this dimension while the secondary level decreases to an average of 60%. As we analyze the parent data, we see the same trend between levels. The elementary average for parents is 81%, while the secondary is an average of 63%. The overall dimension score consists of various questions for students and parents, which are shared in **Figure 5.1a** and **5.1b**.

Early College High School Summer Bridge

This year, LISD launched the inaugural class for our **Early College High School (ECHS)** in partnership with Austin Community College, San Gabriel Campus in Leander. Through the ECHS program, students have the opportunity to graduate not only with a high school diploma but also with an associate's degree. This academic achievement gives them a head start in their higher education journey and provides a strong foundation for their future careers.

5.1a STUDENT SURVEY QUESTION	ELEM	MIDDLE	HIGH
I feel positive about myself at school.	93%	61%	51%
I feel respected by other students at school.	96%	54%	57%
I feel respected by the teachers/staff at this school. (ELEM)	91%	N/A	N/A
I feel respected by the adults in my school. (MS/HS)	N/A	72%	67%
I feel accepted and valued as a student in our community.	94%	62%	59%
My school is welcoming to students of all backgrounds. (ELEM)	97%	N/A	N/A
My school fosters an inclusive and respectful environment for students of all backgrounds and experiences. (MS/HS)	N/A	71%	66%
I feel empowered to express myself and be myself at school.	88%	54%	50%

5.1 Cont.

To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

5.1b

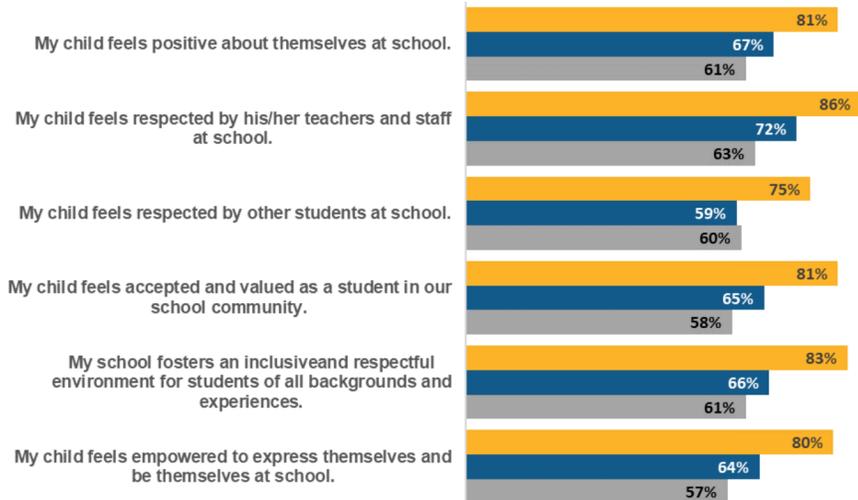
Parents by School Level

Acceptance and Belonging Survey

N=Number of Responses

■ Elem School Parents (N=3,246)
 ■ Middle School Parents (N=1,363)
 ■ High School Parents (N=1,693)

How frequently do you feel the following statements are true?



Percentage Almost Always/Always or Often

*This figure has been zoomed in to allow for design formatting



Rutledge Senior Walks



1st Day of the 2022-23 School-Year

STUDENT ADVOCATES

Initially formed in 2020-21, the Superintendent's Student Advisory Committee (SSAC) offers students an opportunity to share their voices and give input to help shape the future of LISD.

This year, SSAC expanded to include junior and senior representatives from all 7 LISD high schools. A total of 49 students were invited to attend monthly meetings. These student leaders broke into smaller teams to tackle the problems that they identified related to the student experience in LISD:

- **Flex Time Improvements**, including working on a mobile app for students – developed and engineered by students
- **Mental Health**
- **Adulting and Soft Skills**

SUPPORT & AWARENESS

As we continue to foster physical and mental health awareness and reduce the stigma of seeking help for mental health concerns, the Leander ISD Counseling Services team created the [Mental Health Minute video series](#).

Some of the topics covered include:

- managing stress
- healthy coping skills
- staying grounded
- talking about your feelings
- making and building positive friendships
- how and when to ask for help

The videos are shared through daily announcements, campus and district newsletters as well as campus and district and social media.

LEARNING ENVIRONMENT

PHYSICAL

Through the years, the district has demonstrated a **proactive approach to safety and security**. As an example, district bonds approved in both 2007 and 2017 provided funds to add **secured front entrances** on all campuses. Additional items, such as resistant film on door glass and windows of entryways, improved fencing around the perimeter of campus grounds, and new door-locking hardware, are just a few of the items related to safety and security that were included in the most recent **May 2023 bond election**.



The bond propositions also include the installation of interactive flat panels in every classroom, network updates, replacement of technological devices, new band instruments, a new transportation hub to serve the southern portion of the district, and the replacement of a limited number of buses and vans.

Assessing Impact of Interactive Panels

Another example of this key question in action included the Information Technology Services (ITS) department forming a committee to study classroom interactive flat panels. This cross-section of teachers, principals, librarians, instructional coaches, and technology employees toured numerous schools in surrounding districts to see panels in use. This field trip complemented four other meetings filled with vendor demonstrations to dig deep into what features and characteristics of an interactive flat panel the committee valued.



Student Leaders in Technology

Students are empowered to learn customer service skills and receive hands-on device repair experiences through the **Student Leaders in Technology** program. In more than one instance, current employees in our Information Technology Services department started as techies while enrolled in an LISD secondary school.



Faubion Elementary Makerspace

In libraries across the district, **Innovation Labs and Makerspaces** are providing students the opportunity to engage in hands-on activities that are rooted in learning standards and curriculum. Through these innovative spaces, students can explore their creativity, critical thinking, problem-solving and develop essential skills for the future.



Leander HS Robotics Class

TECHNOLOGY & TOOLS

Exemplifying the collaborative opportunities possible from this goal and key question, the **Special Education Department's Assistive Technology** team partnered with the Leander HS robotics team to adapt toys to meet the needs of students with limb differences. Funded by a grant from **Leander Educational Excellence Foundation (LEEF)**, students disassembled toys and added switches and buttons to make it easier to activate the toys.

We have also continued and expanded our partnership with **Uncharted Learning**, an organization that brings programs like Incubator, Mixed Inc., and Fresh Inc. to more campuses across the district. This partnership exposes our students to entrepreneurship, innovation, and real-world experiences, preparing them for success in an ever-evolving world. In the fall of 2023, we will introduce Mobile Maker, further expanding our students' opportunities for hands-on learning and creativity.

COMPARISON OVER TIME

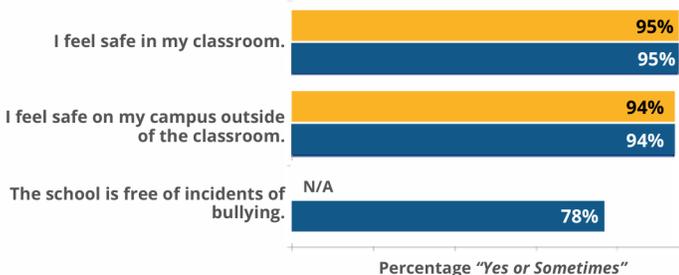
Additionally, the surveys included several questions related to safety and behavior at school. While both elementary students (+3%) and parents (+5%) showed a slight increase in favorable responses for this dimension compared to 2022; secondary students' positive ratings dropped by 4% from 67% to 63%. The student data within the dimension shows a steady response at the elementary level, while we see slight increases at the secondary level.

5.2a Elementary Students

N=Number of Responses

2021-22 (N=7,061) 2022-23 (N=7,108)

Do you feel the following statements are true?

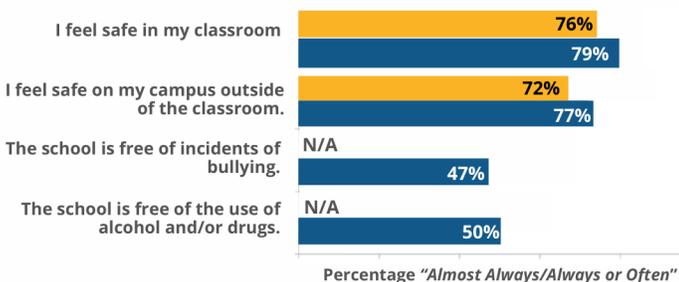


5.2b Secondary Students

N=Number of Responses

2021-22 (N=6,997) 2022-23 (N=9,425)

How frequently do you feel the following statements are true?



Source: LISD 2021-22 & 2022-23 Student & Parent Climate Survey



Empowering Parents: Safety & Security Summit

In the fall of 2022, Leander ISD hosted the **Empowering Parents Summit**, pulling together district leaders and community partners to answer questions from our community about substance abuse, particularly the use of fentanyl, while also addressing concerns about campus safety and security.



Vandegrift HS - Destination Imagination Globals

STUDENT & TEACHER SUCCESS

Our initiatives are designed to create a sense of belonging, acceptance, and safety for all learners in our classrooms and schools. By prioritizing student ownership, providing support through dedicated teams, promoting inclusive practices, fostering innovation and creativity, and investing in professional development, we strive to create an educational environment where every student can thrive and reach their full potential.

Recognizing the importance of continuous professional development, we have established the **Empowered Learning Institute**. Through this institute, staff across the district engage in a professional learning cohort focused on critical and creative thinking, communication and collaboration, and reflection. By deepening their understanding of student-centered practices and EduProtocols, our educators are better equipped to cultivate the attributes outlined in the LISD Graduate Profile within our students.



CAMPUS FOCUS AREAS



Each year, based on data and input from students, faculty, and parents, Leander ISD campuses select 10 Key Questions from each of the five goal areas as the focal points for their efforts. Over the past two academic years, every campus has dedicated attention to Goal 1: Empowered Student Learning, with a specific focus on Key Question 2: "To what extent are students equipped with the skills and opportunities necessary for academic and personal growth, extending beyond their time in school?" In addition to this central question, each campus selects two to four additional Key Questions aligned with their primary objectives.

To gain insight into the areas of emphasis for each campus during the 2022-23 academic year, please refer to the accompanying chart on the next page. The selected Key Questions reflect various levels of focus and/or change within each campus's initiatives. These choices may indicate substantial or minor changes in the institution's approach, or they may signify a continuation of efforts with slight modifications aimed at achieving their desired outcomes. As we approach the 2023-24 academic year, these areas of focus may persist, or new Key Questions may come to the forefront.



GOAL	KEY QUESTIONS	ELEMENTARY SCHOOLS	SECONDARY SCHOOLS
<p>GOAL 1 Empowered Student Learning</p> <p>Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.</p>	<p>1.1 To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?</p>	<ul style="list-style-type: none"> • Bagdad • Block House Creek • Deer Creek • Faubion • Grandview Hills • Larkspur • Mason • Parkside • Plain <ul style="list-style-type: none"> • Reagan • River Ridge • Rutledge • Steiner Ranch • Tarvin • Virtual Learning Academy • Westside • Winkley 	<ul style="list-style-type: none"> • Danielson MS • Henry MS • Stiles MS • Early College HS • Glenn HS • Vista Ridge HS
	<p>1.2 To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?</p>	<p>All campuses</p>	<p>All campuses</p>
	<p>1.3 To what degree are Leander ISD students demonstrating the Graduate Profile attributes?</p>	<ul style="list-style-type: none"> • Giddens • Knowles • Plain • Pleasant Hill <ul style="list-style-type: none"> • Reed • Rutledge • Tarvin • Westside 	<ul style="list-style-type: none"> • Henry MS • Leander MS • Running Brushy MS • Leander HS • Leander Extended Oppty
<p>GOAL 2 Empowered Staff</p> <p>Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.</p>	<p>2.1 To what degree are we attracting, growing, and retaining first-rate employees committed to the Leander ISD values, principles, and culture?</p>	<ul style="list-style-type: none"> • Akin • Bagdad • Block House • Grandview Hills <ul style="list-style-type: none"> • Knowles • Rutledge • Westside • Whitestone 	<ul style="list-style-type: none"> • Cedar Park MS • Four Points MS • Running Brushy MS • Glenn HS • Vandegrift HS
	<p>2.2 To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?</p>	<ul style="list-style-type: none"> • Camacho • Cox • Cypress • Grandview Hills • Naumann • River Place 	<ul style="list-style-type: none"> • Canyon Ridge MS • Four Points MS • Stiles MS • Cedar Park HS • Glenn HS • Rouse HS • Vandegrift HS
<p>GOAL 3 Impactful Family Engagement</p> <p>Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.</p>	<p>3.1 To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?</p>	<ul style="list-style-type: none"> • Knowles • Parkside • Reagan • Winkley 	<ul style="list-style-type: none"> • Danielson MS • Four Points MS • Leander HS
	<p>3.2 To what degree do our students and families feel welcome and have a sense of belonging in our school community?</p>	<ul style="list-style-type: none"> • Bagdad • Camacho • Cypress • Bush • Naumann <ul style="list-style-type: none"> • North • Jim Plain • River Place • Virtual Learning Academy 	<ul style="list-style-type: none"> • Canyon Ridge MS • Four Points MS • Wiley MS • New Hope HS • Vista Ridge HS
<p>GOAL 4 Equitable Access</p> <p>Ensure equitable access to opportunities by eliminating barriers for each and every student.</p>	<p>4.1 To what extent are we identifying, measuring, and responding to the barriers to access within programs?</p>	<ul style="list-style-type: none"> • Bagdad • Faubion • Giddens • Larkspur • Mason • Pleasant Hill • Reagan 	<ul style="list-style-type: none"> • Four Points MS • Early College HS • Leander HS • Rouse HS
<p>Goal 5 Safe & Innovative Learning Environments</p> <p>Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.</p>	<p>5.1 To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?</p>	<ul style="list-style-type: none"> • Akin • Camacho • Deer Creek • Grandview Hills • Bush • Mason <ul style="list-style-type: none"> • North • Reagan • Reed • River Ridge • Steiner Ranch • Whitestone 	<ul style="list-style-type: none"> • Canyon Ridge MS • Cedar Park MS • Danielson MS • Leander MS • Running Brushy MS • Wiley MS • Cedar Park HS • Leander HS • Leander Extended Oppty • New Hope HS
	<p>5.2 To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?</p>	<ul style="list-style-type: none"> • Cox 	<ul style="list-style-type: none"> • Vista Ridge HS





COMMUNITY-BASED
ACCOUNTABILITY SYSTEM
2022 - 2023 Report

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item:	Consider Approval of a Resolution to Support and Promote a Culture of Voting
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D.
Attachments:	Resolution to Support and Promote a Culture of Voting

Background Information:

Leander ISD encourages all citizens to participate in the electoral process and seeks to promote and support a culture of voting that encourages maximum voting participation by District employees, eligible students and all eligible members of the community.

Administrative Recommendation:

Administration recommends that the Board adopt the Resolution to Support and Promote a Culture of Voting.

Sample Motion:

I move that the Board of Trustees adopt the Resolution to Support and Promote a Culture of Voting as presented.

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE LEANDER INDEPENDENT SCHOOL DISTRICT
TO SUPPORT AND PROMOTE A CULTURE OF VOTING**

WHEREAS the Texas Election Code Sections 276.001 and 276.004 protect an employee's right to vote;

WHEREAS exercising one's right to vote is a civic duty that should be encouraged and promoted;

WHEREAS exercising one's right to vote is reflected in one of Leander ISD's 10 Ethical Principles: Law Abidance/Civic Duty;

WHEREAS Leander ISD's Graduate Profile empowers student and adult learners to be Compassionate Community Contributors by engaging with and acting on issues of local, national, and global concern;

WHEREAS the Board of Trustees of LEANDER ISD seeks to create a culture of voting and encourage all District employees to model responsible citizenship for the benefit of students;

WHEREAS public education and the educated citizenry created by public education are the greatest safeguards to the State of Texas and the continuation of a free society, and the institution of public education is best protected by a robust and informed electorate;

NOW THEREFORE BE IT RESOLVED that:

1. The Board of Trustees of LEANDER ISD supports a culture of voting and seeks to encourage maximum participation by District employees and eligible students in the elections process.
2. The Board of Trustees of LEANDER ISD authorizes the administration to take steps necessary to ensure maximum participation by District employees and eligible students in the elections process, which may include:
 - Creating District communications that inform employees and eligible students of the importance of voting;
 - Creating District communications that inform employees and eligible students about when and where they may vote;
 - Creating District communications that encourage employees to participate in voter pledge programs (such as TexasEducatorsVote.com);
 - Creating District communications that encourage employees to use third party tools to learn about candidates' positions on public education (such as TeachTheVote.org);
 - Conducting campus or Districtwide assemblies that promote a culture of voting;
 - Implementing administrative procedures that provide time during the early voting period for employees to vote;

- Implementing no cost incentives to promote voter participation, such as permitting employees with an “I Voted” sticker to wear jeans; and
- Encouraging District and/or campus coordination with volunteer organizations, such as the PTA/PTO or retired educators groups, to encourage and facilitate the District’s efforts to create a culture of voting.

Adopted by the Board of Trustees of the Leander Independent School District, this 5th day of October 2023.

Anna Smith, Vice- President
Board of Trustees
Leander Independent School District

ATTEST:

Ms. Christine Mauer, Secretary
Board of Trustees
Leander Independent School District

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item:	Consider Approval of Leander ISD Legislative Priorities for the October 2023 Special Legislative Session
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D.
Attachments:	LISD Legislative Priorities for the October 2023 Special Legislative Session Resolution of the Board of Trustees of the Leander Independent School District Regarding Adequate Funding for Public Schools

Background Information:

The LISD Legislative Priorities document outlines the key legislative agenda for the District for the October 2023 Special Legislative Session. The Resolution Regarding Adequate Funding for Public Schools advocates for fully funding public schools.

Administrative Recommendation:

Administration recommends that the Board approve the LISD Legislative Priorities for the October 2023 Special Legislative Session and the Resolution Regarding Adequate Funding for Public Schools.

Sample Motion:

I move the Board of Trustees approve the LISD Legislative Priorities for the October 2023 Special Legislative Session and the Resolution of the Board of Trustees of the Leander Independent School District Regarding Adequate Funding for Public Schools as presented.



LISD Legislative Priorities for the Special Session October 2023

VISION: The #1LISD community cultivates each student individually to produce the most sought-after creators of our future world.

MISSION: We will cultivate each individual student by: Knowing and appreciating them, creating a safe and supportive environment to nurture their personal growth, and partnering with each family.

In order to support this vision and mission, #1LISD is committed to the following priorities during the Special Session of the legislature proposed for October 2023:

1. Leander ISD is opposed to any type of voucher, including Education Savings Accounts (ESA).

- a. Only public schools provide the choice, transparency, and accountability that Texas families deserve. There is no school finance package the legislature can offer that would change our mind.

2. Leander ISD supports an update to the school finance system in an effort to address the following:

- ▶ *Texas ranks in the bottom 10 nationally for per-pupil spending — \$4,000 per student below the national average.*
- ▶ *Texas faces a historic teaching shortage, with an attrition rate that is 25% higher than the national average, according to an August 2023 Texas House report.*
- ▶ *The Teacher Vacancy Task Force presented a list of recommendations prior to the 88th Regular Session. Only a few of these recommendations were implemented - educator's voice is important.*
- ▶ *The legislature has already appropriated \$4 billion for education but needs additional legislation to direct spending.*
- ▶ *Leander ISD spent \$33 million more on special education in 2022-2023 than was allocated due to the outdated special education allotment. This took away \$33 million from other student services.*

Based on these facts, Leander ISD calls for:

- a. enrollment-based funding,
- b. an increase to the basic allotment with a permanent inflationary measure via constitutional amendment and statute,
- c. consideration of other costs outside of district control,
- d. consideration of regional cost differences,
- e. updated funding weights,
- f. an increase to special education funding to account for actual spending by school districts and lessen the delta between what the state distributes and what the districts must spend to adequately provide for special education students and programs.

3. Leander ISD supports local control.

- a. Texas public schools are impacted by an erosion of local control when more legislative details are delegated to agency decisions.
- b. The Texas Education Code Ch. 11 promotes and establishes local governance led by locally elected trustees and guided by input from the community of students, teachers/staff, and parents.

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE LEANDER INDEPENDENT SCHOOL DISTRICT
REGARDING ADEQUATE FUNDING FOR PUBLIC SCHOOLS**

WHEREAS, Leander ISD is a public school, comprised of 5.3 thousand staff members with an average salary for teachers of \$56k, who support the learning of 42k students across 48 different schools;

WHEREAS, the Texas Constitution, Section 7, Article 1 mandates the Texas Legislature to establish and make suitable provision for an efficient system of public free schools for the preservation of democratic values; and

WHEREAS, the Constitutional delegates who framed the Texas Constitution believed that education was a fundamental right and a cornerstone of our democracy; and

WHEREAS, the Constitutional delegates, recognizing the importance of community representation and responsiveness, entrusted public school authority to local agencies accountable to the public through elections; and

WHEREAS, the Texas legislators and the Comptroller frequently highlight Texas as the world's 9th largest economy, emphasizing the need for a well-educated workforce to sustain its economic strength; and

WHEREAS, the strength of Texas's economy depends on a well educated workforce; and

WHEREAS, relatedly, Texas' economic future hinges on the success of our public schools; and

WHEREAS, Texas currently ranks in the bottom 10 states in per-student funding; and

WHEREAS, the most recent increase to the basic allotment, (the primary mechanism to fund public schools), was made in 2019; and

WHEREAS, cumulative inflation of approximately 15% necessitates substantial funding increases for public schools; and

WHEREAS, Leander ISD has been impacted by inflation and other measurable cost drivers outside of its control including insurance premiums rising over 30% in the last year; and

WHEREAS, Leander ISD spends \$33 million more in special education than state funding formulas provide

WHEREAS, Texas public schools offer diverse, high-quality educational opportunities and the Leander ISD Board of Trustees has adopted a 5 year strategic plan of Empowered Student Leader, Empowered Staff, Impactful Family Engagement, Equitable Access, and a Safe and Innovative Learning Environment; and

WHEREAS, Texas expects continued record revenue growth; and

WHEREAS, it is anticipated that the Governor of Texas will call a third extraordinary legislative session; and

NOW, THEREFORE, BE IT RESOLVED that:

1. We believe in order to meet the needs of our students in public school that the Texas Legislature must take prompt action to ensure the full funding of public schools by increasing the basic allotment and establishing a mechanism for automatic, inflation-adjusted increases to the basic allotment every biennium.
2. We urge that discussions regarding public education funding remain separate from deliberations to consider education savings accounts or any other mechanisms aimed at diverting public funds away from public schools. Each matter should be considered independently based on its own merits.
3. We believe the Legislature should oppose the diversion of any public funds to pay for or subsidize private schools via any manner, including educational savings accounts (ESAs), vouchers, taxpayer savings credits, etc. which will further diminish the already inadequately funded public schools.
4. We urge the Texas Legislature to uphold and respect the powers and duties granted to local Board of Trustees as enumerated in Section 11 of the Education Code which provide that a school district is governed by a board of trustees who, as a body corporate, has the exclusive power and duty to govern and oversee the management of the district of the public schools of the district and shall:
 - (1) Seek to establish working relationships with other public entities
 - (2) Adopt a vision statement and comprehensive goals and monitor progress toward those goals

- (3) Establish performance goals including academic, fiscal, and any other performance indicators
- (4) Ensure the superintendent is accountable, recognizes accomplishments, and takes action necessary to meet performance goals
- (5) Adopts policy
- (6) Follows the Texas Education Code which enumerates numerous duties of the school board relating to the operation of a school district

Adopted by the Board of Trustees of the Leander Independent School District, this 5th day of October 2023.

Anna Smith, Vice- President
Board of Trustees
Leander Independent School District

ATTEST:

Ms. Christine Mauer, Secretary
Board of Trustees
Leander Independent School District

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item:	Discussion of Elementary #30 Attendance Zoning Charter and Process Timeline
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Jimmy Disler
Attachments:	Discussion of Elementary #30 Attendance Zoning Charter and Process Timeline Presentation Attendance Zoning Charter Elementary Schools 2023 Elementary # 30 – Fall 2023 Attendance Zoning Process Timeline

Background Information:

As part of the [10-year Long Range Plan for Leander ISD](#), Elementary #30 is scheduled to open in August 2024 to address the growth in the northern part of the district. We would like to start the Attendance Zoning Process on October 27, 2023, with a goal to complete the process in December 2023. Included is the Attendance Zoning Charter and Process Timeline.

Tonight, the administration will present the Attendance Zoning Charter and Process Timeline for Elementary #30.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Discussion of Elementary #30 Attendance Zoning Charter and Process Timeline

October 5, 2023

503

Attendance Zoning Charter

Elementary Schools - 2023

General Description:

Recommend attendance zone boundaries for elementary schools beginning with the 2024-2025 school year with the opening of Elementary #30. Attendance zoning will be utilized to address the following situations: 1. With any new school opening; 2. To provide relief to current enrollment numbers; 3. For the modified utilization of a current school; and 4. To defer the timing of future school construction.

Expected Results:

Develop and recommend a detailed attendance zone plan for elementary schools beginning in the fall of 2023 and effective beginning in the 2024-2025 school year.

Scenario Development Criteria for Elementary School Zoning:

Theme	Description
1. Strengthen the student experience	a) Establish long term stability b) Access to choice options c) Honor Neighborhood school concept for schools where we are still able to meet the intent of the Long-Range Plan
2. Prioritize fiscal responsibility	a) Maximize usage of district facilities through strategic rezoning or optimization opportunities b) Defer timing of future construction of facilities

504

Operating Guidelines:

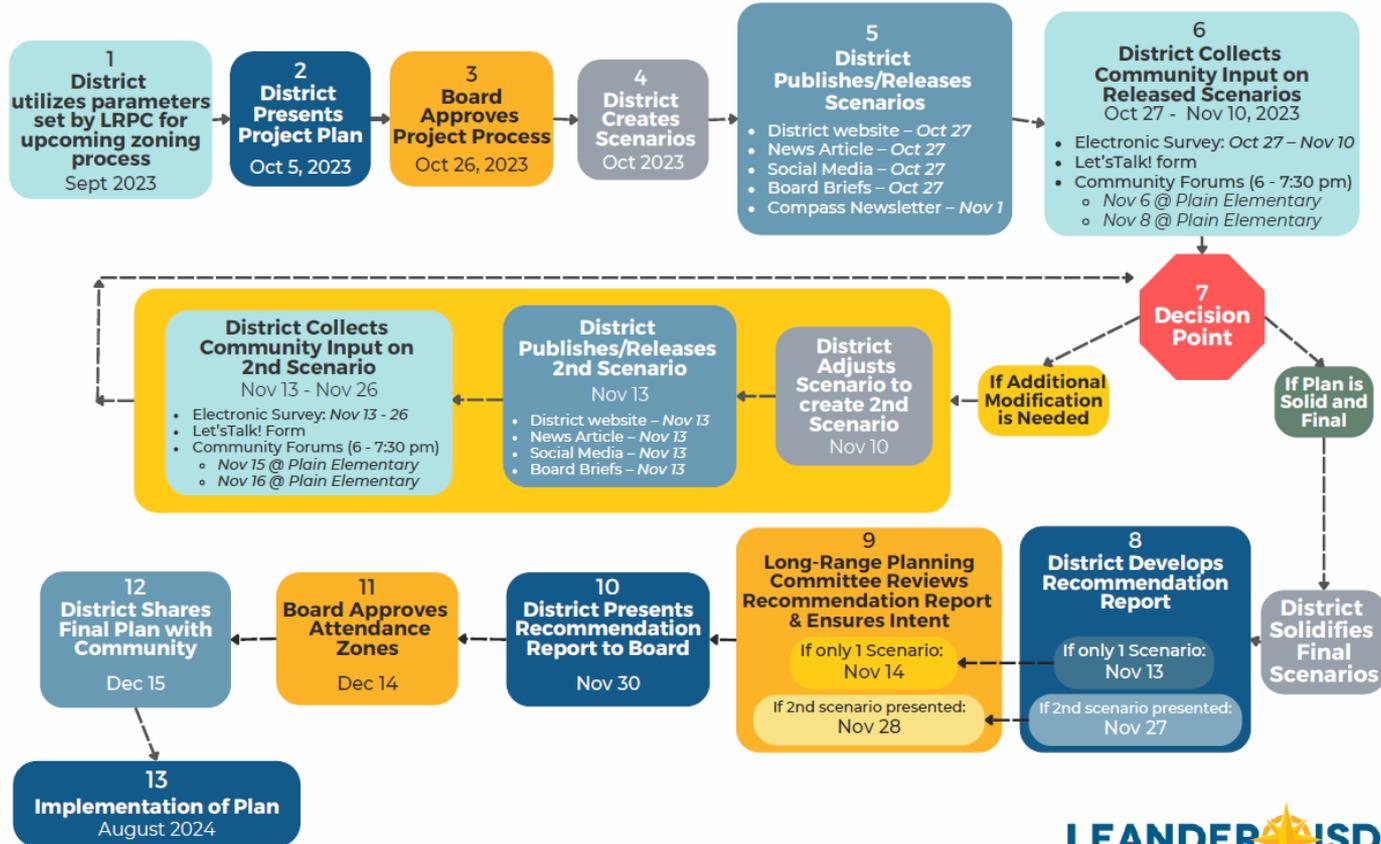
1. Administrative staff will develop scenarios to meet the parameters and intent of the Long-Range Plan.
2. Administrative staff will use the enrollment projections and other pertinent data provided by the district as a basis for developing the attendance boundary plan.
3. Administrative staff recommendation is not constrained by previous attendance zoning actions or guidelines.
4. Administrative staff recommendation is not constrained by the current attendance zone boundary lines.

Sponsor: Dr. Bruce Gearing

Team Leader: Jimmy Disler

Staff Resources: Shannon Lombardo, Marty O'Neill, Michelle Breeden, Daniel Cernero

ELEM #30 - FALL 2023 ATTENDANCE ZONING PROCESS





DISCUSSION & QUESTIONS

506

Attendance Zoning Charter Elementary Schools - 2023

General Description:

Recommend attendance zone boundaries for elementary schools beginning with the 2024-2025 school year with the opening of Elementary #30. Attendance zoning will be utilized to address the following situations: 1. With any new school opening; 2. To provide relief to current enrollment numbers; 3. For the modified utilization of a current school; and 4. To defer the timing of future school construction.

Expected Results:

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507

Operating Guidelines:

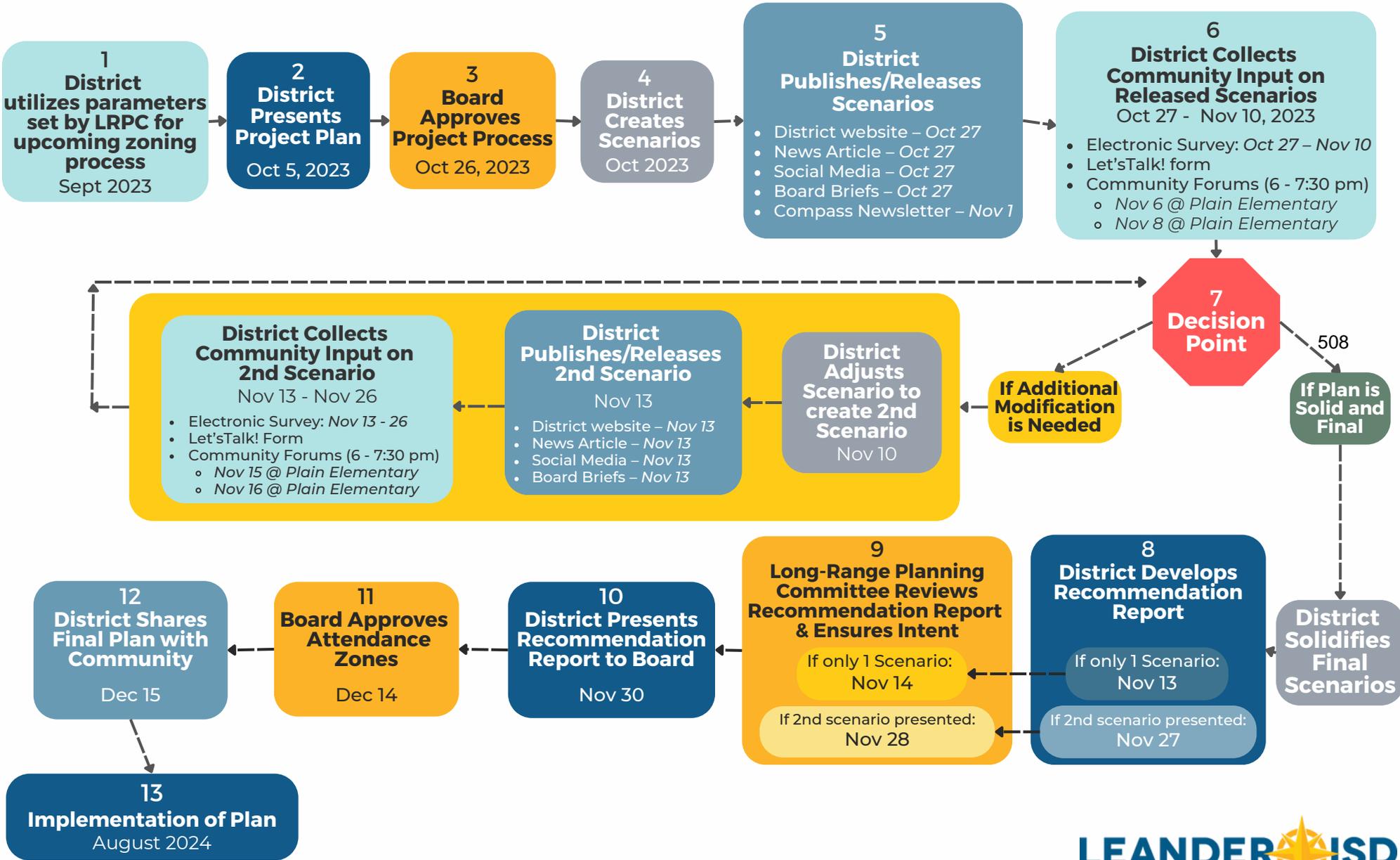
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2. Administrative staff will use the enrollment projections and other pertinent data provided by the district as a basis for developing the attendance boundary plan.
3. Administrative staff recommendation is not constrained by previous attendance zoning actions or guidelines.
4. Administrative staff recommendation is not constrained by the current attendance zone boundary lines.

Sponsor: Dr. Bruce Gearing

Team Leader: Jimmy Disler

Staff Resources: Shannon Lombardo, Marty O'Neill, Michelle Breeden, Daniel Cernero

ELEM #30 - FALL 2023 ATTENDANCE ZONING PROCESS



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 5, 2023

Agenda Item: Consider Approval of Vendor for Artificial Turf Projects for the Leander ISD Baseball and Softball Fields in the 2023 Bond Program

Purpose: Discussion Item/Report Only Action Requested

Administrator Responsible: Jimmy Disler

Attachments: N/A

Background Information:

The 2023 Bond included artificial turf for baseball and softball fields at Leander HS, Cedar Park HS, Vista Ridge HS, Rouse HS, and Vandegrift HS. Glenn HS already has artificial turf fields on their baseball and softball fields. Leander ISD received proposals from potential vendors on Friday, September 15, 2023, and after evaluating the proposals, administration is presenting the Board with the recommended turf vendor.

The following three vendors submitted with their scores:

Hellas Construction	132.00
FieldTurf	131.33
Paragon	84.67

Administrative Recommendation:

Administration recommends that the Board approve Hellas Construction for the High School baseball and softball artificial turf projects in the 2023 Bond Program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts. If final negotiations are unsuccessful with the Hellas Construction, then Administration shall proceed to FieldTurf to negotiate final terms.

Sample Motion:

I move that the Board approve Hellas Construction for the High School baseball and softball artificial turf projects in the 2023 Bond Program and authorize the Superintendent, or designee, to negotiate and execute the appropriate contracts and that Administration be allowed to negotiate final terms with FieldTurf if final negotiations with Hellas Construction are unsuccessful.