Regular Meeting Agenda
Thursday, September 19, 2024
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
6:15 PM

REVISED
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=MmVlZD**. 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/474h5ju**, between noon the day prior to the meeting and noon the day of the meeting and be present when their number is called.

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on September 13, 2024, at 2:30 PM.
A revised notice of this meeting was posted in compliance with the Texas Open Meetings Act on September 16, 2024, at 4:27 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: New Hope High School
   - B. Video Recognitions
     1. National IT Professionals Week, Sept 16-20
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**

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B. Consider Approval of Amending the 2024-2025 Budget with the Final 2024 Tax Rate Calculations Worksheet 5
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D. Consider Approval of Guaranteed Maximum Price for the Plant Services Mechanic Shop 17

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F. Consider Approval of Remote Homebound Waiver 27
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C. Safe and Innovative Learning Environments
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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: personnel - deliberate the appointment, employment, evaluation, reassignment, duties of a public officer or employee
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
D. Texas Government Code 551.074: deliberation regarding appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or hear a complaint or charge against an officer or employee
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, September 19, 2024

Agenda Item:	Consider Approval of School Health Advisory Council Membership Recommendation
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Kimberly Waltmon, M.Ed., Area Superintendent Brandon Evans, M.Ed. Senior Executive Director, Operations
Attachments:	2024-2025 School Health Advisory Council Membership List Atch

Background Information:

LISD administration is bringing the recommended membership list for the 2024-2025 School Health Advisory Council (SHAC) to the Board of Trustees for approval. Our recommendations for SHAC membership align with the requirements outlined in the Bylaws. The recommended list delineates each person's position/role, campus affiliation and any previous service. Proposed members who were not appointed by a Trustee were selected through the District Committee Application.

Administrative Recommendation:

The Administration recommends that the Board of Trustees approve the recommended membership list for the 2024-2025 School Health Advisory Council as presented.

Sample Motion:

I move that the Board of Trustees approve the recommended membership list for the 2024-2025 School Health Advisory Council as presented.

2024-2025 School Health Adviosry Committee (SHAC) Members					
First Name	**Last Name**	**Membership Category**	**Campus Affiliation**	**Nominated by/Application**	**Years of Service**
Sara Mariani	Abbas	Parent/Guardian	WINK, LHS	Nominated by Trish Bode	Newly Addded
Aarav	Ahuja	Student	VRHS	Participation Request Received	Newly Addded
Ryan	Ahuja	Student	VRHS	Participation Request Received	Newly Addded
Tori	Algiere	Community Member	-	Participation Request Received	1
Brandon	Andrade	Faculty	Transportation	Participation Request Received	Newly Addded
Debra	Antich	Community Member	-	Nominated by Christine Mauer	1
Helen	Arguello	Faculty	KNOW, REED	Nominated by Christine Mauer	Newly Addded
Banke	Babalola	Parent/Guardian	ECHS	Participation Request Received	Newly Addded
Tammara	Barnes	Parent/Guardian	DMS	Participation Request Received	Newly Addded
Jamie	Bear	Parent/Guardian	KNOW, RBMS, LHS	Participation Request Received	Newly Addded
Karene	Burnett	Parent/Guardian	LARK, GHS	Participation Request Received	Newly Addded
Jessica	Cance	Parent/Guardian	VHS	Nominated by Trish Bode	2
Nicole	Cato	Parent/Guardian	PHE, WMS	Participation Request Received	2
Jennifer	Colman	Faculty	CPHS	Participation Request Received	Newly Addded
Alison	Davenport	Parent/Guardian	COX	Participation Request Received	Newly Addded
Laura	Davis	Parent/Guardian	LHS	Participation Request Received	Newly Addded
Dana	Delgado	Faculty	LHS	Participation Request Received	Newly Addded
Krista	Dimas	Parent/Guardian	VRHS	Nominated by Francesca Romans	1
Anne	Duffy	Parent/Guardian	VRHS	Nominated by Gloria Gonzales-Dholakia	Newly Addded
Kate	Galpin	Parent/Guardian	FSMS	Participation Request Received	Newly Addded
Kelly	Gin	Parent/Guardian	CYP, CPMS	Nominated by Trish Bode	2
Joseph	Gorordo	Parent/Guardian	WEST, CPMS, CPHS	Nominated by Christine Mauer	Newly Added
Ashley	Grimes	Parent/Guardian	CYP	Participation Request Received	1
Nicole	Hisle	Parent/Guardian	NAU	Nominated by Gloria Gonzales-Dholakia	Newly Addded
Tyrone	Johnson	Parent/Guardian	RGN, FSMS	Participation Request Received	Newly Addded
Eunchae	Kang	Student	VRHS	Participation Request Received	Newly Addded
Shraddha	Koduri	Student	RHS	Participation Request Received	Newly Addded
Anirudh	Kora	Student	RBMS	Participation Request Received	Newly Addded
Diana	Kravchenko	Parent/Guardian	FPMS	Participation Request Received	Newly Addded
Joshikaa	Krishnasamy	Student	GHS	Participation Request Received	Newly Addded
Rhonda	Lawrence	Parent/Guardian	COX, VRHS	Participation Request Received	Newly Addded
Katherine	Liu	Student	CPHS	Participation Request Received	Newly Addded
Pratima	Mallela	Parent/Guardian	DMS, GHS	Participation Request Received	Newly Addded
Colleen	Marchand	Parent/Guardian	GHE, FPMS, VHS	Participation Request Received	Newly Addded
Dawn	Mendoza	Parent/Guardian	RGN	Participation Request Received	Newly Addded
Kelli	Merchant	Parent/Guardian	VHS	Nominated by Gloria Gonzales-Dholakia	2
Lacey (Deac)	Michelsohn	Parent/Guardian	NOR	Participation Request Received	Newly Addded
Trisha	Middleton	Parent/Guardian	HMS	Participation Request Received	Newly Addded
Kim	Oelfke	Parent/Guardian	SRE	Nominated by Sade Fashokun	1
Jennifer	Oeltjen	Parent/Guardian	FPMS, VHS	Nominated by Gloria Gonzales-Dholakia	Newly Addded
Premkumar	Pagalpatti Vijayakumar	Parent/Guardian	FSMS	Participation Request Received	Newly Addded
Shawn	Peterson	Parent/Guardian	RBMS	Nominated by Christine Mauer	1
Jennifer	Prescott	Parent/Guardian	RHS	Participation Request Received	Newly Addded
Sophie	Reynolds	Parent/Guardian	CPMS	Participation Request Received	Newly Addded
Rozinei	Santana	Parent/Guardian	RHS	Participation Request Received	Newly Addded
Sartaj	Siddiqui	Community Member	-	Nominated by Gloria Gonzales-Dholakia	Newly Addded
Bryan	Swart	Parent/Guardian	CPHS	Nominated by Christine Mauer	Newly Addded
Tekla	Taylor	Parent/Guardian	VHS	Participation Request Received	Newly Addded
Robbie	Taylor	Parent/Guardian	GHS	Participation Request Received	Newly Addded
Lori	Thompson	Parent/Guardian	VHS	Nominated by Trish Bode	Newly Addded
Jennifer	White	Parent/Guardian	WINK, LHS	Nominated by Francesca Romans	1
Courtney	Willingham	Faculty	WHIT	Participation Request Received	Newly Addded
Mike	Wilson	Parent/Guardian	SRE	Nominated by Trish Bode	Newly Addded
Elena	Winzeler	Community Member	-	Participation Request Received	Newly Addded

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of Amending the 2024-2025 Budget with the Final 2024 Tax Rate Calculations Worksheet
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Preliminary 2024 Tax Rate Calculation Worksheet Final 2024 Tax Rate Calculation Worksheet

Background Information:

The 2024-2025 budget was adopted by the Board of Trustees during the June 27, 2024 Regular Board Meeting. The appendix of the budget document included the preliminary 2024 Tax Rate Calculations Worksheet as required by Texas Tax Code 26.04(e-5). The worksheet details the calculations that produce the No-New-Revenue and Voter-Approval tax rates. Subsequently, the 2024 Tax Rate Calculations were updated and finalized, and administration is requesting the 2024-2025 Budget document be amended to update the appendix with the Final 2024 Tax Rate Calculation Worksheet.

Administrative Recommendation:

Administration recommends that the Board approve the amendment to the budget document updating the tax rate calculation worksheet, as required by Tax Code 26.04(e-5).

Sample Motion:

I move that the Board of Trustees approve the amendment to the budget document updating the tax rate calculation worksheet, as required by Tax Code 26.04(e-5).

2024 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 Agreements

Leander Independent School District
School District's Name

(512) 570-0000
Phone *(area code and number)*

PO Box 218, Leander, TX, 78646-0218
School District's Address, City, State, ZIP Code

https://www.leanderisd.org/
School District's Website Address

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

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

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

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

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

SECTION 1: No-New-Revenue Tax Rate

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

Line	No-New-Revenue Tax Rate Worksheet		Amount/Rate
1.	**2023 total taxable value.** Enter the amount of 2023 taxable value on the 2023 tax roll today. Include any adjustments since last year's certifica-tion; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [1]		$ 38,968,844,494
2.	**2023 tax ceilings.** Enter 2023 total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled [2]		$ 4,434,611,111
3.	**Preliminary 2023 adjusted taxable value.** Subtract Line 2 from Line 1.		$ 34,534,233,383
4.	**2023 total adopted tax rate**.		$ 1.108700 /$100
5.	**2023 taxable value lost because court appeals of ARB decisions reduced 2023 appraised value.**		
	A. Original 2023 ARB values:	$ 1,172,759,333	
	B. 2023 values resulting from final court decisions:	– $ 1,103,050,219	
	C. 2023 value loss. Subtract B from A. [3]		$ 69,709,114
6.	**2023 taxable value subject to an appeal under Chapter 42, as of July 25.**		
	A. 2023 ARB certified value:	$ 3,769,163,473	
	B. 2023 disputed value:	– $ 644,189,697	
	C. 2023 undisputed value. Subtract B from A. [4]		$ 3,124,973,776
7.	**2023 Chapter 42-related adjusted values.** Add Line 5 and 6.		$ 3,194,682,890
8.	**2023 taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7.		$ 37,728,916,273
9.	**2023 taxable value of property in territory the school deannexed after Jan. 1, 2023.** Enter the 2023 value of property in deannexed territory. [5]		$ 13,770,353

[1] Tex. Tax Code § 26.012(14
[2] Tex. Tax Code § 26.012(14)
[3] Tex. Tax Code § 26.012(13)
[4] Tex. Tax Code § 26.012(13)
[5] Tex. Tax Code § 26.012(15)

Form developed by: Texas Comptroller of Public Accounts, Property Tax Assistance Division

For additional copies, visit: **comptroller.texas.gov/taxes/property-tax**

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Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
10.	**2023 taxable value lost because property first qualified for an exemption in 2024.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in 2024 does not create a new exemption or reduce taxable value. **A. Absolute exemptions.** Use 2023 market value: $ 7,830,439 **B. Partial exemptions.** 2024 exemption amount or 2024 percentage exemption times 2023 value: + $ 142,346,852 **C. Value loss.** Add A and B. [6]	$ 150,177,291
11.	**2023 taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in 2024.** Use only properties that qualified in 2024 for the first time; do not use properties that qualified in 2023. **A. 2023 market value.** $ 0 **B. 2024 productivity or special appraised value:** - $ 0 **C. Value loss.** Subtract B from A. [7]	$ 0
12.	**Total adjustments for lost value.** Add Lines 9, 10C and 11C.	$ 163,947,644
13.	**Adjusted 2023 taxable value.** Subtract Line 12 from Line 8.	$ 37,564,968,629
14.	**Adjusted 2023 total levy.** Multiply Line 4 by Line 13 and divide by $100.	$ 416,482,807
15.	**Taxes refunded for years preceding tax year 2023.** Enter the amount of taxes refunded by the district for tax years preceding tax year 2023. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for tax year 2023. This line applies only to tax years preceding tax year 2023. [8]	$ 1,962,953
16.	**Adjusted 2023 levy with refunds.** Add Line 14 and Line 15. [9] Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in 2023 from the result.	$ 418,445,760
17.	**Total 2024 taxable value on the 2024 certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [10] **A. Certified values.** [11] $ 46,330,655,717 **B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - $ 0 **C. Total 2024 value.** Subtract B from A.	$ 46,330,655,717
18.	**Total value of properties under protest or not included on certified appraisal roll.** [12] **A. 2024 taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The listshows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [13] $ 0 **B. 2024 value of properties not under protest or included on certified appraisal roll.** The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [14] + $ 0 **C. Total value under protest or not certified.** Add A and B.	$ 0
19.	**2024 tax ceilings.** Enter 2024 total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [15]	$ 4,997,092,237

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

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
20.	**2024 total taxable value.** Add Lines 17C and 18C. Subtract Line 19.	$ 41,333,563,480
21.	**Total 2024 taxable value of properties in territory annexed after Jan. 1, 2023.** Include both real and personal property. Enter the 2024 value of property in territory annexed by the school district.	$ 0
22.	**Total 2024 taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in 2023. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, 2023, and be located in a new improvement.	$ 1,492,744,193
23.	**Total adjustments to the 2024 taxable value.** Add lines 21 and 22.	$ 1,492,744,193
24.	**Adjusted 2024 taxable value.** Subtract line 23 from line 20.	$ 39,840,819,287
25.	**2024 NNR tax rate.** Divide line 16 by line 24 and multiply by $100.	$ 1.050294 /$100

SECTION 2: Voter-Approval Tax Rate

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

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

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

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

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

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

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	**2024 maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [25]	$ 0.616900 /$100
27.	**2024 enrichment tax rate.** Enter the greater of A and B. [26] A. Enter the district's 2023 enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) ..... 0.140000 /$100 B. $0.05 per $100 of taxable value ..... 0.050000 /$100	$ 0.140000 /$100
28.	**2024 maintenance and operations (M&O) tax rate.** Add Lines 26 and 27. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate. [27]	$ 0.756900 /$100

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

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
29.	**Total 2024 debt to be paid with property tax revenue.** Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. [28] Enter debt amount: ..... $ 141,174,481 B. Subtract **unencumbered fund amount** used to reduce total debt. ..... – $ 0 C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. ..... – $ 0 D. **Adjust debt:** Subtract B and C from A.	$ 141,174,481
30.	**Certified 2023 excess debt collections.** Enter the amount certified by the collector. [29]	$ 0
31.	**Adjusted 2024 debt.** Subtract line 30 from line 29D.	$ 141,174,481
32.	**2024 anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. [30] A. Enter the 2024 anticipated collection rate certified by the collector. [31] 100.00 % B. Enter the 2023 actual collection rate 98.93 % C. Enter the 2022 actual collection rate 99.74 % D. Enter the 2021 actual collection rate 100.27 %	100.00 %
33.	**2024 debt adjusted for collections.** Divide Line 31 by Line 32. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in 2024 to the result.	$ 141,174,481
34.	**2024 total taxable value.** Enter the amount on Line 20 of the *No-New-Revenue Tax Rate Worksheet.*	$ 41,333,563,480
35.	**2024 debt rate.** Divide Line 33 by Line 34 and multiply by $100.	$ 0.341549 /$100
36.	**2024 voter-approval tax rate.** Add Lines 28 and 35. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35. [32]	$ 1.098449 /$100

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

Not Applicable

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

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

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

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

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	**2024 total taxable value.** Enter the amount on Line 20 of the *No-New-Revenue Tax Rate Worksheet.*	$ _____
39.	**Additional rate for pollution control.** Divide line 37 by line 38 and multiply by $100.	$ _____/$100
40.	**2024 voter-approval tax rate, adjusted for pollution control.** Add line 36 and line 39.	$ _____/$100

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

Not Applicable

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

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

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
41.	**2023 adopted tax rate.** Enter the rate in Line 4 of the *No-New-Revenue Tax Rate Worksheet.*	$ _____/$100
42.	**2023 voter-approval tax rate.** If the school district adopted a tax rate above the 2023 voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	$ _____/$100
43.	**Increase in 2023 tax rate due to disaster (disaster pennies).** Subtract Line 42 from Line 41.	$ _____/$100
44.	**2024 voter-approval tax rate, adjusted for prior year disaster.** Subtract Line 43 from one of the following lines (as applicable): Line 36 or Line 40 (school districts with pollution control).	$ _____/$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate..... $ 1.050294 /$100

Enter the 2024 NNR tax rate from Line 25.

Voter-Approval Tax Rate..... $ 1.098449 /$100

As applicable, enter the 2024 voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: 36.000000

SECTION 6: School District Representative Name and Signature

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

print here ➧ Larry Gaddes PCAC, CTA

Printed Name of School District Representative

sign here ➧ 

School District Representative

05/28/2024

Date

[35] Tex. Tax Code §26.042(f) and Tex. Edu. Code § 45.0032(d)

[36] Tex. Tax Code §26.04(c)

Date submitted: 05/28/02024

2024 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 Agreements

Leander Independent School District

School District's Name

(512) 570-0000

Phone *(area code and number)*

PO Box 218, Leander, TX, 78646-0218

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

https://www.leanderisd.org/

School District's Website Address

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

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

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

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

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

SECTION 1: No-New-Revenue Tax Rate

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

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	**Prior year total taxable value.** Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [1]	$ 39,448,912,115
2.	**Prior year tax ceilings.** Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [2]	$ 4,441,556,063
3.	**Preliminary prior year adjusted taxable value.** Subtract Line 2 from Line 1.	$ 35,007,356,052
4.	**Prior year total adopted tax rate**.	$ 1.108700 /$100
5.	**Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.** **A. Original prior year ARB values:** $ 1,909,960,815 **B. Prior year values resulting from final court decisions:** – $ 1,779,861,150 **C. Prior year value loss.** Subtract B from A. [3]	$ 130,099,665
6.	**Prior year taxable value subject to an appeal under Chapter 42, as of July 25.** **A. Prior year ARB certified value:** $ 3,187,032,868 **B. Prior year disputed value:** – $ 442,575,991 **C. Prior year undisputed value.** Subtract B from A. [4]	$ 2,744,456,877
7.	**Prior year Chapter 42-related adjusted values.** Add Line 5 and 6.	$ 2,874,556,542
8.	**Prior year taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7.	$ 37,881,912,594
9.	**Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.** Enter the prior year value of property in deannexed territory. [5]	$ 13,770,353

[1] Tex. Tax Code §26.012(14)
[2] Tex. Tax Code §26.012(14)
[3] Tex. Tax Code §26.012(13)
[4] Tex. Tax Code §26.012(13)
[5] Tex. Tax Code §26.012(15)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
10.	**Prior year taxable value lost because property first qualified for an exemption in the current year.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value. **A. Absolute exemptions.** Use prior year market value: $ 20,200,768 **B. Partial exemptions.** Current year exemption amount or current year percentage exemption times prior year value: + $ 194,587,522 **C. Value loss.** Add A and B. [6]	$ 214,788,290
11.	**Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in the current year. Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year.** **A. Prior year market value.** $ 4,123,768 **B. Current year productivity or special appraised value:** - $ 30,794 **C. Value loss.** Subtract B from A.	$ 4,092,974
12.	**Total adjustments for lost value.** Add Lines 9, 10C and 11C.	$ 232,651,617
13.	**Adjusted prior year taxable value.** Subtract Line 12 from Line 8.	$ 37,649,260,977
14.	**Adjusted prior year total levy.** Multiply Line 4 by Line 13 and divide by $100.	$ 417,417,356
15.	**Taxes refunded for years preceding the prior year.** Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. [8]	$ 2,295,936
16.	**Adjusted prior year levy with refunds.** Add Line 14 and Line 15. [9] Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.	$ 419,713,292
17.	**Total current year taxable value on the current year certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [10] **A. Certified values.** [11] $ 45,253,073,223 **B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - $ 0 **C. Total current year value.** Subtract B from A.	$ 45,253,073,223
18.	**Total value of properties under protest or not included on certified appraisal roll.** [12] **A. Current year taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [13] $ 883,407,029 **B. Current year value of properties not under protest or included on certified appraisal roll.** The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [14] + $ 0 **C. Total value under protest or not certified.** Add A and B.	$ 883,407,029

[6] Tex. Tax Code §26.012(15)
[7] Tex. Tax Code §26.012(15)
[8] Tex. Tax Code §26.012(13)
[9] Tex. Tax Code §26.012(13)
[10] Tex. Tax Code §§26.012 and 26.04(c-2)
[11] Tex. Tax Code §26.012(6)
[12] Tex. Tax Code §26.01(c) and (d)
[13] Tex. Tax Code §26.01(c)
[14] Tex. Tax Code §26.01(d)
[15] Tex. Tax Code §26.012(6)(B)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
19.	**Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [15]	$ 4,933,475,302
20.	**Current year total taxable value.** Add Lines 17C and 18C. Subtract Line 19.	$ 41,203,004,950
21.	**Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	$ 162,657,927
22.	**Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	$ 1,434,037,797
23.	**Total adjustments to the current year taxable value.** Add lines 21 and 22.	$ 1,596,695,724
24.	**Adjusted current year taxable value.** Subtract line 23 from line 20.	$ 39,606,309,226
25.	**Current year NNR tax rate.** Divide line 16 by line 24 and multiply by $100.	$ 1.059713 /$100

SECTION 2: Voter-Approval Tax Rate

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

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

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

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

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

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

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [25]	$ 0.616900 /$100
27.	**Current year enrichment tax rate.** Enter the greater of A and B. [26] A. Enter the district's prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) ..... $ 0.140000 /$100 B. $0.05 per $100 of taxable value ..... $ 0.050000 /$100	$ 0.140000 /$100

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

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
28.	**Current year maintenance and operations (M&O) tax rate.** Add Lines 26 and 27. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate.[27]	$ 0.756900 /$100
29.	**Total current year debt to be paid with property tax revenue.** Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here.[28] Enter debt amount: $ 141,174,481 B. Subtract **unencumbered fund amount** used to reduce total debt. – $ 0 C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. – $ 0 D. **Adjust debt:** Subtract B and C from A.	$ 141,174,481
30.	**Certified prior year excess debt collections.** Enter the amount certified by the collector.[29]	$ 0
31.	**Adjusted current year debt.** Subtract line 30 from line 29D.	$ 141,174,481
32.	**Current year anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%.[30] A. Enter the current year anticipated collection rate certified by the collector.[31] 100.00 % B. Enter the 2023 actual collection rate 98.93 % C. Enter the 2022 actual collection rate 99.74 % D. Enter the 2021 actual collection rate 100.27 %	100.00 %
33.	**Current year debt adjusted for collections.** Divide Line 31 by Line 32. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	$ 141,174,481
34.	**Current year total taxable value.** Enter the amount on Line 20 of the *No-New-Revenue Tax Rate Worksheet.*	$ 41,203,004,950
35.	**Current year debt rate.** Divide Line 33 by Line 34 and multiply by $100.	$ 0.342631 /$100
36.	**Current year voter-approval tax rate.** Add Lines 28 and 35. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35.[32]	$ 1.099531 /$100

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

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

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

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

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
37.	**Certified expenses from the Texas Commission on Environmental Quality (TCEQ).** Enter the amount certified in the determination letter from TCEQ. [33] The school district shall provide its tax assessor with a copy of the letter. [34]	$ _____
38.	**Current year total taxable value.** Enter the amount on Line 20 of the *No-New-Revenue Tax Rate Worksheet.*	$ _____
39.	**Additional rate for pollution control.** Divide line 37 by line 38 and multiply by $100.	$ _____/$100
40.	**Current year voter-approval tax rate, adjusted for pollution control.** Add line 36 and line 39.	$ _____/$100

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

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

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

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

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate. . . . . $ 1.059713 /$100

Enter the current year NNR tax rate from Line 25.

Voter-Approval Tax Rate . . . . . $ 1.099531 /$100

As applicable, enter the current year voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: 36

SECTION 6: School District Representative Name and Signature

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

print here ➧ Larry Gaddes PCAC, CTA

Printed Name of School District Representative

sign here ➧ 

School District Representative

07/26/2024

Date

[35] Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

[36] Tex. Tax Code §26.04(c)

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of Appointing an Alternate Representative to the 2024 Texas Association of School Boards (TASB) Delegate Assembly
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D., Superintendent
Attachments:	N/A

Background Information:

The Texas Association of School Boards (TASB) Delegate Assembly is the Association's official membership meeting where every member comes together to develop a common vision. As Active Members, each local school board and regional education service center board has the exclusive right to appoint a Delegate and Alternate Representative to speak for their board and community. Delegates adopt TASB's advocacy priorities for the next legislative session, elect who serves on the TASB Board, and set the direction for the Association.

During the June 6, 2024 Regular Board Meeting with Public Hearing, Anna Smith was appointed to be Leander ISD's Delegate at the 2024 TASB Delegate Assembly and Sade Fashokun was appointed to be the Alternate Representative. Trustee Fashokun is not able to attend the assembly and an alternate representative is needed.

Administrative Recommendation:

Administration recommends the Board appoint an alternate representative to the 2024 Texas Association of School Boards Delegate Assembly.

Sample Motion:

I move that Francesca Romans be appointed as Leander ISD's Alternate Representative to the 2024 Texas Association of School Boards Delegate Assembly.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of Guaranteed Maximum Price for the Plant Services Mechanic Shop
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Jeremy Trimble, Chief Operations Officer
Attachments:	Plant Services Mechanic Shop – Guaranteed Maximum Price (GMP)

Background Information:

The 2023 Bond included updates to the Plant Services Mechanic Shop located west of the District Administration building. During the August 24, 2023 board meeting, the board approved Bartlett Cocke General Contractors as the Construction Manager at Risk.

The Guaranteed Maximum Price (GMP) of $8,360,415, is for the funding of the construction portion of the project. This GMP will be funded by the 2023 Bond Authorization.

Administrative Recommendation:

Administration recommends that the Board approve the Guaranteed Maximum Price of $8,360,415.00 for the Plant Services Mechanic Shop Building Project as presented.

Sample Motion:

I move that the Board of Trustees approve the Guaranteed Maximum Price of $8,360,415.00 for the Plant Services Mechanic Shop Building Project as presented.

Bartlett Cocke General Contractors
Plant Services Mechanic Shop
GMP 100CD - GMP
August 27, 2024

DIVISION	ITEM DESCRIPTION	TOTAL
01 & 02	General and Existing Conditions	$609,966.00
03	Concrete Work	$1,403,859.00
04	Masonry	$209,853.00
05	Structural Steel	$417,123.00
06	Woods and Plastics	$20,945.00
07	Thermal & Moisture Protection	$309,189.00
08	Openings	$191,215.00
09	Finishes	$113,982.00
10	Specialties	$9,692.00
11	Equipment	$6,591.00
12	Furnishings	$1,703.00
21	Fire Suppression	$67,214.00
22	Plumbing	$228,939.00
23	HVAC	$423,173.00
26	Electrical	$814,484.00
27	Communications	$128,272.00
31	Earthwork	$414,117.00
32	Exterior Improvements	$123,954.00
33	Utilities	$208,141.00
50	Job Site Management	$989,379.00
52	Bonds & Insurance	$203,919.00
52	CM Fee	$321,554.00
	Subcontractor Cost of Work	$7,217,264.00
53	Allowances & Alternates	
	Alternate #1 - Concrete at Site ILO Gravel	$52,915.00
	Alternate #2 - Allowance for Tilt Wall Finish	$6,763.00
	Relocate Electrical Lines Allowance	$25,000.00
	Audio/Video Allowance	$10,000.00
	Natural Gas Piping Allowance	$25,000.00
	DAS System Allowance	$30,000.00
	Termite Control Allowance	$13,019.00
	Landscape Allowance	$73,434.00
	City Comments	$489,000.00
	Cost of Work	$7,942,395.00
54	Contingencies	
	Construction Manager	$209,010.00
	Owner	$209,010.00
	GMP Total	**$8,360,415.00**

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of Minutes of Regular and Called Board Meetings
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D., Superintendent
Attachments:	08-08-24 Regular Board Meeting Minutes DRAFT 08-22-24 Regular Board Meeting Minutes DRAFT

Background Information:
Board meeting minutes are attached for your review.

Administrative Recommendation:
Administration recommends approval of the minutes as presented.

Sample Motion:
I move the Board approve the minutes for the August 8 and 22 meetings as presented.

Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, August 8, 2024, beginning at 6:15 PM in Concordia University Texas located at 11400 Concordia University Drive, Austin, TX 78726. The following members were present: Gloria Gonzales-Dholakia, Anna Smith, Christine Mauer, Trish Bode, Sade Fashokun, Paul Gauthier, and Francesca Romans.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
   A. Pledge of Allegiance
   B. Moment of Silence
3. **CITIZEN COMMENTS**

   No citizens addressed the Board of Trustees.
4. **CONSENT AGENDA**

   I move the Consent Agenda items be approved as presented. This motion made by Francesca Romans and seconded by Anna Smith passed seven in favor and none opposed.

   A. Consider Approval of Guaranteed Maximum Price #1 for Grandview Hills Ancillary Building Projects
   B. Consider Adoption of Local Policies BBD, CQC, DC, DCE, DEA, DMA, EEH, EF, EFA, EFB, EHAA, EHB, EHBB, EHBC, EHBCA, FEA, FFI, FL and FO
   C. Consider Approval of Texas State University Teacher Fellows Program Contract
   D. Consider Approval of Order of Election for Board of Trustees Election
   E. Consider Approval of Travis County Election Agreement, Joint Election Agreement and Voting Equipment Resolution
   F. Consider Approval of Williamson County Joint Election Agreement and Contract for Election Services and Voting Equipment Resolution
   G. Consider Adoption of the 2024-2025 Williamson County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding

H. Consider Endorsement of Candidate for Texas Association of School Boards (TASB) Board of Directors Region 13, Position C

5. **SUPERINTENDENT'S REPORT**

A. Safe and Innovative Learning Environments

B. Empowered Student Learning

C. Empowered Staff Learning

6. **DISCUSSION / ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Discussion and Consider Approval of 2024-2025 Student Code of Conduct

I move that the Board adopt the 2024-2025 Student Code of Conduct as presented with the exception of the section "disregard for authority" which shall be removed. This motion made by Trish Bode and seconded by Christine Mauer passed seven in favor and none opposed.

2. Discussion of LISD Strategic Plan

B. GOVERNANCE

1. Discussion of 2024-25 Board Member Representation on Board and District Administrative Committees

2. Discussion of Board Self-Assessment Based on State Board of Education Framework for School Board Development

C. OPERATIONS

1. Consider All Matters Incident and Related to the Issuance and Sale of "Leander Independent School District Unlimited Tax Refunding Bonds, Series 2024", Including the Adoption of an Order Authorizing the Issuance of Such Bonds, Establishing Parameters for the Sale and Issuance of Such Bonds and Delegating Certain Matters to Authorized District Officials

I move that the Board Adopt an Order Authorizing the Issuance of Leander Independent School District Unlimited Tax Refunding Bonds, Series 2024 as presented. This motion made by Anna Smith and seconded by Christine Mauer passed seven in favor and none opposed.

2. Discussion of an Ordinance Adopting the 2024 Property Tax Rate

3. Consider Approval of Budget Amendment FY25-#1

I move that the Board of Trustees approve budget amendment FY25-#1 as presented. This motion made by Christine Mauer and seconded by Francesca Romans passed seven in favor and none opposed.

7. **CLOSED SESSION**

The Board of Trustees went into closed session at 8:04 pm after the Board President announced the right to do so under:

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

B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers

C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

D. Texas Government Code 551.074: deliberation and consideration of employment of Chief Human Resources Officer

E. Texas Government Code 551.074: deliberation and consideration of employment of Glenn High School Principal

F. Texas Government Code 551.074: deliberation and consideration of employment of Reed Elementary School Principal

The Board returned from closed session at 8:54 pm.

8. **ACTION PURSUANT TO CLOSED SESSION**

   A. Consider Employment of Chief Human Resources Officer

   B. Consider Employment of Glenn High School Principal

   C. Consider Employment of Reed Elementary School Principal

   I move that the Board of Trustees accept the recommendation(s) of Cynthia Griggs for Principal at Reed Elementary School 1 year probationary employment contract for personnel addition(s) as presented in accordance with the salary scale, policies and contract of Leander Independent School District for the 2024-25 school year. This motion made by Sade Fashokun and seconded by Trish Bode passed seven in favor and none opposed.

9. **BOARD MEETING DEBRIEF**

10. **ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.
Time: 8:55 PM

These minutes were read and approved by the Board of Trustees on the 19th day of September 2024.

_____ _____

President Secretary

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

Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, August 22, 2024, beginning at 6:15 PM in Concordia University Texas located at 11400 Concordia University Drive, Austin, TX 78726. The following members were present: Gloria Gonzales-Dholakia, Christine Mauer, Trish Bode, Sade Fashokun, Paul Gauthier, and Francesca Romans. Anna Smith was absent.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
   A. Pledge of Allegiance
   B. Moment of Silence
3. **RECOGNITION**
   A. Spotlight on Learning: 18+ Transition Services
4. **CITIZEN COMMENTS**
   One citizen addressed the Board of Trustees.
5. **CONSENT AGENDA**
   I move the Board approve the Consent Agenda items as presented. This motion, made by Christine Mauer and seconded by Francesca Romans, passed four in favor, one, Paul Gauthier, opposed, one, Trish Bode, abstained and one, Anna Smith, absent.
   A. Consider Adoption of Policy BBE(LOCAL)
   B. Consider Approval of Grant Adjunct Staff Member Status for Williamson and Travis Counties and 4-H as an Extracurricular Activity
   C. Consider Approval of Guaranteed Maximum Price #2 for Science Materials and 18+ Transitional Services Building Project
   D. Consider Approval of Innovative Course Proposal for 2025-26 Course Catalog
   E. Consider Approval of Minutes of Regular and Called Board Meetings
   F. Consider Approval of a Resolution Approving List of Authorized Brokers/Dealers and a Resolution Approving List of Authorized Providers of Investment Training

G. Consider Approval of the Superintendent's Professional Education Organization Membership Fees

6. **SUPERINTENDENT'S REPORT**

A. Start of School Year Update

B. Empowered Student Learning

C. Empowered Staff Learning

D. Safe and Innovative Learning Environments

7. **DISCUSSION / ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Strategic Plan & District Improvement Plan Formative Review - Empowered Learning Part 1

B. GOVERNANCE

1. Legislative Update

a. Legislative Committee Update

b. 89th Legislative Session and State Board of Education Update

C. OPERATIONS

1. LISD Council of PTA's State of the Council 2024 Annual Report

2. Annual Investment Report

3. Consider Approval of a Resolution Adopting Investment Policy and Investment Strategy
I move that the Board of Trustees approve a Resolution Adopting Investment Policy and Investment Strategy as presented, reflecting no changes to policy from the 2023-2024 school year. This motion, made by Christine Mauer and seconded by Francesca Romans, passed six in favor, one, Anna Smith, absent and none opposed.

4. Consider Approval of an Ordinance Adopting the 2024 Property Tax Rate
I move that the property tax rate be increased by the adoption of a tax rate of $1.0869, which is effectively a 2.5% increase in the tax rate. As outlined in the Ordinance, the tax rate includes $0.7569 for Maintenance and Operations and $0.3300 for Interest and Sinking for a total tax rate of $1.0869. This rate reflects a $0.0218 cent decrease from the prior year's rate. This motion, made by Francesca Romans and seconded by Christine Mauer, passed six in favor, one, Anna Smith, absent and none opposed.

5. Consider Approval of FY25 Budget Amendment - #2
I move that the Board of Trustees approve FY25 Budget Amendment - #2 as presented. This motion, made by Christine Mauer and seconded by Francesca Romans, passed six in favor, one, Anna Smith, absent and none opposed.

6. Quarterly Cash Flow Report

7. Business and Finance Monthly Reports

a. Monthly Bond Status Report

b. Monthly Financial Report

c. Monthly Investment Report

d. Monthly Tax Collection Report

8. **CLOSED SESSION**

The Board of Trustees went into closed session at 8:50 pm after the Board President announced the right to do so under:

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

B. Texas Government Code 551.074: personnel - deliberate the appointment, employment, evaluation, reassignment, duties of a public officer or employee

C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

D. Texas Government Code 551.074: Superintendent Summative Evaluation

E. Texas Government Code 551.074: deliberation and consideration of employment of Assistant Superintendent, Empowered Learning

F. Texas Government Code 551.074: deliberation and consideration of employment of Assistant Superintendent, Advanced Academic Pathways

The Board returned from closed session at 9:44 pm.

9. **ACTION PURSUANT TO CLOSED SESSION**

A. Consider Employment of Assistant Superintendent, Empowered Learning
I move that the Board of Trustees accept the recommendation of Brenda Cruz for Assistant Superintendent for Empowered Learning 1 year probationary employment contract for personnel addition as presented in accordance with the salary scale, policies and contract of Leander Independent School District for the 2024-25 school year. This motion, made by Francesca Romans and seconded by Christine Mauer, passed six in favor, one, Anna Smith, absent and none opposed.

B. Consider Employment of Assistant Superintendent, Advanced Academics & Pathways
I move that the Board of Trustees accept the recommendation of Dr. Dustin Binnicker for Assistant Superintendent for Advanced Academics & Pathways 1 year probationary employment contract for personnel addition as presented in accordance with the salary scale, policies and contract of Leander Independent School District for the 2024-25 school year. This motion, made by Francesca Romans and seconded by Christine Mauer, passed six in favor, one, Anna Smith, absent and none opposed.

10. **BOARD MEETING DEBRIEF**

11. **ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.
Time: 9:46 PM

These minutes were read and approved by the Board of Trustees on the 19th day of September 2024.

_____ _____

President Secretary

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of Remote Homebound Waiver
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Paige Collier, M.Ed. Assistant Superintendent of Special Programs
Attachments:	N/A

Background Information:

To be placed in the special education or Section 504 homebound instructional setting, a student aged six years or older must meet the following criteria:

- The student is eligible for special education and related services as determined by an Admission, Review, Dismissal (ARD) committee or Section 504 accommodations as determined by the Section 504 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.
- The student's medical condition is documented by a physician licensed 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 ARD committees and/or Section 504 recommended that the student be given a remote homebound option so that they can be supported in their coursework at their appropriate level given their needs. An individual waiver will be submitted for the student.

Administrative Recommendation:

Administration recommends the board allow administration to seek a waiver 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.

SEPTEMBER 19, 2024

Superintendent’s Report



29

Choral Showcase



30

Choral Showcase

EMPOWERED LEARNERS



31

Oliver H.

EMPOWERED LEARNERS



32

Eli P.

EMPOWERED LEARNERS



33

National Childhood Cancer Awareness





34

National Childhood Cancer Awareness

EMPOWERED COMMUNITY



Assistance League of Austin

SAFE AND INNOVATIVE LEARNING ENVIRONMENTS



36

Baseball and Softball Artificial Turf

SAFE AND INNOVATIVE LEARNING ENVIRONMENTS

Project Scope

Remove natural grass and replace with artificial turf on baseball and softball fields at all high schools except Glenn HS, which already has artificial turf.

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The baseball and softball fields at Cedar Park HS, Leander HS, Rouse HS, Vandegrift HS and Vista Ridge HS have a seating capacity for 1,000 or less spectators.

Student-athletes would have the ability to practice in various weather conditions without damaging the competition surface. An artificial field turf better withstands daily use without as much impact on the playing surface, which translates into increased instruction time on the field. Artificial turf also reduces water consumption.

SAFE AND INNOVATIVE LEARNING ENVIRONMENTS

Anticipate construction completion in late October

Baseball

CONSTRUCTION STAGES	STATUS
Setup	Complete
Demo	Complete
Excavation	Complete
Drainage	Complete
Liner	Complete
1st layer of stone	Complete
Trenches/Form Curbs	Complete
Install Mound(s)/Rubber/Plate/Bases	In Progress
Pour Curbs	Complete
Top Layer of Stone	In Progress
Final Grade	In Progress
Install Artificial Turf	Not Started
Install Fencing	In Progress
Substantial Completion	Not Started
Close-up Fencing/Punch List	Not Started
Project Closeout	Not Started

Softball

CONSTRUCTION STAGES	STATUS
Setup	Complete
Demo	Complete
Excavation	Complete
Drainage	Complete
Liner	Complete
1st layer of stone	Complete
Trenches/Form Curbs	Complete
Install Mound(s)/Rubber/Plate/Bases	Complete
Pour Curbs	Complete
Top Layer of Stone	Complete
Final Grade	Complete
Install Fencing	In Progress
Install Artificial Turf	In Progress
Substantial Completion	Not Started
Close-up Fencing/Punch List	Not Started
Project Closeout	Not Started



39

Cedar Park High School

- Permitting In Progress
- Anticipate construction late October, completed in January

Vista Ridge High School

- Permitting In Progress
- Anticipate construction late October, completion in January

40

Leander High School

- Demo and Excavation in progress
- Anticipated completion date November 30

Vandegrift High School

- Permitting In Progress
- Anticipate construction in June, completion in September

Leander HS Alumni

Class of 2016 and 2017



41



42



43

DEADLINE TO REGISTER
OCTOBER 7, 2024

NATIONAL VOTER REGISTRATION DAY

LEANDER ISD VOTES

44

DISCUSSION

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 19, 2024

Agenda Item:	Discussion of Instructional Materials Review & Approval Process
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrators Responsible:	Chris Clark, Ed.D, Assistant Superintendent of Curriculum and Instruction
Attachment:	Instructional Materials Review & Approval

Background Information:
Due to the passage of HB 1605, the selection and adoption of instructional materials has changed. The changes in the new Instructional Materials Review & Approval (IMRA) process have caused uncertainty on the best path forward for selecting and recommending adoption of instructional resources. The purpose of the presentation is to update and inform the Board of Trustees and community of the changes in the process to select and adopt primary resources and communicate next steps being taken to identify, select, and adopt instructional resources in Leander ISD.

The following documents are referenced in the presentation and are available for your review prior to the board meeting:

- Core Curriculum One-pagers
- Comprehensive list of Primary Resources
- Instructional Materials Manual

Administrative Recommendation:
N/A

Sample Motion:
N/A

September 19, 2024

Instructional Materials Review & Approval Process

Purpose

The purpose of the presentation is to update and inform the Board of Trustees and community of the changes in the process to select and adopt primary resources and communicate next steps being taken to identify, select, and adopt instructional resources in Leander ISD.

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Instructional Materials Adoption Historical

Proclamation

- Called by State Board of Education (SBOE).
- 8 Year Cycle for Science, Social Studies, Reading/Language Arts, Math.
- Texas Essential Knowledge and Skills (TEKS) Updates

Review Panels

- Commissioner-appointed panel of experts review resources from publishers.
- Commissioner reports panel findings to SBOE
- 50% - 100% TEKS coverage required for SBOE approved list.
- Publisher contract extensions if 8 years is exceeded.

Local Adoption Processes

- Process and policy established in each local district.
- Purchase from SBOE approved list not required or incentivized.
- Leander ISD (LISD) - community and teacher input has been an emphasis in the process.
- LISD - local curriculum writing to ensure TEKS coverage.

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Instructional Materials & Technology Allotment (IMTA)

Biennium School Years	Allotment
2019-2020 & 2020-2021	$7,508,637.58
2021-2022 & 2022-2023	$2,600,911.87*
2023-2024 & 2024-2025	$7,364,859.23

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* $-4,907,726

HB 1605 - Instructional Materials Review & Approval (IMRA)

IMRA Cycle

- Called by State Board of Education (SBOE) based on Texas Education Agency (TEA) recommendations.
- Quality and Suitability rubrics established and approved by SBOE.

SBOE Approval of Materials

- Call for publishers to submit materials.
- TEA supports material review by assembling committees.
- Instructional materials made available for public review and feedback.
- SBOE list is updated annually.

Local Adoption Processes

- Process and policy established in each local district.
- Purchase from SBOE approved list not required but **is financially incentivized**.
- LISD - community and teacher input is valued.
- LISD - local curriculum writing to ensure TEKS coverage when necessary.

51

HB 1605 - IMRA Cycle 2024

State Board of Education (SBOE) Resource Considerations

- K-5 Reading - 2 publishers being considered
- K-5 SLAR - 1 publisher being considered
- K-3 Phonics (English) - 14 publishers being considered
- K-3 Phonics (Spanish) - 4 publishers being considered
- K-5 Math - 5 publishers being considered
- 6-8 Math - 6 publishers being considered
- 8-12 Math - 7 publishers being considered
- Finalized SBOE-Approved resource list - promised in November

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HB 1605 - Challenges: IMTA

“Additional Funding”

- **$40/year per student** - can only be used to purchase SBOE-approved materials.
  - **$80 per student*** available since this allotment is for 23-24 & 24-25.
- **$20/year per student for printing/consumables** - can only be used if we adopt the Open Education Resource (OER) resource.
- **$120 per student** - available for 25-26 adoptions (26-27 implementation) If we adopt nothing in IMRA Cycle 2024.

53

*$3,360,000

HB 1605 - Challenges

- No more proclamations or indication of future cycles.
- **K-12 Social Studies**
  - Proclamation 2015 was the last comprehensive adoption for K-12 Social Studies.
  - Updated TEKS implemented in 2024-2025.
  - Curriculum is TEKS-aligned and includes all standards.
  - Challenges associated with 10-year-old resources - expiring access.

54

HB 1605 - Challenges

- **Career & Technical Education (CTE)** - Proclamation 2017 was the last full adoption for all CTE courses.
  - Many of the primary CTE resources from this proclamation will expire after this school year.
    - Agriculture, Food, and Natural Resources - 10 courses
    - Architecture and Construction - 11 courses
    - Arts, Audio/Video Technology, and Communications - 10 courses
    - Business, Marketing, and Finance - 11 courses
    - Health Science - 2 courses (all others in Proclamation 2024)
    - Hospitality and Tourism - 5 courses
    - Human Services - 6 courses
    - Law and Public Service - 4 courses
    - Transportation, Distribution, and Logistics - 4 courses
    - Career Preparation - 1 course

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HB 1605 - IMRA

Considerations for Leander ISD

- Limited number of publishers are being considered by the State Board of Education (SBOE).
- Timing of the SBOE-Approved Resource List
  - much later start to the adoption process for the following school year.
- Teachers are still learning a significantly different science resource and curriculum.
  - 2 year rollout.
  - Elementary impact is greater.

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HB 1605 - IMRA Considerations for LISD

- Adopting Reading, Phonics, and Math High-Quality Instructional Materials (HQIM) would be a significant undertaking for rollout & support at the elementary level.
- Before considering a new primary instructional material, it's really important to have a good understanding and alignment of the organization's belief and value system related to learning in the specific content area.
- Changing instructional materials and/or our instructional approach impacts teachers and students.

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HB 1605 - IMRA Next Steps

K-12 Social Studies & CTE

- Exploring potential solutions related to aging/expiring resources.
- One-year contract extensions for existing resources to allow us time to develop a manageable systematic plan moving forward.
- Identify other supplemental resources available.

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HB 1605 - IMRA Next Steps

- Align instructional/learning philosophy with teachers, administrators, students, families, and community members.
  - Ongoing refinement of our Curriculum One-pagers that describe the type of instruction that facilitates student ownership.
- Curriculum feedback from stakeholders. 59
- Identify SBOE-Approved resources that may align with our instructional approach in LISD.
- Comprehensive list of Primary Resources
- Updated Instructional Materials Manual

Key Takeaways for the Board and Community

- Rubrics - developed AFTER all of our current resources were adopted.
- Comprehensive list of all district-provided instructional resources.
  - On the district website and provided to the Board tonight.
- Instructional resources do not make up the district's curriculum.
- Three-cueing - prohibited strategy.

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DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Discussion of District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Action Requested (future meeting):	Thursday, October 10, 2024
Administrator Responsible:	Angela Hodges, Area Superintendent; Kristen Alex, Area Superintendent; Chris Clark, Ed.D., Assistant Superintendent of Curriculum; Brenda Cruz, Assistant Superintendent of Empowered Learning
Attachments:	District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update Presentation District and Campus Goals and HB3 Performance Objectives Attachment

Background Information:

Each year the administrative team provides the Board of Trustees a presentation on the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs). We have included the annual board update on the district's HB3 goal progress since the DIP and CIPs also include this information. HB3 requires goals and plans for early reading and math proficiency as well as College Career and Military Readiness (CCMR).

In addition to the presentation, a document containing the proposed district and campus improvement plans, and HB3 performance objectives is attached. The complete Proposed District Improvement Plan and Campus Improvement Plans are available for viewing.

Administrative Recommendation:

Administration will be asking the Board to approve the district and campus goals, and HB3 performance objectives during the October 10, 2024 Regular Board Meeting.

Sample Motion:

N/A

September 19, 2024

District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update

PURPOSE

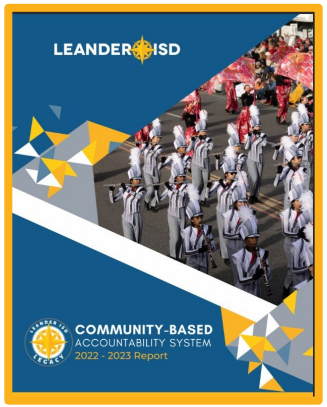
- To provide an overview of the improvement process and the alignment of the strategic plan, district improvement plan, and the campus improvement plans.
- To present the annual board update on the district's House Bill 3[64] (HB3) goal progress. HB3 requires goals and plans for early reading and math proficiency as well as College Career and Military Readiness (CCMR).

SYSTEM ALIGNMENT



LISD 5-Year Strategic Plan

Community-Based Accountability



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District & Campus Improvement Plans

Board Evaluation

Superintendent Evaluation





IMPROVEMENT PROCESS



DISTRICT AND CAMPUS IMPROVEMENT PLANS

Goal

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 Questions

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

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture where staff feel valued and connected to their campus/department in order to retain a collaborative community of first-rate employees who are empoowered to meet the needs of each and every student. **Evidence of Success:** Increase Retention of staff Enhanced Staff Spotlight system Development of recognition program built around The Leander Way Research and develpment of comprehensive plan to address staff mental health and well-being Increased feedback gathered from Stay Interviews, leading to recommendations to cabinet Staffing process improvements developed for 25/26 school year based on principal feedback Maintain and or increase leadership opportunities through P3 (Prospective Principal Program) , Triple A (Aspiring Administrators Academy) and Learning Leaders. **Staff Responsible:** HR/SCR			67	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Strategies

Strategy 1: Explore programs and supports to encourage masterful teachers to stay in the classroom.

Intended Audience: Teachers interested in Master Teacher opportunities

Provider / Presenter / Person Responsible: Deputy Superintendent of Learning & Innovation

Date(s) / Timeframe: By April 2025

Collaborating Departments: Learning & Innovation Team

Delivery Method: TBD

Staff Responsible: Learning & Innovation Team

TEA Priorities:
Recruit, support, retain teachers and principals

HB3 Update: Early Childhood Reading

Masters Grade Level

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

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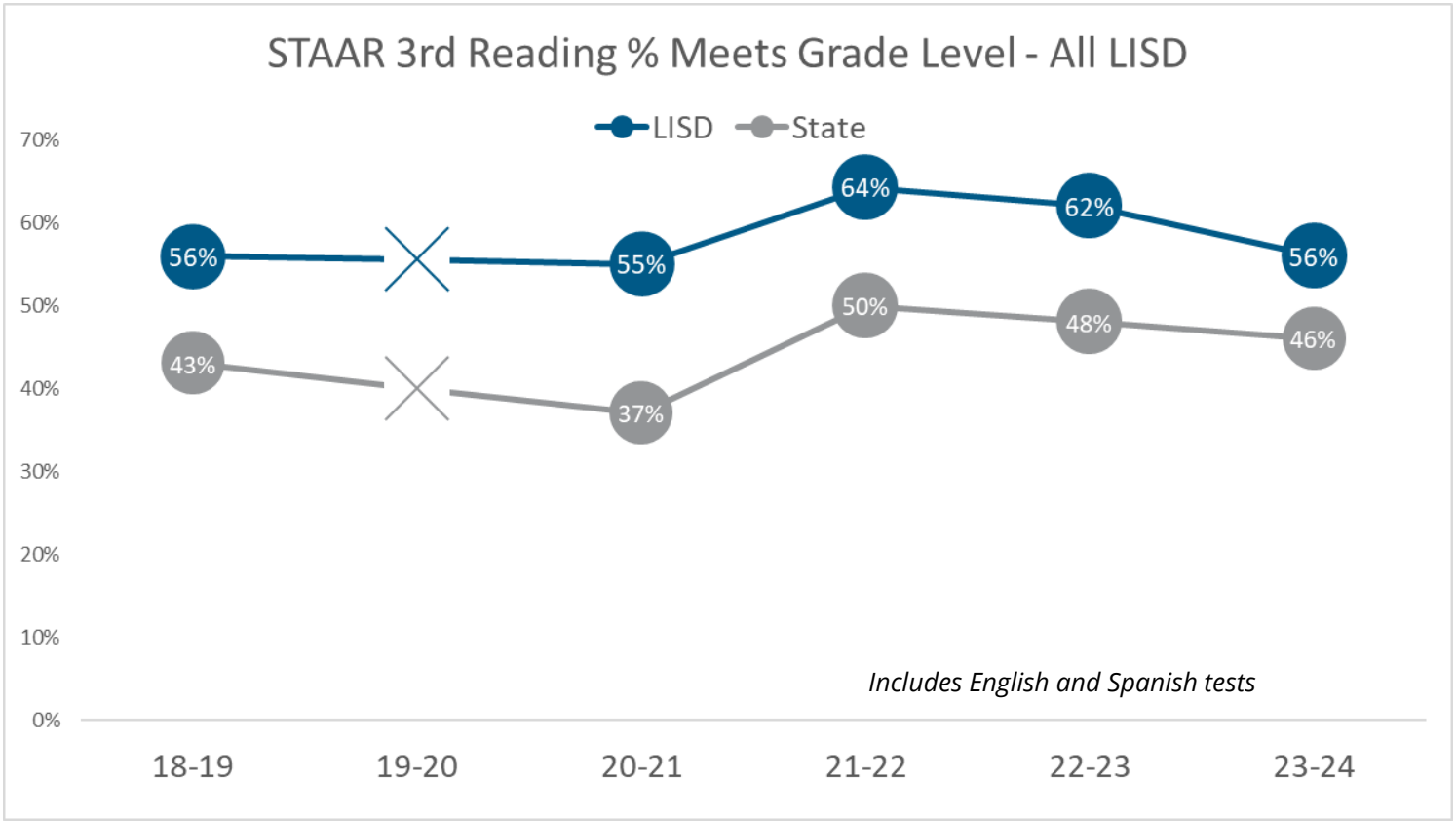
Meets Grade Level

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level *Passing level*

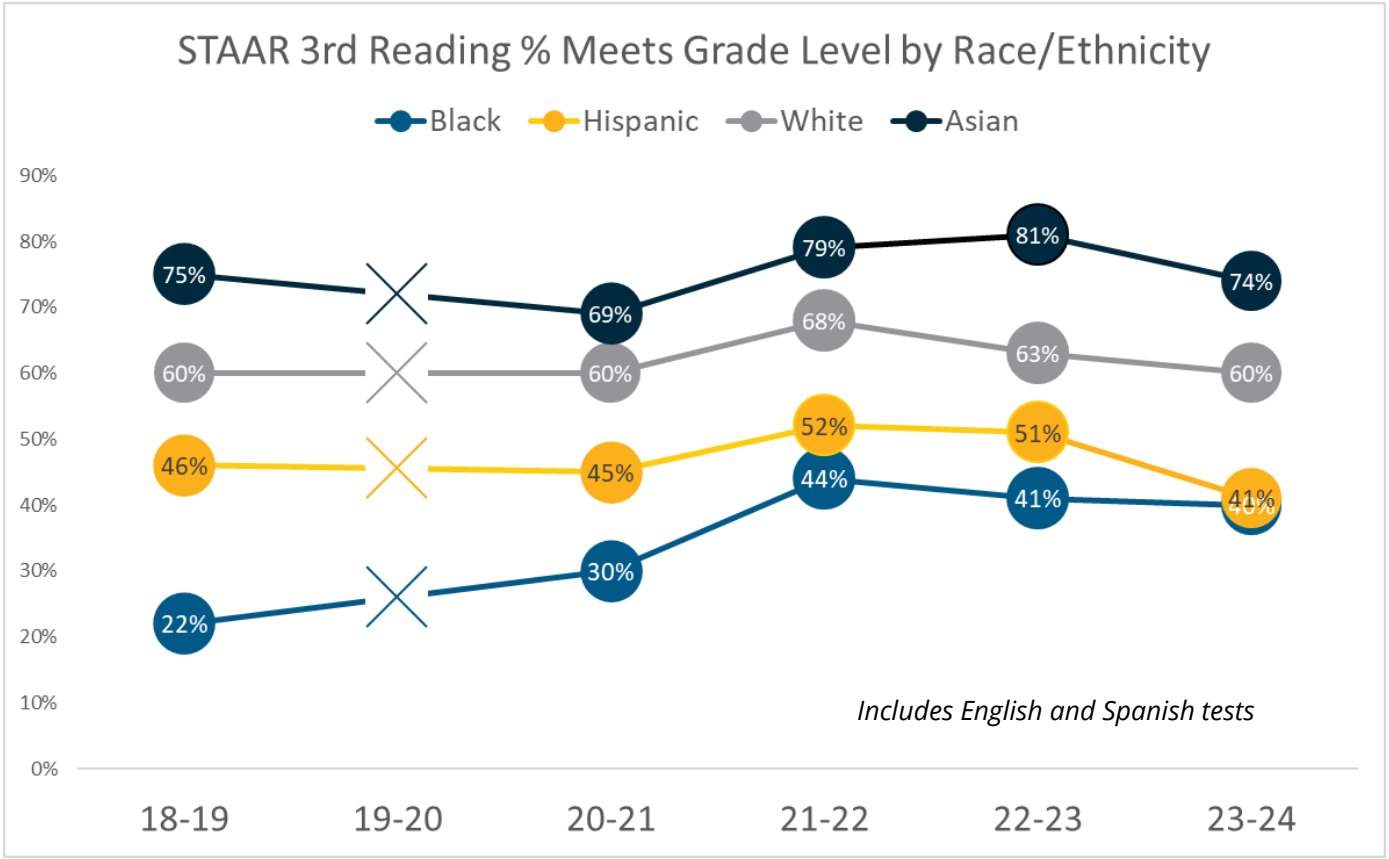
Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

HB3 Update: Early Childhood Reading



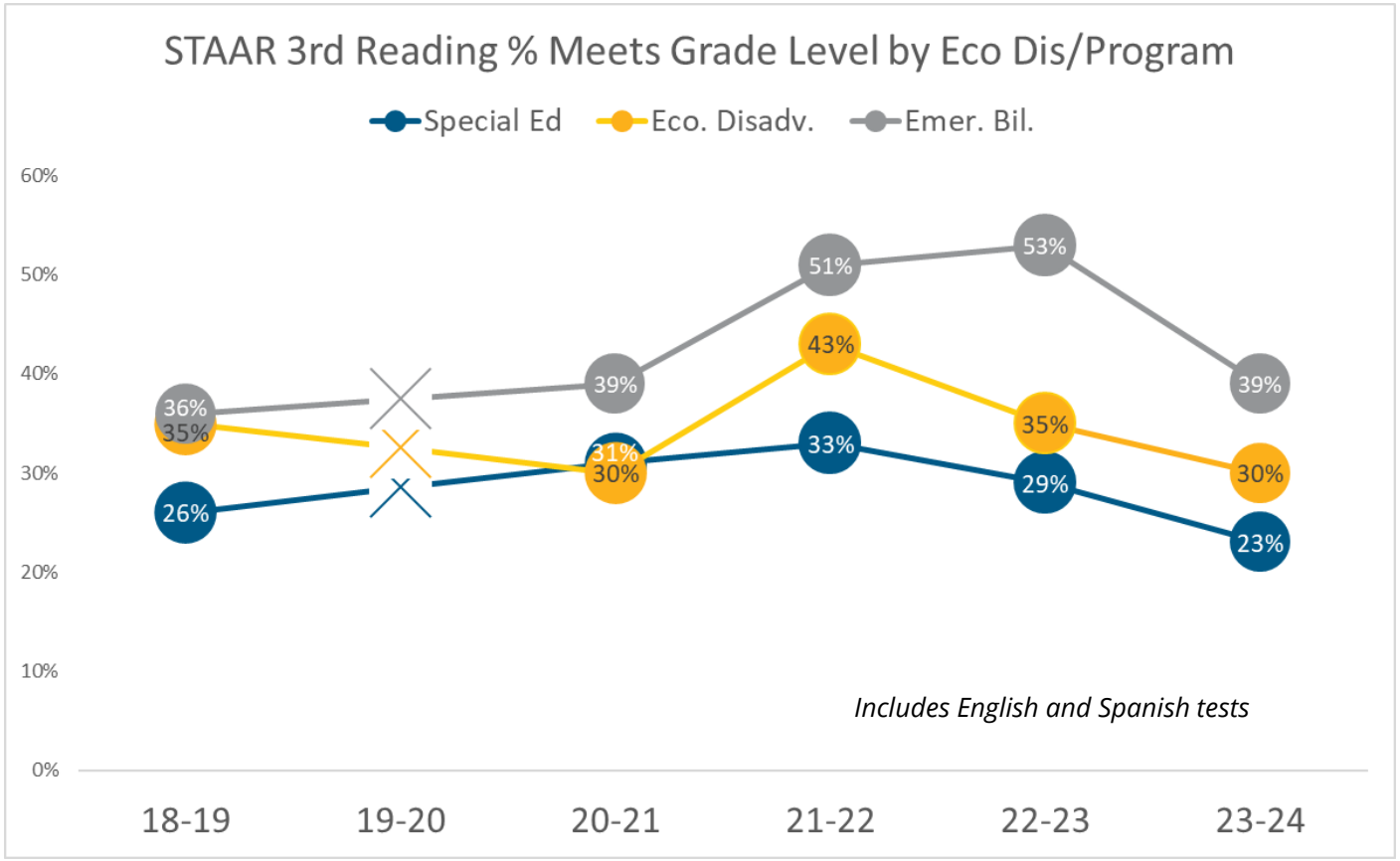
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HB3 Update: Early Childhood Reading



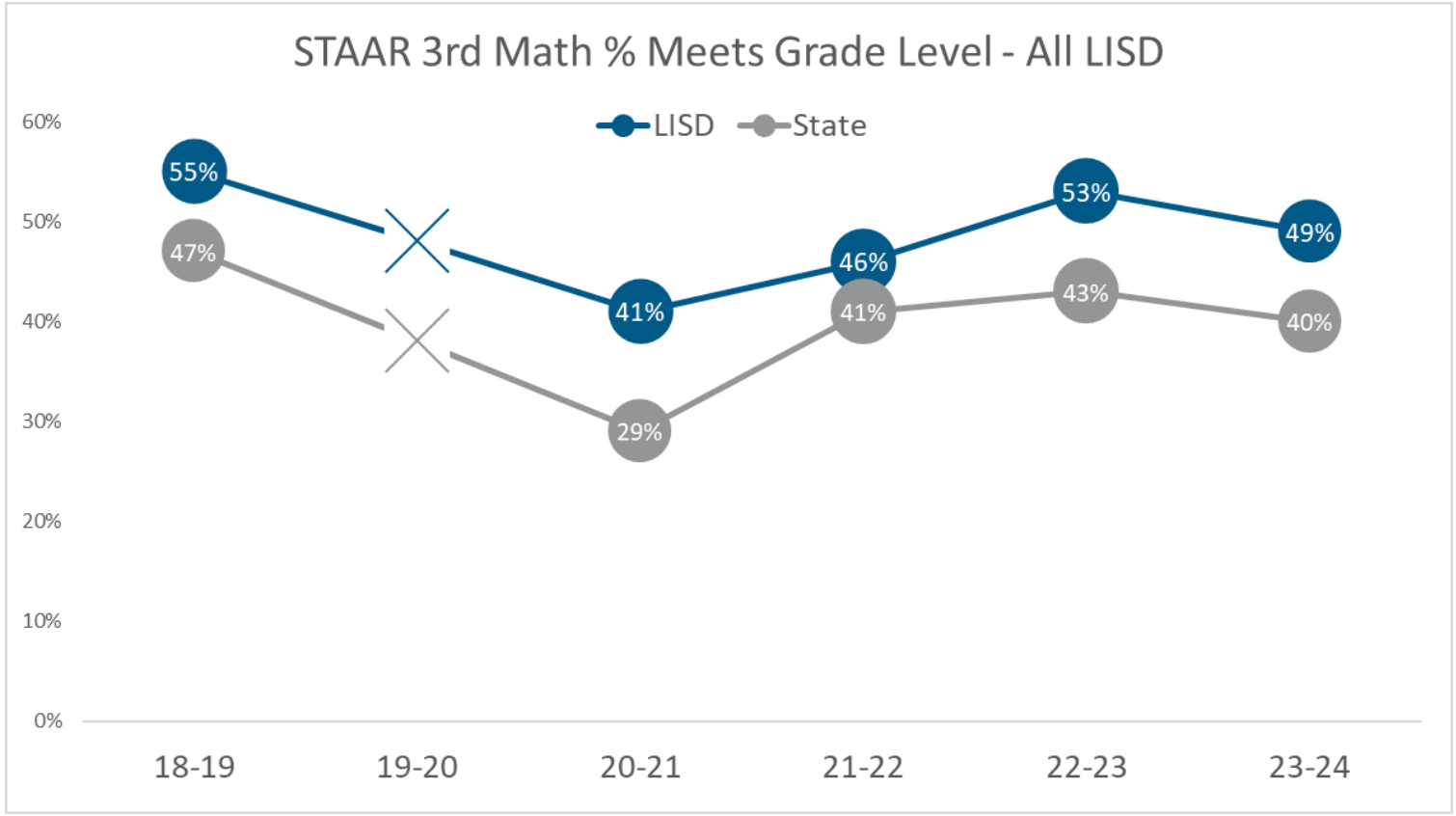
70

HB3 Update: Early Childhood Reading



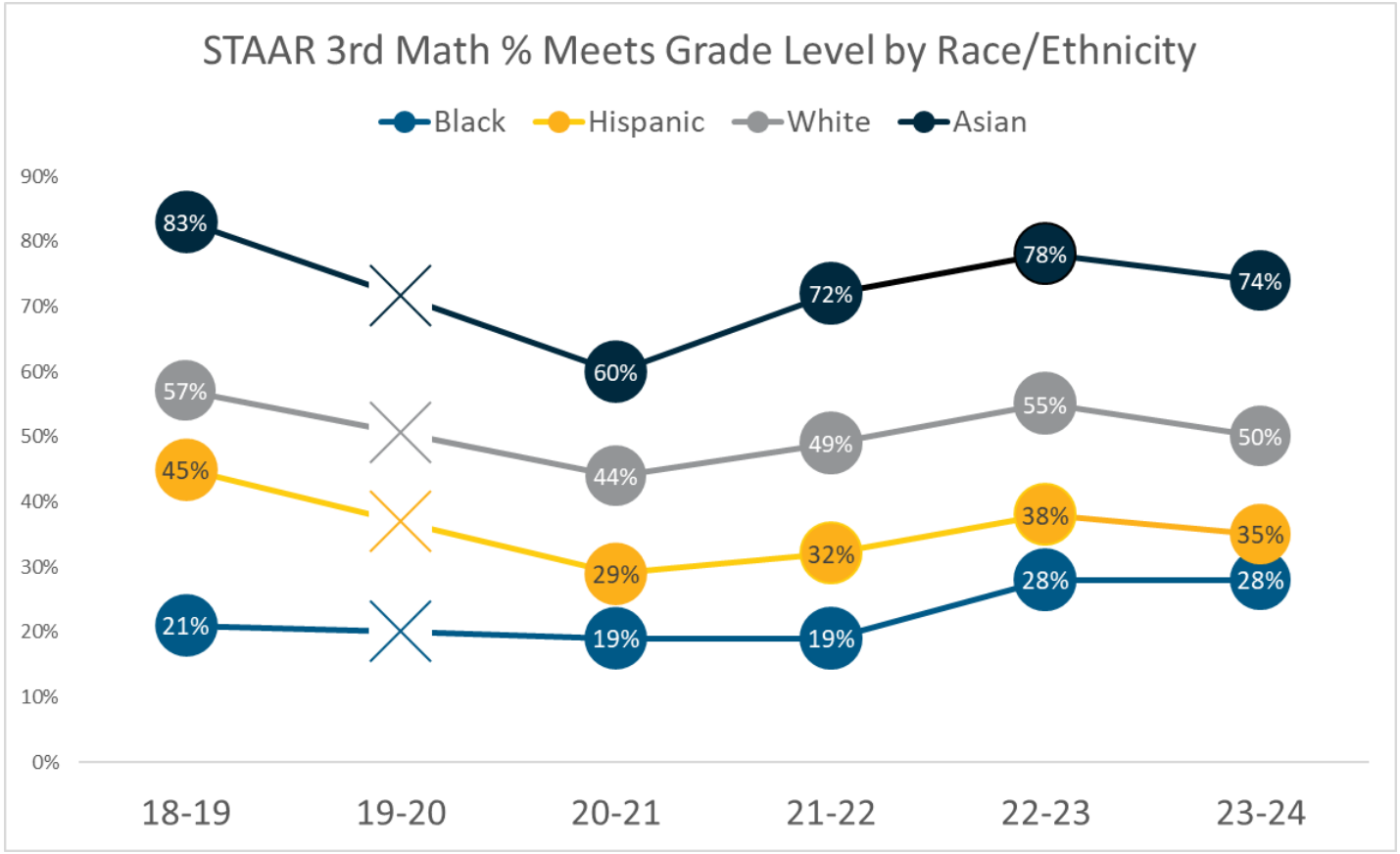
71

HB3 Update: Early Childhood Mathematics



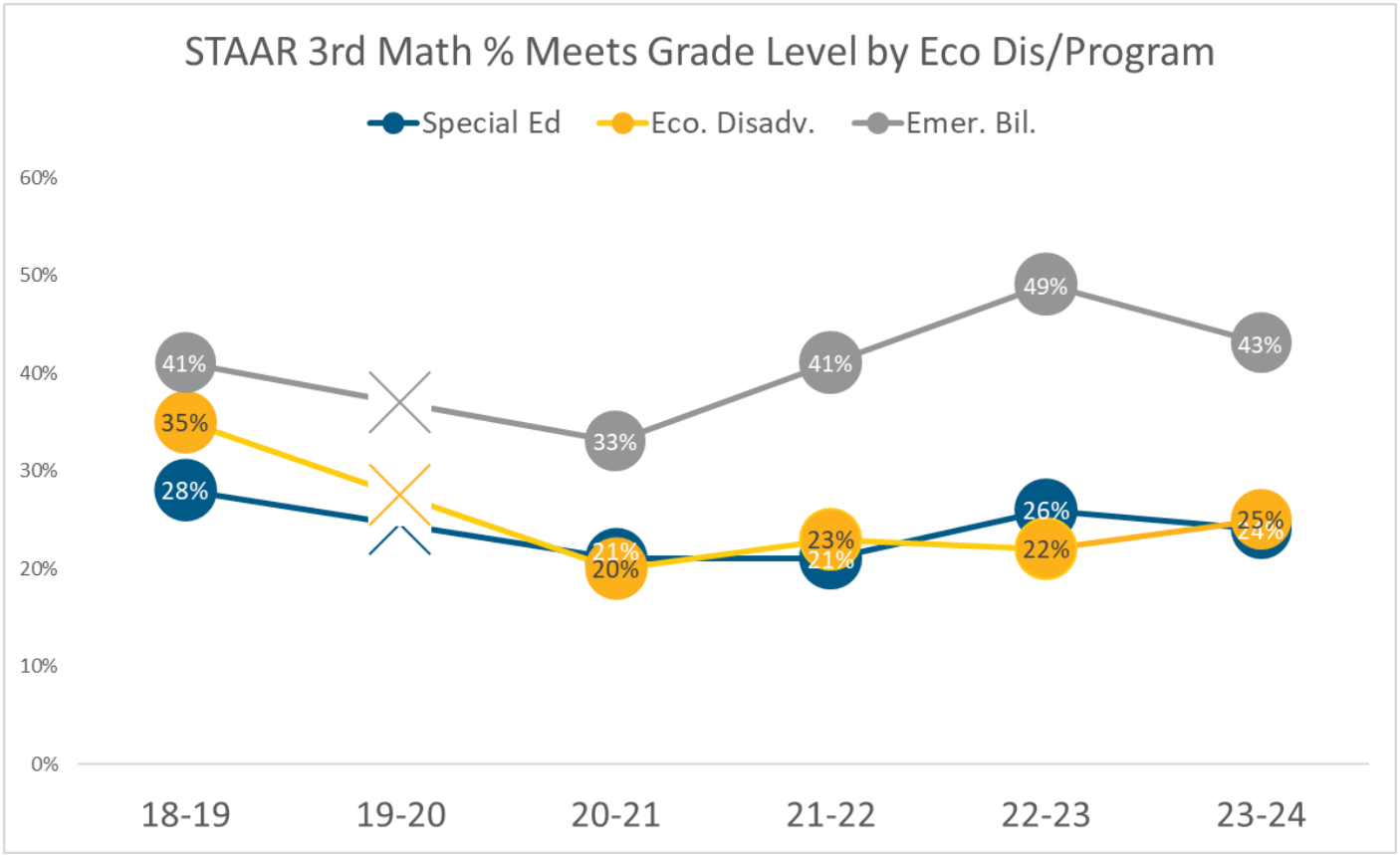
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HB3 Update: Early Childhood Mathematics



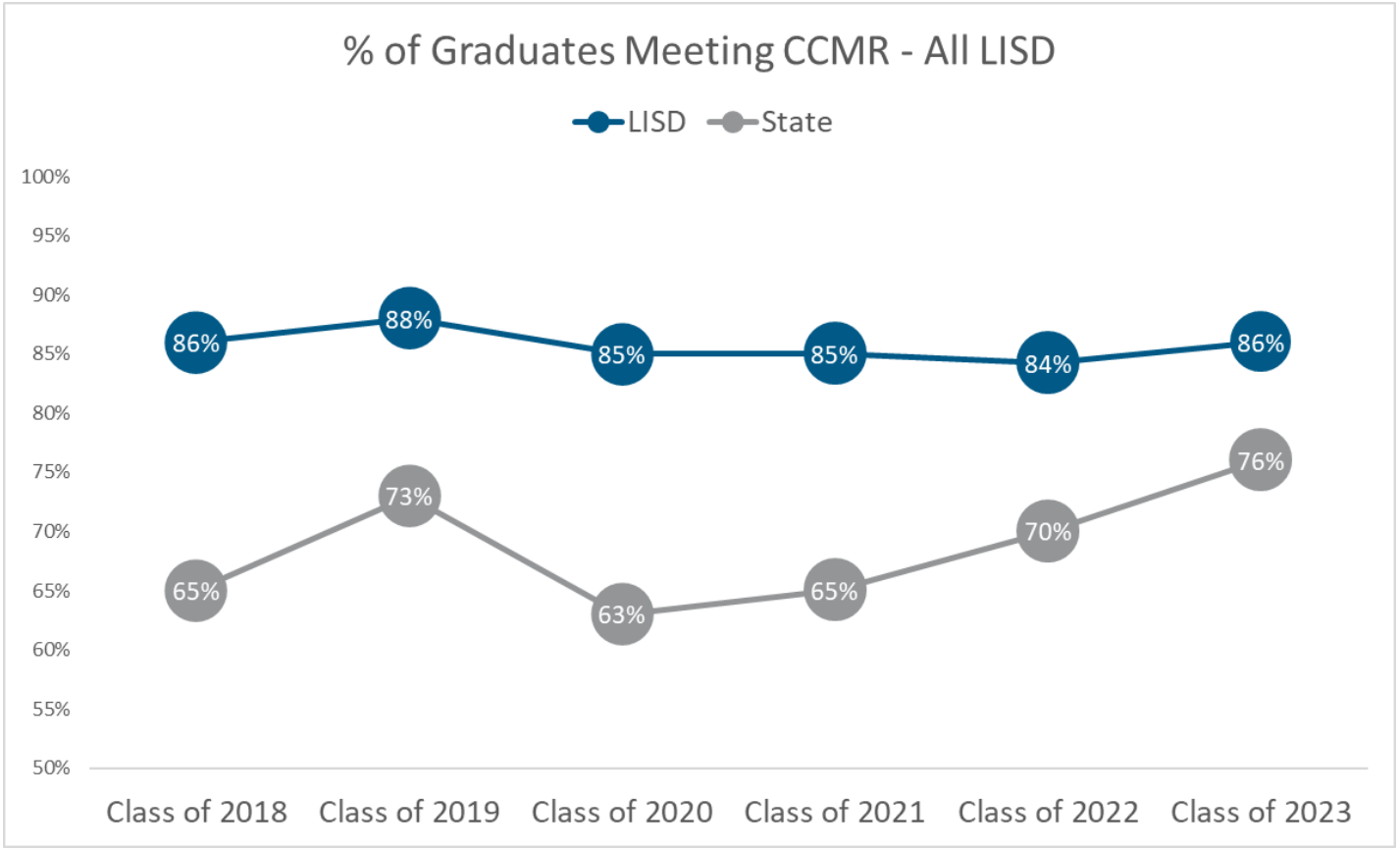
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HB3 Update: Early Childhood Mathematics



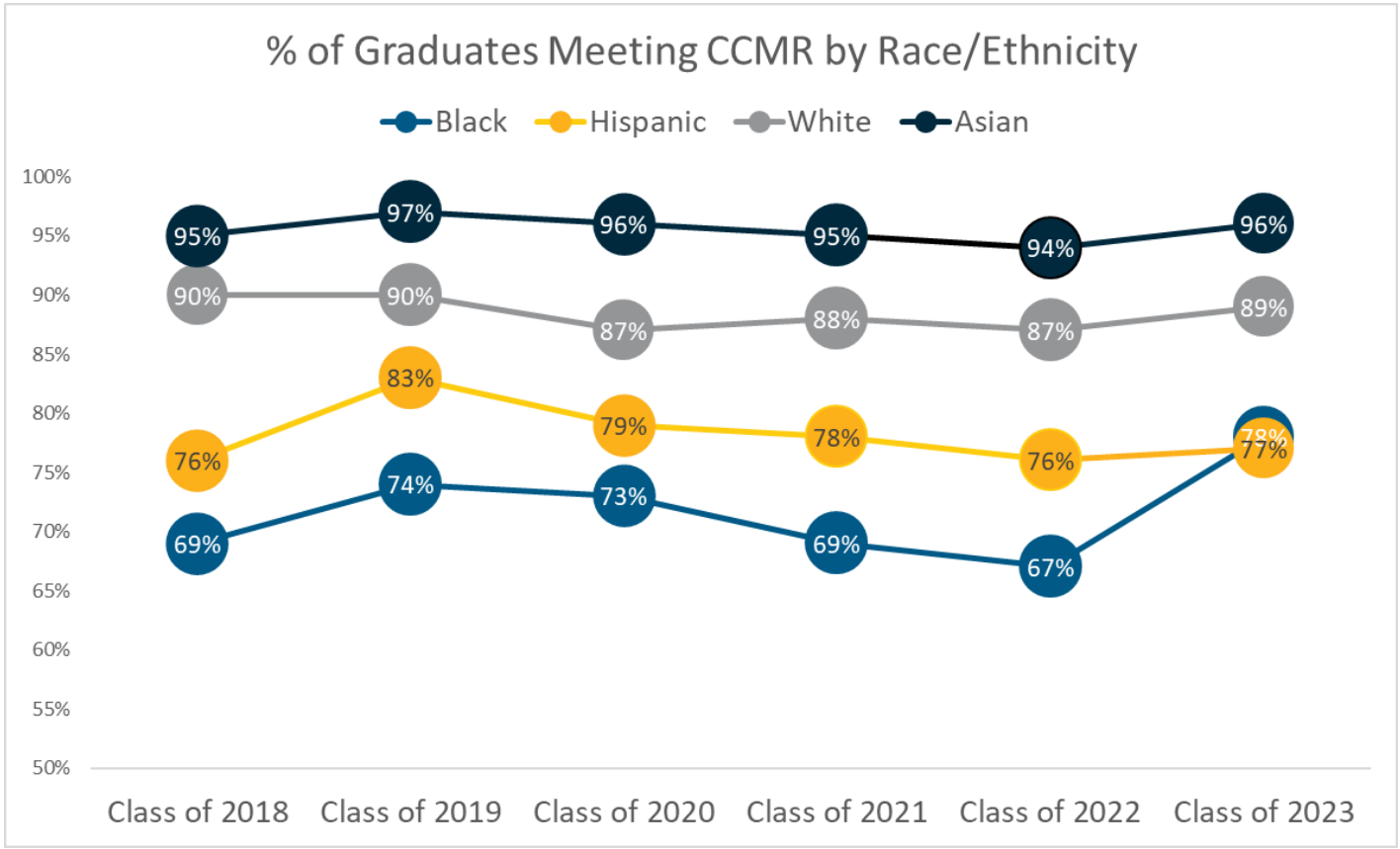
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HB3 Update: College, Career, & Military Readiness



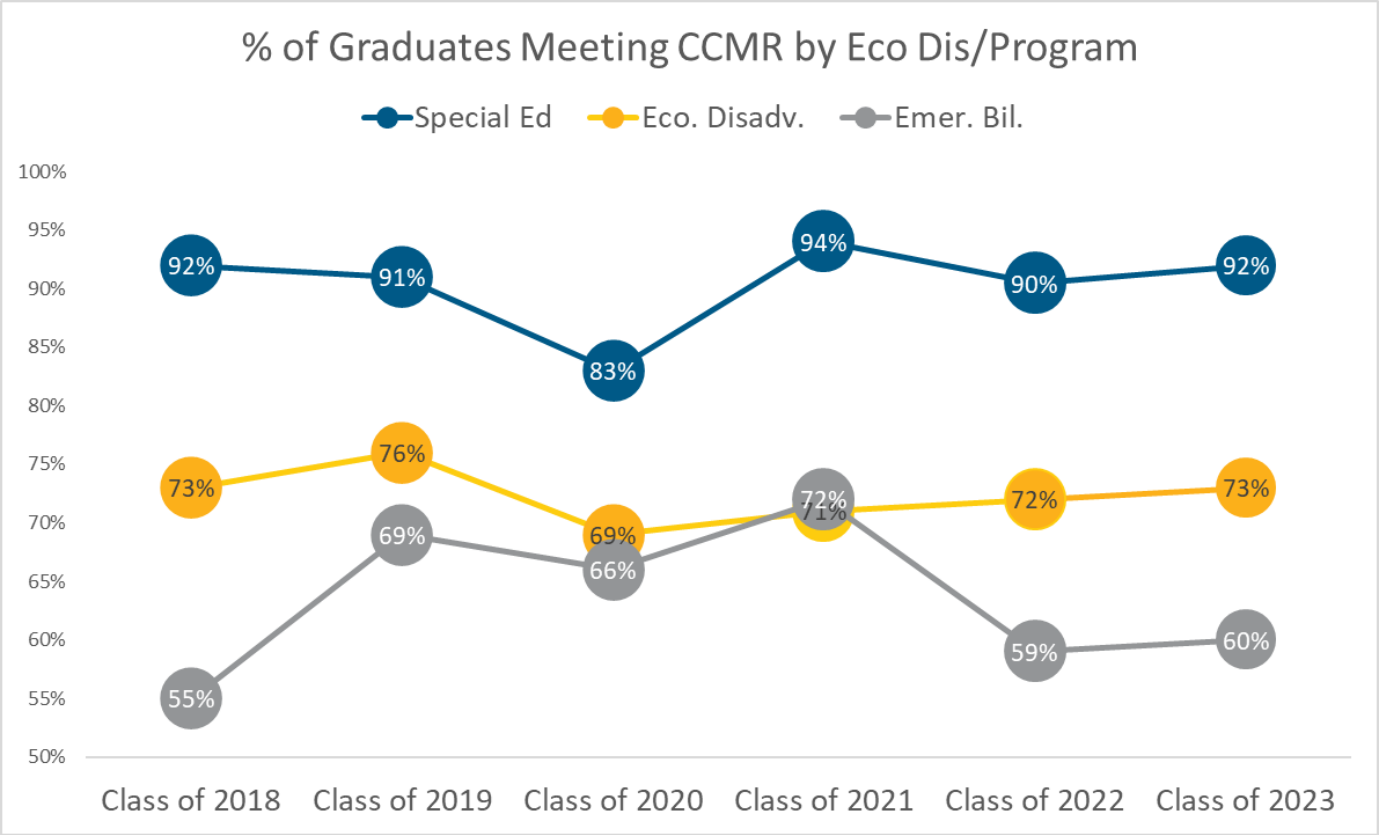
75

HB3 Update: College, Career, & Military Readiness



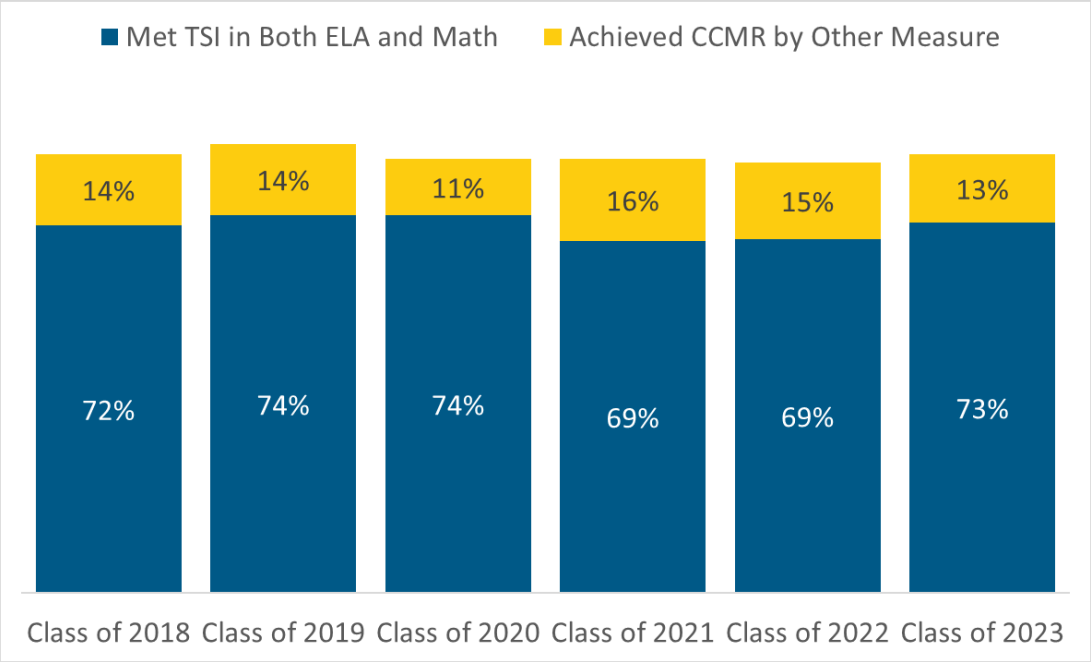
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HB3 Update: College, Career, & Military Readiness



77

HB3 Update: College, Career, & Military Readiness



- Meet Texas Success Initiative (TSI) Criteria in English Language Arts (ELA) and Math
- Earn Dual Course Credits
- Meet Criteria on AP/IB Exam
- Complete an OnRamps Dual Enrollment Course [78]
- Earn an Industry-Based Certification
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
- Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student

HB3 Update: Next Steps

Early Literacy:

- support collaborative teams in the use of curriculum through Professional Learning Community (PLC) processes;
- promote reading and writing experiences throughout the day and across the content areas

79

Early Mathematics:

- support implementation of curriculum through the collaborative team process including a focus on the 8 effective practices of Mathematics

College Career and Military Readiness (CCMR):

- support ownership of TSI for college readiness with students and families;
- use Career Technical Education (CTE) collaborative teams to analyze data and support curriculum revisions and industry based certifications

DISCUSSION

Leander Independent School District

District Improvement Plan

2024-2025 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.

82

Core Beliefs

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

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

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District Improvement Plan

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

85

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create and support a culture of deeper learning for all staff and students so they achieve the attributes in the LISD Graduate Profile. **Evidence of Success:** Evidence by Strategy: Strategy 1: All staff engage in an effective PLC/Collaborative Team at their campus or in the district. - Collaborative teams are established and identified in a district-wide list (with leader notated). - All collaborative team leaders engage in common professional learning to support and facilitate learning with their team. - The LISD definition of (deeper) learning is imbedded in the work of the PLC/Collaborative team and understood by all staff. - A district-wide professional learning plan is established and consistently implemented by campus & district leaders, instructional coaches, collaborative team leaders, and teachers that: focuses on a vision and universal expectations for PLCs, deep levels of learning, and ownership of learning across the district. - A Leander ISD PLC Implementation Guide is established, with a focus on ownership of learning, deeper learning, and collaboration around high-yield learning strategies, and communicated consistently to all staff to guide the work of all collaborative teams in the PLC. - The LISD PLC Implementation Guide is utilized three times per year to measure progress of PLC work in the district. - A "resource bank" of tools for PLC work in collaborative teams exists and is utilized by collaborative teams. - A student version of the 4 questions of the PLC process is available on the resource bank and incorporated in the work as teams progress to that level of work in the implementation guide. Strategy 2: Collaboratively develop and utilize core-content one-pagers to define learning strategies so that student ownership of learning and deeper learning are positively impacted. - Meeting agendas and feedback from stakeholders will indicate the core content one-pagers are embedded in the work of the collaborative teams and consistently referenced with campus leaders, district leaders, teachers, and other relevant stakeholders. - A common look-for document has been collaboratively developed to measure learning as defined in the deeper learning definition and curriculum one-pagers. **Staff Responsible:** Assistant Superintendents, Area Superintendents, Deputy Superintendent of Learning and Innovation, Teaching & Learning Directors/Coordinators, Principals, Teachers **Opportunity Statements:** Student Learning 1, 2 - District Processes & Programs 1, 2 - Perceptions 1				86

0% No Progress 100% 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			
System Response 1: Promote and expand student ownership of learning.	Formative			Summative
	Nov	Jan	Mar	May
Evidence of Success: Evidence by Strategy: Strategy 1: Goal setting - Documented processes and expectations for student goal setting, tracking of standards mastery, and learner-monitoring of their own academic growth & progress that is transferable to all areas of their lives. - District-wide committee is established to support and guide this work. - Existing goal-setting documents throughout the district have been reviewed for best practice, alignment, and utilized to develop guidelines for system-wide use. Strategy 2: Portfolios/Personalized Learning Plans - Processes and expectations for student portfolios, student-led conferences, and/or learning exhibitions. - District-wide committee established and collaboratively developed district-wide guidelines/processes/expectations for student-led conferences, portfolios, and learning exhibitions that focus on the following: - Standards tracking - Tracking of progress on graduate profile "I Can" statements - Monitoring of academic progress - Analysis of student strengths, weaknesses, interests, aptitude - Student, parent, and teacher reflection and feedback - Communicate district-wide expectations (tight & loose) for implementation the following year. Strategy 3: Data Warehouse - Identify and select a comprehensive data warehouse tool. - Define what is needed from a data warehouse (compared to learning management system or SIS) and criteria for selecting LISD's data warehouse. - Includes a student dashboard - Is easy to use and is portable and grows with the student throughout their education in LISD - Provides flexibility for students in organization of evidence of learning - Engagement of a district-wide committee to review data warehouse options and provide input on the development of LISD's data warehouse - Identify and select a comprehensive data warehouse tool Strategy 4: Career & Real-World Connections - Systematic approach for increasing awareness of a wide variety of career pathways to promote student agency and deepen learning experiences at all levels through real-world application of learning. - District committee to guide this work -Equitable career exposure across all schools **Staff Responsible:** Assistant Superintendents, Area Superintendents, Deputy Superintendent of Learning and Innovation, Teaching & Learning Directors/Coordinators, Chief Technology Officer & team, Principals, Teachers **Opportunity Statements:** Demographics 3 - Student Learning 1, 2 - District Processes & Programs 1, 2 - Perceptions 1				88

 No Progress  Accomplished  Continue/Modify  Discontinue

89

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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** Positive trends in teacher turnover Positive trends in staff recruitment and retention data Positive trends in teacher fill rate at the start of school Staff satisfaction survey Increased diversity of LISD staff Pay scale market data Review of TEA Dashboard Benefits Survey Positive trends in diversity of campus/district staff Evidence by Strategy: Strategy 1: -Increased diversity of LISD staff to more closely mirror the student population. Strategy 2: -Expansion of Grow Our Own to include hard to fill positions -Job postings and social media posts created that "sell" LISD -Evaluate current EVP (Why Leander ISD videos) to ensure they continue to tell the story -Explore program development for current LISD teachers to mentor LISD elementary through HS students interested in becoming teachers Strategy 3 -Pay scale market data and maintain a competitive Total Rewards package. Board approves ATB and brings the district back to a competitive market from the 24-25 scales. Strategy 4 -Review of staffing guidelines and implementation of identified areas of improvement. Strategy 5 -Research and develop a partnership with the University to implement the Residency Program. **Staff Responsible:** All hiring agents (district and campus administration)				90

 No Progress  Accomplished  Continue/Modify  Discontinue

91

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture where staff feel valued and connected to their campus/department in order to retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student. **Evidence of Success:** Increase Retention of staff Enhanced Staff Spotlight system Development of recognition program built around The Leander Way Research and develpment of comprehensive plan to address staff mental health and well-being Increased feedback gathered from Stay Interviews, leading to recommendations to cabinet Staffing process improvements developed for 25-26 school year based on principal feedback Maintain and or increase leadership opportunities through P3 (Prospective Principal Program) , AAA (Aspiring Administrators Academy) and Learning Leaders. Competitive compensation and benefits are maintained. Performance pay programs and master teacher initiatives are explored and if appropriate, implemented. Enhanced professional learning supports and recognition programs are in place. Staff feel valued and supported, as evidenced by positive survey results. Compensation and benefits surveys show competitiveness; performance pay and master teacher program participation rates are high; staff surveys indicate a strong sense of being valued and supported. Evidence by Strategy: Strategy 1: -Enhanced Staff Spotlight system -Development of a recognition program built around The Leander Way -Research and development of a comprehensive plan to address staff mental health and well-being -Increased feedback gathered from Stay Interviews, leading to recommendations to the cabinet -Staffing process improvements developed for 25-26 school year based on principal feedback -Implementation of NBCT development program with cohort 1 funded by TIA and District -Empowerment/Innovation Funds -Exploration meetings with staff and leadership regarding TIA program -Decrease in turnover of staff district-wide -Increased number of overall satisfactory responses on UT Employee Engagement survey. -Feedback from the Learning Environment/Culture Day; participation and feedback on learning modules; and agendas from New To Profession training -Year-long Leadership and Operational meeting plans and agendas -District and campus documents and social media presence focusing on the Leander Way. **Staff Responsible:** Human Resources & School/Community Relations				92

 No Progress  Accomplished  Continue/Modify  Discontinue

93

Key Question 3: To what degree do Leander ISD staff feel equipped and empowered to build impactful relationships, advocate for their student's needs, utilize student-centered instructional practices, and promote ownership of learning?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile. **Evidence of Success:** Evidence by Strategy: Strategy 1: -PLC and professional learning plans are implemented and regularly reviewed; -Surveys show high levels of staff engagement in learning opportunities as evidence through UT Strategy 2: -Employee Engagement Survey.				94

 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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leander ISD. **Evidence of Success:** Improved climate survey data from parents: Family Involvement Dimension- Parents (Baseline: 23-24= 75%) Evidence by Strategy: Strategy 1: Communication plans that track and backward map committees' outcomes and progress aligned with a district's long-term strategic goals, such as Long-Range Planning and instructional vision development. Strategy 2: A list of scheduled and executed events and tracking of engagement through exit tickets delivered to participants. Exit tickets will seek feedback on the engagement experience and the impact of new knowledge they gained. Strategy 3: There will be evidence of targeted communication in various modalities. **Staff Responsible:** Chief Communications Officer, Superintendent, Board of Trustees, Campus and District Administration, Teachers and Staff **Opportunity Statements:** Demographics 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improved climate survey data from parents: Family Involvement Dimension- Parents (Baseline: 23-24= 75%) Evidence by Strategy: Strategy 1. District program-specific literature created and distributed to campuses. An improvement on the parent survey feedback on the item "I know about the different programs that my child's school offers." (Baseline: 23-24= 68%) Strategy 2. System-wide implementation of consistent engagement strategies for campuses across the district based on the Family Engagement Calibration guiding document provided to campuses. Strategy 3. Monitor social media engagement and ensure newsletter communication for all campuses. On average, we should see an increase in social media engagement at the campus level. Strategy 4. Increased social media posts and newsletter mentions from LISD pages and the Compass about the Legacy groups in which community members are engaged. Strategy 5. Successful work-based partnerships created for students in LISD. Strategy 6. Positive perceptual feedback about the partnership from campus leadership and PTA/PTO leadership. **Staff Responsible:** Chief Communications Officer, Area Superintendent team **Opportunity Statements:** Demographics 1, 2 - District Processes & Programs 2				96

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?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Evidence by Strategy: Strategy 1. Regularly schedule professional learning and meetings lead to improved processes targeting student Access Data points. Strategy 2. Evidence of the use of student Access Data to continue to focus on reducing gaps between student groups' participation in these programs and analysis of course selection requests vs. actual enrollment. (Strategies 1-2-3) Strategy 3. Analysis of course selection requests vs. actual enrollment. Strategy 4. Increased participation in the Inclusive Practices Academy compared to the previous year and increased involvement in Unified Champions, thus increased inclusive opportunities for students. Strategy 5. Construction of a clearly defined implementation and communication plan that includes evidence provided to all campus leaders. Strategy 6. Increase of translation services for priority documents related to the top three languages spoken in LISD as determined by the home languages survey data. Strategy 7. Increase in the staff cultural competency survey results. **Staff Responsible:** Chief, Office of Educational Access, Deputy Superintendent (2), District and Campus Leaders **Opportunity Statements:** Demographics 1 - Student Learning 1 - District Processes & Programs 2				97

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Key Question 1: To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Evidence of Success:** Evidence by Strategy: Strategy 1. Obtain stakeholder feedback on current technology resources through listening sessions and help ticket trends, and determine continuation based on effectiveness. Strategy 2. Increased positive responses from annual staff, student and parent surveys regarding technology and facilities. Feedback from surveys is used to design and implement future Bond projects. Strategy 3. Facility usage and modernization plans are documented and followed. Strategy 4. Communication of refined long-range facilities plan to the LISD Board of Trustees and Long-Range Planning Committee through Board memorandums and meeting agendas. **Staff Responsible:** Deputy Superintendent of Administrative Services & Strategic Planning, Chief Operations Officer, Chief Technology Officer, Assistant Superintendent Curriculum and Instruction				98

0% No Progress 100% Accomplished Continue/Modify Discontinue

Key Question 2: 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions through the implementation of flexible structures and strategies that focus on student engagement in deeper learning. **Evidence of Success:** Evidence by Strategy: Strategy 1. Staff are trained on the effective use of interactive panels. Strategies are observed during School Support Visits and campus classroom visits. Strategy 2. Receive positive feedback and satisfaction of learning spaces from students, parents and teachers on the climate surveys. Strategy 3. All students complete digital citizenship learning modules delivered by campuses. Staff will complete the annual required Safe Schools technology training. **Staff Responsible:** Chief Operations Officer, Chief Technology Officer, Chief Finance Officer, Executive Director, Safety and Security				99

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: Major Change

System Response 1 Details	Reviews			100
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1. Agendas and professional learning opportunities aligned to implementing the Graduate Profile indicators. 2. PLC planning aligned to the Graduate Profile indicators as viewed through walkthroughs and campus visits 3. There will be documentation of the Graduate Profile implementation (what, how, and why) in Mentor, Flight Crew (leadership), and Flight School (new professionals) agendas and professional learning. 4. Student communication and collaboration will increase in walk-throughs, instructional rounds, and observations. 5. Increase parent engagement in the instructional partnership with our parents and students as shown by an increase in our UT survey results in communication, community engagement, and student choice. 6. Students can model CI tools in the classroom for problem opportunities and participate in CI tools as a small group or class to initiate change. **Staff Responsible:** Principal Instructional Coach Teachers **Opportunity Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1. Akin will progress positively in the Empowered Student Learning section of the School Experience Survey for Students. 2. Positive progress will be in the Student Experience section of the School Experience Survey for Students. 3. Akin's achievements in the LISD Graduate Profile section of the School Experience Survey for students who have heard of the Graduate Profile are marked by positive trends. 4. LISD Graduate Profile section of the School Experience Survey for students who see connections between school experiences and the Graduate Profile will progress positively. 5. Feedback from district leaders in instructional rounds and SSV will note an increase in student ownership of learning. **Staff Responsible:** Principal Instructional Coach				101

0% No Progress 100% 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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** 1. Positive trends in staff recruitment and retention data 2. Staff satisfaction survey 3. Stay Interviews 4. Internal campus surveys (BOY, MOY and EOY) 5. Flight School participation (new professionals) **Staff Responsible:** All hiring agents (district and campus administration) **Opportunity Statements:** Demographics 1 - Student Learning 2 - Perceptions 1				102

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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey Increase in parental involvement in surveys: Climate and internal campus surveys **Staff Responsible:** Principal **Opportunity Statements:** Student Learning 1				103

No Progress



Accomplished


Continue/Modify


Discontinue

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: Major Change

System Response 1 Details	Reviews			104
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Classroom and PLC walkthroughs **Staff Responsible:** Campus administrative team **Opportunity Statements:** Student Learning 1 - Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 100% of students will have the opportunity to demonstrate agency over their learning by sharing their goal-setting journey during the student led conferences of May 2025. **Staff Responsible:** Teachers **Opportunity Statements:** Demographics 1 - Perceptions 1				105

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: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** By May 2025, we will increase positive teacher feedback on UT staff perception surveys by 15%, 74% of staff will agree with the statement: I am satisfied with the level of support that I receive to reach my professional goals. **Staff Responsible:** All hiring agents (district and campus administration) Campus Administration Campus Instructional Coaches Campus Math Specialist Campus Co-teacher Campus Special Programs Teachers				106

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Maintain

System Response 1 Details	Reviews			107
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Positive progress in showing at least a year's growth in reading for all students. (23-24 91% of student made at least year's growth in reading) Positive progress in the Empowered Student Learning section of the School Experience Survey for Students. (23-24 Baseline 45% of students respond activities don't challenge) Positive progress in the Student Experience section of the School Experience Survey for Students. (23-24 Baseline 47% of students say school helps me discover strongest skills) Positive trends in the LISD Graduate Profile section of the School Experience Survey for students who have heard of the Graduate Profile. (23-24 Baseline 84% of students) Positive trends in the LISD Graduate Profile section of the School Experience Survey for students who see connections between school experiences and the Graduate Profile. **Staff Responsible:** Principal, AP **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 4				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards student access to leadership opportunities that reflect their individual gifts and talents. (23-24 Baseline 50%) Positive progress towards students set goal, track learning and develop learning exhibitions (23-24 Baseline 50%) **Staff Responsible:** AP, IC **Opportunity Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 3 - Perceptions 1				108

0% No Progress 100% 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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** Positive trends in staff retention rates (SPED specifically) Positive trends in UT engagement survey Positive trends in attendance rates for professional development opportunities Successful completion of full certification for staff in internship positions (23-24 Baseline 50%) Informal Feedback **Staff Responsible:** Principal, AP **Opportunity Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 3 - Perceptions 1, 3, 4				109

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			110
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** By May 2025, all grade level teams will achieve a rating of at least "PLC Right" as per the LISD PLC Implementation Rubric. This goal underscores our commitment to fostering effective Professional Learning Communities (PLCs) across the district, ensuring that all teams are aligned with best practices and are making meaningful strides in collaboration, data-driven decision-making, and instructional effectiveness. Reaching this benchmark will reflect our dedication to continuous improvement and the advancement of student learning outcomes **Staff Responsible:** Collaborative Teams, Student Support Teams, Instructional Coach, Curriculum Specialists, Administration **Opportunity Statements:** Student Learning 1, 2, 3 - Perceptions 2				

0% No Progress 100% 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Professional Learning Communities (PLCs) will utilize a range of formative assessments to guide instructional decisions, ensuring that teaching strategies are responsive to student needs. Evidence of this practice will be documented in agendas, professional learning sessions, and through data protocols and analysis observed during collaborative team times. This evidence will be collected through campus walks, agendas, and professional learning opportunities. Additionally, walk-through data and student performance metrics will demonstrate the implementation of flexible small groups in reading and math, where instruction is tailored to address specific skill gaps based on data analysis. **Staff Responsible:** Administration, instructional coach, math curriculum specialist, Student support team				111

0% No Progress 100% 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: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leader ISD. **Evidence of Success:** The goal is to improve climate survey data from parents, students, and staff, particularly in the areas of community engagement and understanding of the graduate profile. This will be evidenced by an increase in community engagement activities beyond just written communication, such as potentially hosting listening sessions, chats, and other interactive events. Additionally, a compiled list of campus practices for family engagement will be developed by the admin and analyzed against campus perceptual data, providing insights into effective strategies and areas for improvement. These initiatives will strengthen connections with the community and enhance awareness of the graduate profile. **Staff Responsible:** Administration and teachers **Opportunity Statements:** Perceptions 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			113
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have meaningful learning opportunities in school to build real-life skills" by 3% (2024 student response was 56%). Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My teachers show me how lessons taught in school relate to life outside of school" by 3% (2024 student response was 44%). Increase the percentage of employees answering 'Almost Always/Always' or 'Often' on the LISD Employee Engagement Survey to the question, "My students find value/meaning in their learning" by 3% (2024 employee response was 78%). Increase the percentage of employees answering 'Almost Always/Always' or 'Often' on the LISD Employee Engagement Survey to the question, "I am satisfied with the level of support that I receive to reach my professional goals" by 3% (2024 employee response was 87%). **Staff Responsible:** Campus Administration, Instructional Coach & Teachers **Opportunity Statements:** Student Learning 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "My child is being prepared to do well in the next grade or after graduation" by 3% (2024 parent response was 79%) Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I see how what I'm learning in school relates to the outside world" by 3% (2024 student response was 40%) Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to set goals to track my progress" by 3% (2024 student response was 66%) Increase the percentage of employees answering 'Almost Always/Always' or 'Often' on the LISD Employee Engagement Survey to the question, "My students set learning goals and track their progress throughout the year" by 3% (2024 employee response was 58%) **Staff Responsible:** Campus Administration, Instructional Coach & Teachers **Opportunity Statements:** Student Learning 2				114

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. Build systems to improve trust, mutual respect, and shared responsibility **Evidence of Success:** 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% (2024 parent response was 63%). Increase in the list of opportunities provided to parents/families to be involved in activities on campus throughout the school year. Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My experiences this year in school have helped me become a more compassionate community contributor" by 3% (2024 student response was 70%). 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% (2024 student response was 72%). **Staff Responsible:** Campus Administration, Instructional Coach & Teachers **Opportunity Statements:** Demographics 1 - Perceptions 1, 2				115

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			116
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1. Improvement in/ continued positive trend in the perceptual survey of students and parents related level of engagement, and student empowerment a. I have meaningful opportunities to build real life skills 2024 - 54% often or better; Goal = 59% (5% increase) b. My teacher shows me how lessons taught in school relate to life outside of school. 2024 - 34% often or better; Goal = 39% (5% increase) c. My experiences in school help me to discover my strongest skills. 49% often or better; Goal = 54% (5% increase) 2. PLC meeting agendas and data documentation. 3. Learning walk data showing evidence of positive progress toward campus-wide implementation of deeper learning strategies resulting in an increase in critical and creative thinking. 4. Evidence within agendas and professional learning opportunities addressing deeper learning instructional strategies aligned to the graduate profile. **Staff Responsible:** Campus Administrative Team **Opportunity Statements:** Student Learning 2 - Perceptions 1, 2				

0% No Progress 100% 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. 1. Evidence within agendas from collaborative team meetings and professional learning opportunities addressing the 4 questions of PLC's. 2. Improvement in/ continued positive trend in the perceptual survey of students and parents related level of engagement, and student empowerment a. I have meaningful opportunities to build real life skills 2024 - 54% often or better; Goal = 59% (5% increase) b. My teacher shows me how lessons taught in school relate to life outside of school. 2024 - 34% often or better; Goal = 39% (5% increase) c. My experiences in school help me to discover my strongest skills. 49% often or better; Goal = 54% (5% increase) 3. Evidence collected from learning walks that students are using tools that promote student ownership of learning. 4. Positive progress in the percentage of students meeting TSI readiness. 2023-24 Baseline = 81% Goal = 85% 5. Increase in English 1 STAAR scores by at least 2%. 2024 - 88% approaches or better; Goal =90% 6. Evidence within agendas from collaborative team meetings and professional learning opportunities addressing the 4 questions of PLC's. 7. Campus and district professional learning agendas. 8. Evidence of professional goals attainment in teacher and administrative LEADS 9. Counseling team on-on-one schedules and agendas. Parent informational night agendas. 10. Attendance records for specialized tutorial sessions for students at risk. **Staff Responsible:** Campus Administrative Team **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2				117

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and Support Staff **Evidence of Success:** Positive trends in staff retention data and Employee Engagement Survey 10% Increase on the "Job Satisfaction" construct from the 2022 Employee Engagement Survey. 2022 Baseline = 362; 2023=370; 2024=381 Target = 398 Evidence by Strategy: 1. Leadership Meeting agendas focused on PLC commitments and professional learning sessions/agendas aligned to the PLC Commitments; PLC Survey Responses 2. New teacher evaluation of the mentorship program. 3. New teacher evaluation of the IC coaching cycles program. 3. Staff spotlight and recognition artifacts. **Staff Responsible:** Campus Leadership Team **Opportunity Statements:** School Processes & Programs 1				118

0% No Progress 100% Accomplished Continue/Modify Discontinue

Cedar Park Middle School

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

Key Question 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			119
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Positive progress on student survey when asked, "I have meaningful learning opportunities in school to build real-life skills." (2024 - 54% Strongly Agree/Agree) Positive progress on Math STAAR performance data across all grade levels, specifically in the category of "Approaches". (2024 - 6th - 88%, 7th - 62%, 8th - 84%) Positive progress in the number of teachers using collaborative structures within the classroom. (Baseline data will be collected in September) **Staff Responsible:** Administration, Teachers, Support Staff **Opportunity Statements:** Student Learning 1 - Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress on student survey when asked, "My experiences this year in school have helped me become a more adaptable and reflective individual." (2024 - 74% Strongly Agree/Agree) Positive progress on student survey when asked, "I see how what I'm learning in school relates to the outside world." (2024 - 35% Strongly Agree/Agree) Positive progress on student survey when asked, "How satisfied are you...with the opportunities to engage in learning that is relevant to my interests, passions, or goals?" **Staff Responsible:** Administration, Teachers, Support Staff **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1				120

0% No Progress 100% 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: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Positive progress on the UT Employee Engagement survey when staff respond to the statement, "I am satisfied with the level of support that I receive to reach my professional goals." (2024 - 71%) Positive progress on PLC Implementation Guide signaling from BOY to EOY. (BOY baseline will be collected in September of 2024) **Evidence of Success:** 2025 UT Employee Engagement Survey, Signaling of PLC Implementation Guide **Staff Responsible:** Administration, Instructional Coach, Curriculum Specialists **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				121

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			122
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** An improvement in the positive trend of the perceptual survey results from students, staff, and parents, indicating increased opportunities and support for deeper learning, higher levels of student engagement, and greater challenges in the classroom. An increase in the use of cooperative learning structures will result in student growth, both academically and socially-emotionally. Evidence by Strategy: 1. Evidence of the students living out the components of the Graduate Profile and tracking their progress for each indicator over the course of the next three years. 2. Students will make connections with what they are learning in school and how it relates or is applied outside of the classroom. 3. Increased professional learning opportunities for educators to learn how to increase the rigor in the classroom. **Staff Responsible:** Principal, Assistant Principal, Counselor, Instructional Coach **Opportunity Statements:** Student Learning 1, 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Improved climate survey data from parents, students, and staff on the: Student Experience - I have the opportunity to set goals and track my progress (Baseline: 2023-2024 Student Survey = 57%, 2023-2024 Parent Survey = 36%) - Classroom activities keep me challenged in my learning (Baseline: 2023-2024 Student Survey = 57%) LISD Graduate Profile - I have heard of the LISD Graduate Profile (Baseline: 2022-2023 Student Survey = 42% and 2023-2024 Student Survey = 51%) Evidence by Strategy: 1. Students take ownership of both academic and social-emotional learning. 2. Students and adults will set goals and track progress on the Graduate Profile indicators highlighted each month. 3. Professional learning opportunities around providing challenge through the use of questioning techniques, goal setting and tracking of data at the classroom and individual level. **Staff Responsible:** Principal, Assistant Principal, Instructional Coach **Opportunity Statements:** School Processes & Programs 1				123

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leader ISD. **Evidence of Success:** Improved climate survey data from parents, students, and staff: Family Involvement Dimension - The campus provides me with adequate and timely communication (Parent Baseline: 2023-2024 = 82%; 2022-23=75%) - The campus makes me feel informed, included, and welcome. (Parent Baseline: 2023-2024 = 79%; 2022-2023 = 74%) Acceptance and Belonging Dimension - I feel respected by the other students at this school (Student Baseline: 2023-2024 = 87%; 2022-2023 = 87%) Improved UT Employee Engagement Survey Community Dimension - I trust the people in my workplace (Baseline 2023-2024 = 71%, 2022-2023 = 83%) Evidence by Strategy: 1. Increase consistent communication. 2. Increase the sense of belonging through family engagement. 3. Create a sense of acceptance through highlighting families. **Staff Responsible:** Principal, Assistant Principal, Teachers and Staff				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 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			125
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. Students will present their work, showcasing progress in various subjects through student portfolios. These portfolios will include goal-setting sheets where students outline their academic and personal goals, along with the steps they plan to take to achieve them. (Minimum twice a year) Pre-K will also showcase their ownership of learning. (Minimum once a year) 2. During student-led conferences, students will present their learning and progress toward goals to their peers and families. 3. Students will have the opportunity to engage in deeper learning experiences based on units of inquiry. **Staff Responsible:** Campus Principals **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1. PLC Agenda 2. Student academic and personal growth plans. 3. Student portfolios 4. Take baseline data for running record and ISIP **Staff Responsible:** Principal, Assistant Principal, and Instructional Coach **Opportunity Statements:** Student Learning 2, 3				126

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support staff to utilize innovative instructional practices. **Evidence of Success:** 1. Staff survey demonstrating shared ideas and strategies towards campus goals. 2. Staff survey to assess the effectiveness of instructional strategies for intervention and challenge **Staff Responsible:** Principal, Assistant Principal, Instructional Coach **Opportunity Statements:** School Processes & Programs 1				127

0% No Progress 100% 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			128
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Campus Evidence: Weekly PLC meetings conducted with the administrator present Walkthrough data will indicate a positive trend in the number of small groups occurring during instructional days in core content areas **Staff Responsible:** Campus Principals **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Campus Evidence: Increase in the number of small groups occurring in content area classes as indicated by walkthrough data **Staff Responsible:** Campus Administration, Classroom Teacher, Special Programs support staff **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				129

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Campus Evidence: One community event focused on student learning will be conducted per semester as indicated on the school events calendar. **Staff Responsible:** Campus Administration **Opportunity Statements:** Perceptions 1				130

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Campus Evidence: Increase in the number of classrooms utilizing the SEL curriculum during advisory as indicated by walkthrough data Student survey data will indicate increased awareness of reporting systems. **Staff Responsible:** All campus and district staff members **Opportunity Statements:** Perceptions 1				131

 No Progress  Accomplished  Continue/Modify  Discontinue

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			132
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension 2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character. Evidence by Strategy: 1. Campus professional learning plan; staff surveys and collaborative learning agendas 2. Student portfolios, student reflection instruments, family engagement events 3. Student reflection agendas, Innovation Lab calendar and themes **Staff Responsible:** Campus Principals **Opportunity Statements:** Demographics 1 - Perceptions 1				

 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			
	Formative			Summative
	Nov	Jan	Mar	May
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 Evidence by Strategy: 1. Campus Expert Learner Profile, Student Reflection Instruments and Portfolios 2. Team constructed rubrics for Universal Design for Learning (UDL) Multiple Means of Engagement (MME), Look For data, PLT agendas 3. Master calendar of team planning dates with subs; agendas and data response protocols 4. Master Schedule, Co-Teach Inclusive Practices Academy, Agendas of team conferences and sessions with SPROGS **Staff Responsible:** Campus Principal **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1				133

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and Support Staff **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 Evidence by Strategy: 1. Multiple Means of Engagement rubrics, Look For data, PLC and PLT agendas 2. Staff Surveys, PLC agendas and resources 3. Campus professional learning plan; UDL Implementation rubrics for Multiple Means of Engagement, Representation, and Action and Expression, team artifacts **Staff Responsible:** Campus Principal **Opportunity Statements:** School Processes & Programs 1				134

0% No Progress 100% 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: Maintain but Consider a Change

System Response 1 Details	Reviews			135
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** At Early College High School (ECHS), we are committed to fostering a culture of deeper learning for both students and staff, as evidenced by our strategic initiatives and the positive outcomes they have generated. Central to our approach is the integration of scholar voice and the LISD Graduate Profile, which guide our systems and structures. This ensures that our educational environment is responsive to the needs and aspirations of our students. One of our flagship initiatives, the annual Griffin Day of Service (GDOS), exemplifies our dedication to building compassionate community contributors. By expanding this outreach through a partnership with local elementary schools, we are not only enhancing the impact of our service projects but also instilling a sense of civic responsibility and empathy in our scholars from a young age. Additionally, the roles of Griffin Community Ambassadors and Summer Bridge mentors have been instrumental in developing essential soft skills such as adaptability and reflection, further preparing our students for future challenges. To cultivate critical and creative thinking, ECHS is launching the Griffin Digital Storytelling team. This initiative will empower scholars to identify and author stories that reflect their experiences, thereby enhancing their ability to communicate effectively and think critically about their surroundings. Furthermore, our AVID Peer Tutor and Griffin Peer Academic Tutoring programs provide platforms for students to practice and refine their communication and collaboration skills. These programs not only support academic success but also foster a collaborative learning environment where students learn from and support one another. The campus will seek to continue the positive trend in the parent survey question "My child is being prepared to do well in the next grade or after graduation". The percentage of positive responses increased from 66% in 2022-23 to 87% in 2023-24, demonstrating the effectiveness of our strategies in creating a culture of deeper learning. This positive trend underscores the success of our initiatives and our commitment to continuous improvement, ensuring that every student at ECHS is equipped with the skills and knowledge necessary for lifelong success. **Staff Responsible:** Campus administration, faculty, scholars **Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1				

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			
	Formative			Summative
	Nov	Jan	Mar	May
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 Evidence by Strategy: 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. **Staff Responsible:** Campus administration, faculty, scholars **Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1				136

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Evidence of Success:** Completed long-range facilities plan, staff and student surveys Evidence by Strategy: 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 School Improvement Visits 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. **Staff Responsible:** District staff, Campus staff, Scholars, Community **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1				137

No Progress



Accomplished


Continue/Modify


Discontinue

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			138
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **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 a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. Student Portfolios/Data Binders (100% of Kinder-5th grade students) 2. Student Learning Showcases (at least 2 student-led conferences, one learning showcase per grade level, and at least 1 Fine Arts showcase) **Staff Responsible:** Campus Administration and Instructional Coach **Opportunity Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 5 - Perceptions 1, 2				

0% No Progress 100% 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Engage in a PLC relaunch **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness Evidence by Strategy: 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 **Staff Responsible:** Campus Administration and Instructional Coach **Opportunity Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 1				139

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Increase opportunities for Family Engagement and Partnership **Evidence of Success:** Improved parent climate survey: * "The campus makes me informed and welcomed" Baseline: 35% of parents stated rarely/never or sometimes. Our goal is to reduce this percentage by at least 10%. *"My campus encourages parent and community involvement" Baseline: 30% of parents stated rarely/never or sometimes. Our goal is to reduce this percentage by at least 10%. **Staff Responsible:** Campus Administration **Opportunity Statements:** Demographics 1 - Perceptions 2				140

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: Maintain

System Response 1 Details	Reviews			141
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension 2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character. Evidence by Strategy: 1. FPMS Class Structure posted in all core classrooms. 2. PLC agendas completed and meetings set in the master calendar focused on the learning as it applies to the 4 questions of PLCs 3. Same as #2 and creation of Focus Group for student portfolios and reporting to PLCs the connection of FPMS Class Structure to Student Portfolios focused on student ownership and tracking of their learning. **Staff Responsible:** Administration, Instructional Coach, Staff				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
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 Evidence by Strategy: 1. FPMS Classroom Structure posted in all core classrooms. 2. Focus group formation and meeting schedule, including agenda, focused on the creation of FPMS Student Portfolios focused on students organizing, tracking, and demonstrating mastery of learning with application to FPMS Class Structure. 3. Master Schedule modified block creation. -Tracking progress of each student in Math & ELA respectively. -For Math, using IXL/Math MAP assessments, district assessments, and MAP growth data at MOY and EOY, and STAAR. -For ELA, improvement in overall ELA MAP growth data at MOY and EOY, district assessments, and STAAR. **Staff Responsible:** Administration, Staff **Opportunity Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1				142

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey Evidence by Strategy: 1. Each tool will have a process for access and use from the district to the campus level. 2. Curated list of opportunities and additional methods to increase awareness of district and community partnership engagement. Level of access with campuses and campus staff and LEEF increased. (Measured by event participation, grant requests, etc) **Staff Responsible:** Chief Communications Officer				143

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** 1. Unified PE in the master schedule. General education & special education students scheduled during Unified PE. Every 6-weeks meeting with PE & Special education to receive feedback on the progress of the program. 2. Categories represented in gradebooks indicating percentages of each of the 3 - Knowledge & Skills, Accountability, and Collaboration. Progress report and grading reports review of gradebooks to get feedback on the grading system as in applies to department and grade level differences. Lastly, parent training on grading system occurring on September 12th - "Navigating the Middle - Parent Training Night." **Staff Responsible:** Administration, Core Teaching Staff, PE Staff, Special Education Staff.				

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			145
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. All students will have a portfolio to share at student-led conferences in the Spring. 2. Data collected from walk-throughs will indicate an increase in cooperative learning and choice. **Staff Responsible:** Campus Admin team **Opportunity Statements:** School Processes & Programs 1 - Perceptions 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Refine systems to focus on student academic growth in Reading and Math. **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness Evidence by Strategy: 1. Professional learning communities will use a variety of formative assessments to drive instruction. 2. Evidence within agendas and professional learning opportunities addressing assessment tools and data and using data protocols/analysis is evident in collaborative team times collected through campus walks, agendas, and professional learning opportunities. 3. Walk-through data and student data will indicate flexible small groups for reading and math using data to target specific skills. 4. Tutoring data will indicate growth for students in reading and math. **Staff Responsible:** Campus Admin and instructional coach **Opportunity Statements:** Student Learning 1, 2, 3				146

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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey Evidence by Strategy: 1. Parent survey will show 90% or higher in the category of communication. 2. An increase in participation in events offered on campus. **Staff Responsible:** Campus Admin				147

 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Evidence by Strategy: 1. Increase in positive responses from the student and parent survey results. 2. Increase in student survey feeling they belong. 3. Decrease in number of repeat office referrals. **Staff Responsible:** Campus Admin and counselor **Opportunity Statements:** Perceptions 1				148

No Progress



Accomplished


Continue/Modify


Discontinue

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			149
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2023) 2) 33% of campus leadership teams completing Deeper Learning Institute **Staff Responsible:** Campus Leadership **Opportunity Statements:** Student Learning 1, 2, 5 - School Processes & Programs 3, 4				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning and Personal Growth **Evidence of Success:** Positive progress towards meeting HB 3 Goals for mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Campus Administration Transition Coordinator Teachers **Opportunity Statements:** Demographics 1 - Student Learning 3				150

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: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recruit and retain high-quality staff by maintaining market competitiveness and implementing a variety of options for workplace structures. **Evidence of Success:** Positive trends in staff recruitment and retention data Positive trends in staff satisfaction survey data Increase in diversity of GHS staff in the following groups (Hispanic, African American, and Asian) Positive trends in PLC survey data **Staff Responsible:** District and campus administration **Opportunity Statements:** Student Learning 4 - School Processes & Programs 2				

0% No Progress 100% 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: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and support staff. **Evidence of Success:** Positive trends in staff survey (Employee Engagement) **Staff Responsible:** Campus Leadership and IC **Opportunity Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

152

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 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			153
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of inquiry-based teaching and learning for all students and staff. **Evidence of Success:** Every grade level will have evidence of inquiry-based teaching and learning experiences connected to the EUS's embedded into their IB planners on Toddle for each Unit of Inquiry. These learning experiences will be driven by authentic student questioning. **Staff Responsible:** Principal, Assistant Principals, IB Coordinator, Instructional Coach, Math Specialist, all staff. **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Develop an effective Response to Intervention (RTI) framework that addresses the whole-child needs through early intervention and staff empowerment. **Evidence of Success:** Common assessments are developed and discussed in collaborative team meetings connected to essential outcomes, as determined by each grade level. All students identified as being at-risk for academic or behavioral purposes at the beginning of the year will be supported through the RTI process, resulting in an increase of early targeted interventions provided across campus. **Staff Responsible:** Administration **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				154

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a safe and inclusive environment where students feel a sense of acceptance and belonging. **Evidence of Success:** Student & parent climate surveys will indicate an increase in students feeling safe and included in their learning environment. A decrease in behavior referrals and ISS/OSS placements for students. **Staff Responsible:** All staff **Opportunity Statements:** School Processes & Programs 2 - Perceptions 1				155

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			156
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **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% (2024 student response was 72%). **Staff Responsible:** Campus Administration, Instructional Coach, & Classroom Teachers **Opportunity Statements:** Demographics 1 - School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **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: * "I have the opportunity to set goals to track my progress" by 5% (2024 student response was 61%). * "I receive support when I am struggling to learn in class" by 5% (2024 student response was 69%). **Staff Responsible:** Campus Administration, Instructional Coach, & Classroom Teachers **Opportunity Statements:** Student Learning 1, 2				157

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** 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 question, "I feel accepted and valued as a student in our school community" by 5% (2024 student response was 63%). **Staff Responsible:** Campus Administration, Counselors, & Classroom Teachers **Opportunity Statements:** Perceptions 1				158

 No Progress  Accomplished  Continue/Modify  Discontinue

Hisle 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			159
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Evidence by Strategy: Students and staff will be able to articulate learning that aligns with the essential outcomes for each subject when asked, "What are you learning in the classroom?" Students and staff will set learning goals to share with families throughout the year. **Staff Responsible:** Teaching and Learning Team, Area Superintendents, Campus Principals **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Evidence by Strategy: Students and staff will be able to articulate learning when asked, "What are you learning in the classroom?" that aligns with the essential outcomes for each subject during classroom visits. Evidence within agendas and professional learning opportunities addressing identifying essential outcomes, common assessment data, and use of data protocols/analysis Professional learning and agendas provide evidence of collaboration centered on reading instruction for K-2. Professional learning and agenda provide evidence of collaboration centered around the core mathematics instructional framework. **Staff Responsible:** Campus Administration **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1				160

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Minute meeting data **Opportunity Statements:** Demographics 1 - Perceptions 1				161

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			162
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** All Grade Level teams will score at least "PLC Right" according to the LISD PLC Implementation Rubric by May 2024. **Staff Responsible:** PLC and Team Leaders, Instructional Coaches, Assistant Principal, Principal **Opportunity Statements:** Demographics 5 - Student Learning 1, 2 - School Processes & Programs 3, 5				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1. 100% of students will set and track goals in both Math and Reading. 2. 100% of students will have a student led-conference with a parent or trusted staff member by May 2024. **Staff Responsible:** Teachers, Counselors, Assistant Principal, Principal **Opportunity Statements:** Demographics 5 - Student Learning 2, 6 - School Processes & Programs 4, 5 - Perceptions 4				163

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** 1. Increase campus attendance percentage from 92.2% to 93.2% 2. Increase the percentage of parents that report being aware that their child is setting and tracking goals at school (23-24 Baseline: 60%) **Staff Responsible:** Teachers, Counselors, Assistant Principal, Principal **Opportunity Statements:** Demographics 2 - Student Learning 4, 6 - School Processes & Programs 4 - Perceptions 4				164

No Progress



Accomplished


Continue/Modify


Discontinue

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			165
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Our grade level teams will complete the PLC rubric and will accomplish PLC Right by the end of the year. **Staff Responsible:** Admin Team and collaborative teams **Opportunity Statements:** Student Learning 1, 3				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1) Provide twenty different learning electives for grades 3rd-5th. 2) Student will have learner portfolios tracking their progress throughout the year (math). **Staff Responsible:** Classroom teachers and Admin team **Opportunity Statements:** Student Learning 1, 2				166

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** 1) On the LISD Student Survey, we would like to see an increase from 91% to 94% on the Empowered Student Learning measure. 2) On the LISD Parent Survey, we would like to see an increase from 80% to 85% on the Family Involvement measure. **Staff Responsible:** Admin Team **Opportunity Statements:** Student Learning 4				167

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 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			168
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 60% of students will answer always or sometimes to the prompt, "I have the opportunity to learn about things that interest me." 50% of students and 40% of parents will report that they have heard of the Graduate Profile. 85% of teachers will agree with the statement "My students seek additional challenge to learn as much as they can in class. **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Counselor **Opportunity Statements:** Student Learning 3 - School Processes & Programs 1 - Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** The percentage of 5th grade students who pass the Math STAAR (cohort of students from last year) will be 92%. 3rd and 4th grade students will pass Math STAAR at a rate of over 90%. The percentage of 5th grade students who pass the Math STAAR (cohort of students from last year) will be 92%. 83% of teachers will agree with the statement "My students seek additional challenge to learn as much as they can in class," and 90% of parents will say their child is challenged in their learning. **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Counselor **Opportunity Statements:** Student Learning 1, 2, 3				169

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** 55% of students will answer always or sometimes to the prompt "I feel respected by other students in the school." There will be 90% agreement among staff the school actively acts to remove barriers to access academic and extracurricular programs for diverse students. 90% of parents surveyed will respond that their students feel empowered to express themselves and be themselves at school. **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Counselor **Opportunity Statements:** Demographics 1, 2 - Perceptions 2				170

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			171
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Development and Utilization of student portfolios and learning showcases. Progress monitored and documented as student presents portfolio during last week at LEO. Clear, documented processes and expectations for creating student portfolios, conducting student-led conferences, and organizing learning showcases. Fifty percent of students this year develop portfolios, with a goal at 80% for next year. Agendas and documented professional development opportunities that are aligned with the principles of Deeper Learning tying the portfolio project into post-graduate opportunities for continued success. **Staff Responsible:** Administration, counselors, and advisors **Opportunity Statements:** Demographics 2 - Student Learning 1, 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Evidence by Strategy: 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 Weekly check-ins with student developed progress reports to advisor and parents. Portfolio developed by student tracking progress and evidence of learning and/or mastery presented to transition committee prior to release and transition back to home campus. **Staff Responsible:** ALL **Opportunity Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1				172

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Documentation of students receiving course/transcript review for access to academic programs Documentation of students receiving one on one mentoring by staff to ensure progress towards individual academic goals Documentation of students receiving opportunities outside of the classroom to practice SEL in a structured setting. Student and staff surveys **Staff Responsible:** Academic Counselors, Administration, and Advisors **Opportunity Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

173

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			
	Formative			Summative
	Nov	Jan	Mar	May
				174

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

Evidence of Success: Positive trends in student surveys indicating satisfaction with the learning environment, including feelings of safety, inclusivity, and opportunities to pursue personal interests.

An increase in the number of student-led projects or initiatives that reflect their personal interests and passions.
Documentation of student proposals and the implementation of ideas that contribute to their learning experience.

Observations indicating a welcoming and inclusive classroom atmosphere, where diverse perspectives are respected and valued.
Reports showing the integration of flexible learning spaces that accommodate various learning styles and interests.

Decrease in incidents of bullying or harassment as reported through disciplinary records and student feedback.
Increased use of resources and programs designed to support mental health and emotional well-being.
Professional Development and Training

Documentation of professional development sessions focused on creating inclusive learning environments and supporting student autonomy.
Evidence of staff implementing strategies from training to foster safe and inclusive spaces in the classroom.
Curriculum and Instructional Practices

Implementation of curriculum adjustments that allow for personalized learning paths and encourage students to explore their interests.
Increased availability of elective courses and enrichment programs that align with student passions.
Student Achievements:

Examples of student achievements in areas of personal interest, such as awards, recognitions, or successful completion of passion projects.
Parental and Community Involvement

Increased involvement of parents and community members in supporting and enhancing the learning environment.
Documentation of community partnerships that contribute to creating safe and inclusive spaces for students.

Positive feedback from parents and community stakeholders regarding the program's efforts to support student ownership and passion-driven learning.

Quantitative Data on Student Outcomes Improvement in academic performance and achievement as a result of personalized and interest-driven learning opportunities. Data showing higher retention rates and successful transitions back to traditional educational settings. Reduction in disciplinary incidents and improvements in student behavior, reflecting a more supportive and engaging learning environment. **Staff Responsible:** Administration, counselors, teachers. IAs, SRO **Opportunity Statements:** School Processes & Programs 1				175

 No Progress  Accomplished  Continue/Modify  Discontinue

176

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: Minor Change

System Response 1 Details	Reviews			177
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** - Improvement in teacher understanding of PLC intervention and extension processes. - Positive trends on indicators of student success such as grade reports, and standardized test results - Teachers use Tier 2 strategies in classroom interventions to improve student understanding of knowledge and skills in individual classes - Students can voice their level of understanding in each class. They can define areas in which they need more learning and areas in which they can **Staff Responsible:** LHS Administration team **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1, 3				

 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			
	Formative			Summative
	Nov	Jan	Mar	May
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 - Continued positive growth in Algebra 1 EOC Scores - Continued positive growth in student success in IBC exams - Continued positive growth in the number of students taking AP exams - Continued positive growth in % of students being TSI complete (improve from 70%) - Improvement in PSAT performance (Improvement of students meeting ERW +M average score 922 - 36%) **Staff Responsible:** LHS Administration Team LHS Department Heads **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1				178

0% No Progress 100% 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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leader ISD. **Evidence of Success:** Improved climate survey data from parents, students, and staff in the areas of community engagement and understanding of the graduate profile. 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 and analysis of campus perceptual data. **Staff Responsible:** LHS Administration Team **Opportunity Statements:** Perceptions 1				

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: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences in connection with the LISD Graduate Profile and general campus connections **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey in regards to communications and campus involvement Improved use of campus Insiders, website and social media use **Staff Responsible:** Chief Communications Officer LHS Administration Team **Opportunity Statements:** Perceptions 1				180

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Reduction in any gaps in representative participation in academic and extra-curricular opportunities. Continued growth in Advanced Programs. Continued growth in CTE Pathways completion. **Staff Responsible:** LHS Administration LHS Counselors **Opportunity Statements:** Student Learning 4 - School Processes & Programs 1, 5				

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Fully implementing all safety requirements per TEA. **Staff Responsible:** Campus Administrative Staff **Opportunity Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 1				182

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			183
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in parent perception campus survey, specifically responses related to student learning connections to the real world. Only 58% of parents say their child sees how they are learning in school "relates to the outside world". By the end of the 2024-25 school year, this same question will show an increase of 5%. 2) Positive trends in the student perception campus survey, specifically responses related to students making connections to their passions and students having opportunities to own their own learning. Only 34% of students see how what they are learning "relates to the outside world." By the end of the 2024-25 school year, this same question will show an increase of 5%. 3) Positive trends in student perception survey, specifically related to the question about "meaningful learning opportunities to build real-life skills." Currently, 54% of students agree that their learning reflects these types of experiences, by the end of the 2024-25 school year, this same question will show an increase of 5% **Staff Responsible:** Campus Staff: Campus Administration, Instructional Coach, Teacher leadership team (team leads, etc.) Teachers **Opportunity Statements:** Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Campus Evidence: 1) Positive trends in parent responses related to student ownership learning. Currently, 63% of parents say their child has the opportunity to set goals and track their progress. By the end of the 2024-25 school year, this same question on the parent perception climate survey will show an increase of 5% in positive responses. 2) Increase in student positive responses to perception survey questions related to growth tracking. Currently only 57% of students say they "have the opportunity to set goals to track their progress." By the end of the 2024-25 school year, this same question will show an increase by 5%. 3) Increase number of students who have created a Tiger Portfolio, in the 2023-24 school year, only 6th and 7th grade students completed Tiger Portfolios. In the 2024-25 school year, all three grade levels will complete a Tiger Portfolio. **Staff Responsible:** Campus Staff: Administration, Teachers, Support Staff **Opportunity Statements:** Perceptions 1				184

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?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Campus Evidence of Success: Reduction in the achievement gap on common assessments and summative assessments (STAAR), reduction in achievement gap on MAP assessments through the implementation of effective small group instruction. 1) Currently there is 29.8% gap in students who receive special education services receiving a score of approaches or higher on all 6-8 STAAR Assessments compared to students in the general education setting. By the end of the 2024-25 school year, we will have reduced this gap by 2 percentage points. 2) Currently there is a 26.6% gap for students who are Emerging Bilingual receiving a score of approaches or higher on all 6-8 STAAR Assessments compared to non-EB students. By the end of the 2024-25 school year, we will have reduced this gap by 2 percentage points **Staff Responsible:** Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Assistant Superintendent of Special Programs Campus Staff: Campus Admin, Teachers **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

No Progress



Accomplished


Continue/Modify


Discontinue

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			186
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. Evidence of defined processes and expectations for the development of student portfolios, student-led conferences, and 5th grade exhibition. All 5th grade students will have participated in exhibition. Additionally, the total percentage of students with active student portfolios will increase each year over the next three years. 2. Evidence of student voice, choice and ownership of learning in classroom walkthroughs and authentic student work samples showing evidence of learning. 3. Documentation and publication of a shared vision developed with multiple stakeholders including students and understanding of Deeper Learning and student agency at CC Mason and documentation of agendas and professional development opportunities aligned to developing the IB PYP at Mason. **Staff Responsible:** Instructional Leadership Team. **Opportunity Statements:** Student Learning 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
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 and promotion of student ownership of learning. Evidence by Strategy: 1. 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. 2. 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 walkthrough 3. Evidence of IPR for all students 4. 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 walkthrough. Through this collaboration, grade level teams will determine artifact frequency and duration in prep for student portfolios for all students by 2027. **Staff Responsible:** teachers, special program staff, ILT **Opportunity Statements:** School Processes & Programs 2				187

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?

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Reduction in any gaps in representative participation in academic and extra-curricular opportunities. Evidence by Strategy: 1. Documentation and publication of a shared vision developed with multiple stakeholders including students and understanding of Deeper Learning and student agency at CC Mason and documentation of agendas and professional development opportunities aligned to developing the IB PYP at Mason. 2. Approximately 12 common assessments developed and monitored per grade level per subject (12 math; 12 ELA). 3. 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. 4. 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. 5. Evidence of shared learning with staff and students during collaborative meeting structures, professional development days, coaching cycles, walkthroughs and established systems to support feedback loops for staff and students. 6. Evidence includes the instructional arrangements indicating a self contained model supported with time-tabled time to flex the needs of students based on strengths of students and staff. 7. Evidence includes the instructional arrangements indicating a self contained model supported with time-tabled time to flex the needs of students based on strengths of students and staff. **Staff Responsible:** ILT; all general education teachers and special program staff **Opportunity Statements:** Student Learning 1				188

 No Progress  Accomplished  Continue/Modify  Discontinue

189

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Evidence by Strategy: 1. Evidence of timetabled time on instructional arrangements for delivery of Second Step curriculum. Consistent implementation of Second Step Curriculum as measured by walkthroughs. 2. Evidence of intentional alignment of language between Second Step and IB Learner Profile attributes and Approaches to Learning (i.e. The Mustang Way). 3. Evidence of intentional alignment of language between Second Step and IB Learner Profile attributes and Approaches to Learning (i.e. The Mustang Way). **Staff Responsible:** All staff; ILT **Opportunity Statements:** Perceptions 1				190

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			191
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1. Student Portfolios/Data Binders for all Kinder-5th grade students 2. Demonstration of Student Learning via student-led conferences, a learning showcase in academic areas and Fine Arts) 3. Improvement in the Parent Experience Survey, baseline data: 34% of parents report that their child has the opportunity to set goals to track their progress. 4. Improvement in the Student Experience Survey, baseline data:45% of students answered yes to the statement, "I have the opportunity to learn about things that interest me." **Staff Responsible:** Campus Principals, Teachers **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1. Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness 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. Increase the percentage of students scoring Meets or Masters on Math STAAR. 2024 results were 29% Meets and 19% Masters in grade 3-5 6. Increase the percentage of students scoring Meets or Masters on Science STAAR. 2024 results were 18% Meets and 13% Masters **Staff Responsible:** Campus Administration **Opportunity Statements:** Demographics 1, 2 - Student Learning 1				192

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey Improved parent climate survey: * "The campus makes me informed and welcomed" Baseline: 26% of parents stated rarely/never or sometimes. Our goal is to reduce this percentage by at least 10%. * "The campus provides me with adequate and timely communication" Baseline: 22% of parents stated rarely/never or sometimes. Our goal is to reduce this percentage by at least 10%. *"My campus encourages parent and community involvement" Baseline: 27% of parents stated rarely/never or sometimes. Our goal is to reduce this percentage by at least 10%. **Staff Responsible:** Principal and Assistant Principals **Opportunity Statements:** Perceptions 1				193

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			194
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 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. Documentation and publication of a shared vision developed with multiple stakeholders including students and understanding student agency in LISD. **Staff Responsible:** Campus administration, Counselor, Faculty, Instructional Technology **Opportunity Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1				

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 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. **Staff Responsible:** Campus administration, Counselor **Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1, 2				195

 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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Evidence of Success:** Current resources are evaluated based on feedback from stakeholders (through listening sessions and trends in help tickets) and continued or discontinued based on effectiveness. 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. **Staff Responsible:** Campus administration **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 2				196

0% No Progress 100% Accomplished Continue/Modify Discontinue

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?

HB3 Goal

Initial Status: Minor Change

197

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. Student Led Conferences 2. Increase in evidence of 6 Global Competencies embedded in learning. 3. Increase in perceptual survey on empowered student learning and meaningful learning. **Staff Responsible:** All Teachers, Instructional Coach, Administrators **Opportunity Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Increase in percent of students achieving at or above grade level on ISIP and MAP Growth. Increase in percent of students achieving at least meets on STAAR assessments. **Staff Responsible:** Teachers, Administrators **Opportunity Statements:** Student Learning 1, 3 - Perceptions 2				198

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Engage all teachers in the work of the PLC in order to increase student ownership of learning and student growth in language arts and math. **Evidence of Success:** Maintain or increase the percent of employees in agreement : 1. students receive help needed 2.students seek challenge 3. students set and track goals 4. strong collaborative culture **Staff Responsible:** Collaborative Team Facilitators, Administrators, Instructional Coach **Opportunity Statements:** School Processes & Programs 1, 2				199

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Increase in parents survey in areas of communication about learning at school, building relationships with teachers, and informing parents about child's progress. **Staff Responsible:** Teachers, Administrators **Opportunity Statements:** Demographics 1 - Perceptions 1				200

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			201
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Grade level collaborative team lesson plans will demonstrate at least 2 PBL projects that were planned and implemented for the year. Professional Learning Plan and agendas are aligned to deeper learning and campus vision. Increase in Math performance: Increase in students Meeting Grade Level Expectations on STAAR from 66% to 70%. Increase Math MAP expected growth data from 63% to 67%. **Staff Responsible:** Chief Academic Officer, Teaching and Learning Team, Area Superintendents, Campus Principals **Opportunity Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Climate surveys (from both parent and student perspective) show positive trend in the following Student Empowerment areas: - My child's teachers encourage my child to take charge of his/her own education - 77% parents; 92% students (23-24) - My child's experiences in school help them discover his/her strongest skills. - 72% parents; 92% students (23-24) - My child has the opportunity to set goals to track their progress. - 75% parents, 95% (23-24) Student-owned and led parent updates (1 at home progress update, 1 EOY student-led conference) Student learning profiles created by EOY for following grade level. **Staff Responsible:** Administrators **Opportunity Statements:** School Processes & Programs 4 - Perceptions 1, 3				202

 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to enrich and expand retention efforts to attract and retain first-rate educators at our campus. **Evidence of Success:** We will retain 90% of our 24-25 staff. (83% retention from 23-24 to 24-25 school year) Positive trends in UT engagement survey responses: - Training is made available to me for personal growth and development. - 79% (23-24) - My work environment supports a balance between work and personal life. - 56% (23-24) **Staff Responsible:** Administration, Instructional Coach, Leadership Team **Opportunity Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 2				203

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			204
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Evidence by Strategy: 1. By the end of the year, collaborative teams will successfully answer question 1 and 2 of the PLC process - "What do you want students to learn?" and "How will you know they've learned it?" 2. Campus walkthrough data on the LISD Core Content One-Pagers **Staff Responsible:** Administrative team, instructional coach, collaborative team leaders **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1				

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Evidence by Strategy: 1. By the end of the year, our leadership team will have completed the Empower book study, can articulate the shared understanding of empowering student learning, and has a plan to share our learning with our teams. 2. Implementation of enrichment clubs by the start of the second semester 3. System of targeted intervention and collaboration to meet student needs **Staff Responsible:** Leadership team, administrative team, Student Engagement Committee **Opportunity Statements:** Perceptions 1				205

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Evidence by Strategy: 1. Improvement in the Parent Climate Survey on "I have the opportunity to build positive relationships with my child's teachers." 2. Improvement in the Parent Climate Survey on "My child's school offers opportunities that help students explore their interests, talents, and passions." **Staff Responsible:** Campus leadership team **Opportunity Statements:** Perceptions 2				206

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Increase in Student Engagement Survey on "I feel respected by the other students at this school" and "I feel empowered to express myself and be myself at school." **Staff Responsible:** Classroom teachers				207

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			208
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** -Exit tickets after staff meetings related to Deeper Learning and our collective understanding -Develop a campus definition of what Deeper Learning means at Pleasant Hill -Student survey data specifically tied to the statement "Classroom activities keep me challenged in my learning" -Student products and conversations with families at our student-led conferences in May -Parent survey data specifically tied to the statement "My child's school offers opportunities that help students explore their interests, talents, and passions" **Staff Responsible:** Principal, Assistant Principal, Instructional Coach **Opportunity Statements:** School Processes & Programs 1, 2 - Perceptions 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** -Student products to share with families related to their learning and goal setting efforts -Student survey data related specifically to the statement "School helps me discover my strongest skills" -Parent survey data related specifically to the statements "My child has the opportunity to set goals to track their progress" and "My child sees how what they are learning in school relates to the outside world" -Staff survey data related to the statements "My students regularly assess their progress on achieving learning targets" and "My students set learning goals and track their progress throughout the year" -Data collected from our reading specialists related to targeted intervention resources for at-risk students **Staff Responsible:** Principal, Assistant Principal, Instructional Coach **Opportunity Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2				209

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** -Parent survey data related to the statement "The campus keeps me informed about my child's academic progress" and "I have the opportunity to build positive relationships with my child's teacher" -Parent exit tickets after events -Student survey data related to the statement "I feel empowered to express myself and be myself at school" -Staff survey data related to the statements "The communications I receive at work are timely and informative" and "I am given the opportunity to provide feedback on my supervisor" **Staff Responsible:** Principal, Assistant Principal, Counselor, Instructional Coach **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1, 2				210

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			211
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. Understanding of Deeper Learning and student agency at Reagan. 2. Increase in student interest project and/or play based learning at Reagan. 3. Increased use of word walls, cooperative grouping strategies, and question/sentence stems in the classroom. 4. Completed professional learning plan for deeper learning. **Staff Responsible:** Campus Principal **Opportunity Statements:** School Processes & Programs 1, 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Evidence by Strategy: 1. Student daily reflection logs. 2. Student growth measure on STAAR, ISIP, MAP Growth. 3. Increase in student goal setting and student engagement as seen by our campus survey data. 4. Increase in student performance in both Math and Reading on ISIP, MAP Growth, and STAAR. **Staff Responsible:** Principal **Opportunity Statements:** School Processes & Programs 1, 2				212

 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey Evidence by Strategy: 1. Increased community attendance at Coffee with the Principal and site based meetings. 2. Increased sense of ownership and belonging from students. **Staff Responsible:** Principal **Opportunity Statements:** School Processes & Programs 1				213

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Evidence by Strategy: 1. Decrease in student behavioral referrals. 2. Increase in student leadership opportunities. **Opportunity Statements:** School Processes & Programs 1				214

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			215
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Evidence by Strategy: 1. 100% of students will keep a leadership notebook and lead a student-led conference on Leadership Day. 2. Documentation of agendas and professional development opportunities aligned to Deeper Learning. **Staff Responsible:** Staff Lighthouse Team, Instructional Coaches, Administration **Opportunity Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 - Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Evidence by Strategy: 1. Fewer students requiring intervention services due to not meeting standard on STAAR or other At-risk indicators. 2. Positive progress towards meeting HB 3 Goals for early literacy. More opportunities for students to access on-level reading materials in English and Spanish. Improved performance and High Growth on ISIP. 3. Positive progress towards meeting HB 3 Goals for early mathematics. Improved STAAR performance on Mathematics and more students in High Achievement, High Growth quadrant on MAP. 4. Positive survey results from parents attending Family/Parent Engagement events, indicating that the school is providing support for students' academic success. **Staff Responsible:** Teachers, Instructional Coaches, Administrators **Opportunity Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 1, 3 - Perceptions 1, 2				216

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?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Evidence by Strategy: 1) Positive growth for each and every collaborative team on the PLC implementation rubric. 2) Review of the campus master schedule and classroom walks indicate co-teaching and inclusive practices are prevalent. 3) Equitable practices are observed and shared through Instructional Rounds process. 4) Campus PBIS Team collects evidence of success with the strategic utilization of our campus behavior specialist. **Staff Responsible:** Co-Teachers, Reading Specialists, Team Leaders, Instructional Coaches, Administration **Opportunity Statements:** Demographics 2 - Student Learning 5, 6 - School Processes & Programs 1, 2 - Perceptions 2				217

 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 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			218
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Professional Learning Community identified literacy and math focus and evidence of learning for each; Student progress growth in universal screener (NWEA MAP and/or iStation) data for all student groups; MTSS referrals will be minimized; Master schedule dedicated times for enrichment, innovation labs, and flex will be maximized (survey data and calendar data) **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Teachers **Opportunity Statements:** Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes & Programs 1, 3 - Perceptions 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Monthly Titan leadership themes and grading practices Student led conferences At least 70% of students will respond YES to survey question "I have the opportunity to set goals and track my learning." (Student survey 2024= 59% YES and 30% SOMETIMES); reporting categories will follow Graduate profile statements vertically **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Teachers **Opportunity Statements:** Demographics 1 - Student Learning 2, 4, 6 - School Processes & Programs 1 - Perceptions 1, 3				219

 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** Attain a 70% or above staff agreement with these two statements, "Training is made available to me so that I can do my job better" and "Training is made available to me for personal growth and development."; staff retention rate maintains levels **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Mentors **Opportunity Statements:** Student Learning 6 - Perceptions 3				220

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** MTSS referral process survey data (campus); attendance percentage is higher; progression on designation of campus with Unified Champion School status; Acceptance and Belonging student data improves "I feel respected by the other students at this school." 64% at no/sometimes and "I feel positive about myself at school."54% at no/sometimes **Staff Responsible:** Principal, Assistant Principal, Counselor, Teachers **Opportunity Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Minor Change

System Response 1 Details	Reviews			222
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** PLC at Work On-Campus PD Evidence of Strategy 1: 1) Two days of dedicated professional learning centered around PLCs will be scheduled on the master calendar. 2) Evidence of an agenda used for professional development days. 3) The leadership team will conduct a book study, "Facilitating Teacher Teams and Authentic PLCs", by Venables. PLC Every Wednesday with Administration in Attendance Evidence of Strategy 2: 1) PLC agenda evidence of data protocols for ISIP, MAP, and Running Records 2) PLC artifacts, such as agendas data collection, and lesson plans centered around intervention and enrichment. 3) Students will experience small group instruction tailored to their needs during PIT (Personal Improvement Time). **Staff Responsible:** Principal, Instructional Coach, Assistant Principal, Team Leaders, Instructional Staff **Opportunity Statements:** School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Student academic goal setting in the classroom for academic growth. Evidence of Strategy 1: 1)Teachers will guide students in setting, tracking, and adjusting academic goals. 2) Students will be able to communicate what their goal, how they are working on it, and what success looks like. Student Goal Setting Through Student Digital Portfolio Evidence of Strategy 2: 1) Students will use a Digital Portfolio (learner's website) to house goals, progress, work samples, and projects. **Staff Responsible:** Principal, Instructional Coach, Assistant Principal, Team Leaders, Instructional Staff **Opportunity Statements:** Student Learning 1				223

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Evidence of Success:** Genius Hour for all Students Evidence of Strategy 1: 1)All students will engage in a passion project every Friday through Genius Hour. Students will wonder, question, research, create, and present. 2) The first semester students and teacher will experience this process as a classroom. They will find a school related problem they are passionate about and will research and create a solution. 3) Student artifacts of their process, creation, and presentation. Community Involvement in Genius Hour Evidence of Strategy 2: 1) During the second semester parents and community members will be included in the Genius Hour process. 2) A survey will be sent out to collect the strengths of our community. 3) Volunteer Sign Up to support students while they are working on their passion projects. 4) Student project showcase (modeled after "Shark Tank") presented to PTA. **Staff Responsible:** Principal, Instructional Coach, Assistant Principal, Team Leaders, Instructional Staff **Opportunity Statements:** Perceptions 1				224

No Progress | Accomplished | Continue/Modify | Discontinue

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 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			225
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in student perception of classroom instruction based on a 1 to 4 rubric with 4 being the most student centered for critical thinking, collaboration, and active learning. Currently, students surveyed rated 52% of classes as being a 3 or 4 on the rubric. 2) Increase in the number of students engaging in advanced placement courses for the first time focusing on students from underrepresented student groups. 86% of Asian students took an advanced placement course. 26% of economically disadvantaged students took an AP course along with 35% of White students, 33% of Hispanic students, and 28% of Black students. 3) Increase in the number of students participating in extracurricular activities. White students are the highest participant group for Career and Technical Education courses, Athletics, and Fine Arts at 95%. The lowest participant group are students in Special Education at 80%. Evidence by Strategy: 1. Out of students surveyed, 70% of courses across all content areas will be rated by students as a 3 or 4 indicating student centered instruction for critical thinking, collaboration, and active learning. 2. Data is pulled to determine the number of students from underrepresented student groups enrolled in advance placement classes at the beginning of the year. An increase of 15% is ideal for students in underrepresented populations. 100% of students will also engage in the advanced placement exam. Data will be pulled after the drop deadline to determine how many students from underrepresented populations leveled down to on level classes. 3)Closing the extracurricular participation gap between the highest and lowest student participating students by 10% is ideal. **Staff Responsible:** Campus Department Heads, Campus PLC Leads, Assistant Principals. Dean of Instruction, Instructional Coach, Teaching and Learning Team, Campus Principal **Opportunity Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 4				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
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. Increase participation numbers of students taking and receiving industry based certifications. Increase participation numbers of students in U.I.L. Clubs/Organizations. Evidence by Strategy: 1. Evidence within PLC agenda of instructional strategies and assignments geared towards student choice in assessing their individual knowledge. 2. Evidence within School Improvement Visits showcasing the most effective lessons for student learning. 3. Evidence within classroom walkthroughs showing the highest level of student centered instruction compiled throughout the school year. **Staff Responsible:** Campus Department Heads, Teaching and Learning, Assistant Principals, Dean of Instruction, Instructional Coach, Campus Principal **Opportunity Statements:** Demographics 1, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 4 - Perceptions 2				226

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and Support Staff **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 Evidence by Strategy: 1. Teachers are implementing grading and PLC processes across all content areas. 2. Grades are updated and entered on a weekly basis for real time feedback to students and parents allowing for interventions and enrichment activities. 3. Department Head Meetings address process improvement and implementation happens within PLCs. 4. Monthly Professional Learning addresses and improves instructional needs as requested by teachers. **Staff Responsible:** Campus Department Heads, Teaching and Learning, Assistant Principals, Dean of Instruction, Instructional Coach, Campus Principal **Opportunity Statements:** Demographics 2, 3 - Student Learning 2, 4 - School Processes & Programs 2, 5 - Perceptions 2				227

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?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Reduction in any gaps in representative participation in academic and extra-curricular opportunities. Evidence by Strategy: 1. Increase participation numbers in advanced placement numbers for students in underrepresented student groups. 2. Provide opportunities for students in underrepresented student groups to join clubs/organizations that promote secondary access such as the district supported program ACCESS by evidence of the use of Equity Access Inventory Data to continue to focus on reducing gaps between student groups' participation in these programs. 3. Increase the number of students across all demographics in elective classes. 4. Increased participation in Unified Champions, which increases inclusive opportunities for students. 5. Increased participation in the Inclusive Practices Academy compared to the previous year **Staff Responsible:** Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Assistant Superintendent of Special Programs				228

No Progress



Accomplished


Continue/Modify


Discontinue

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 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			229
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension Evidence by Strategy: 1. Evidence of defined processes and expectations for the development of student portfolios, and 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 mission, vision and classroom "look fors" developed by campus professional teaching staff through the RBMS Instructional Leadership Team. Evidence of teaching and learning strategies used by teachers captured through learning walks using the shared "look fors" document. **Staff Responsible:** Administrative Team, Instructional Coach, Professional Teaching Staff **Opportunity Statements:** Student Learning 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** RBMS will increase the Overall Rating in the State Accountability Ratings by at least 2%. 22-23 Overall Rating: 85% 23-24 Overall Rating not released as of 8/6/24. RBMS will increase the course passing rates each semester (as compared to the previous year) by 2% annually. 23-24 S-1: ELA 93%, Math 95%, Science 94%, SS 95% 23-24 S-2: ELA 92%, Math 92%, Science 95%, SS 94% 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 increase the percentage of students recognizing LISD learning profile attributes and an presence of observed graduate profile skills and small group instruction in classroom walk-through data. **Staff Responsible:** All RBMS staff **Opportunity Statements:** Student Learning 1 - Perceptions 1				230

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Evidence by Strategy: Increase in positive responses from the Student and parent survey results 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. 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. 23-24 SY: 79% of Students report "always or often" feeling safe in their classroom while 73% report "always or often" feeling safe at school. Parents - 84% and 82% of parents report "always or often" to the same questions as students. **Staff Responsible:** Principal, Assistant Principals, Counselors, Teaching Staff				231

0% No Progress 100% 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: Minor Change

System Response 1 Details	Reviews			232
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement on survey of students, staff, and parents related to opportunities of meaningful learning. The dimension score in "My students seek additional challenge to learn as much as they can in class" will improve from 69 on the spring 2024 engagement survey to 75 or higher this year. **Staff Responsible:** Campus Administration QUEST Teachers Campus Staff **Opportunity Statements:** Student Learning 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Improvement in positive trends in the perceptual survey of students that support student ownership of learning will increase from a from 89 on spring 2023 to 93 or higher this year in response to the question "I have the opportunity to learn about things that interest me." **Staff Responsible:** Campus Administration Classroom Teachers **Opportunity Statements:** Student Learning 1				233

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and Support Staff **Evidence of Success:** Positive trends in staff retention data and Employee Engagement Survey especially in areas related to trust in the workplace. Staff responses to the question, "I trust the people in my workplace" will increase from 66 on spring 2023 to 75 or higher on this year's engagement survey responses. **Staff Responsible:** Campus Staff Campus Administration **Opportunity Statements:** School Processes & Programs 1				234

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			235
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Evidence of Strategy 1: 1.) Defined processes and expectations for collaborative teams. Evidence of protected collaboration time built into the campus master schedule and utilized for intentional collaboration including: two 50-minute planning meetings weekly, 1.5 hours of PLC time bi-weekly, 4 hours of planning time quarterly to map units of study across the nine-week grading period, 1 hour of vertical cadres monthly. 2.) Evidence of professional learning aligned to the Universal Design for Learning (UDL) framework and Deeper Learning. Tools and materials to support learner variability observable during campus learning walks. Evidence of Strategy 2: 1.) Evidence of firm goals based on curriculum standards. Evidence of goals, in kid friendly language, observed during walkthroughs with success criteria (exemplars, rubrics, and options for revision) in every classroom. 2.) Evidence of instructional strategies discussed, common assessments developed, and student performance data reviewed on collaborative team agenda. Evidence flexible pathways to provide learners options for what or how they learn and express their learning in lesson plans and classroom observations. Evidence of Strategy 3: 1.) The Empowered Reading Cadre will participate in a book study using the professional text, UDL Now!, to deepen their understanding of the UDL framework. The cadre will provide evidence of the collective assessment norms, data review, and goal setting practices in classrooms. 2.) The Empowered Math Cadre will participate in a book study using the professional text, Building Thinking Classrooms, to grow understanding of mathematical best practices. The cadre will provide evidence of the collective assessment norms, data review, and goal setting practices in classrooms. **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, PLC Leaders, Cadre Leaders, Instructional Staff **Opportunity Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

236

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Evidence Strategy 1: 1.) Evidence of time built into the master schedule weekly for learner goal-setting and reflection to take place in all classrooms across campus. Evidence of students' academic and personal goals and reflection. Evidence of self-assessment and reflection techniques to create a culture where learners consistently reflect and become self-directed learners who grow over time. 2.) Increase mastery-oriented feedback. Evidence of feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. Evidence of students providing feedback to each other. Evidence Strategy 2: 1.) Evidence of individual choice and autonomy. Options for students to choose what they learn (guided by standards), how they learn, and how they express what they know or suggest additional options. 2.) Increase the number of students making average to high levels of growth in mathematics from 62% (EOY 2023) to 68% (EOY 2024) as measured by MAP. Evidence of Strategy 3: 1.) Evidence of high quality instructional practices for phonics and spelling instruction observable in every language arts classroom. Co-planning weekly with campus reading specialist, co-teaching in grade K-2, and coaching cycles in grade 3-5. 2.) Evidence of an increase number of students making moderate to high levels of growth in reading from 76% (EOY 2024) to 80% (EOY 2024) as measured by ISIP. 3.) Positive progress towards meeting HB 3 Goals for early literacy, and mathematics **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Reading Specialists, Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 1, 2				237

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Evidence of Success:** Evidence of Strategy 1: 1.) Evidence of formative feedback to students given regularly. (i.e. provide multiple types of feedback: assignment checklists, examples, rubrics, written, visual, audio, peer feedback, performance examples, etc.) Supporting students' understanding of formative feedback. 2.) Evidence of student self-assessment and reflection to identify areas for improvement, recognize gaps, or resources they might need. (i.e. conferencing with students, providing guidance and sentence stems to support reflection, etc.) 3.) Increase the percentage of students and parents answering "yes" on the perception survey, to the question "School helps me discover my strongest skills." (Baseline: 55% of students and 22% of parents say, "School helps me discover my strongest skills.") 4.) Increase the percentage of students and parents answering "yes" on the perception survey, to the question "Classroom activities keep me challenged in my learning." (Baseline: 55% of our students and 20% or parents reported, "Classroom activities keep me challenged in my learning.") Evidence of Strategy 2: 1.) Evidence of high-leverage instructional strategies and targeted instructional resources for independent workstations that allows students choice as they advance in their individual pathways. 2.) Create a campus master schedule that allows for a common time across each grade level for targeted small-group instruction in both math and reading. 3.) Evidence of embedded opportunities for students to explore skills inside and outside the classroom (e.g., STEAM Carts, Innovation Lab, Garden, HOP, community partnerships, etc.) **Staff Responsible:** Principal, Assistant Principal, Counselor, Instructional Coach, Instructional Staff **Opportunity Statements:** Perceptions 1				238

0% No Progress 100% 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: Major Change

System Response 1 Details	Reviews			239
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Further a campus culture aligned with the graduate profile for all students and staff. Create campus systems that support the graduate profile. **Evidence of Success:** 1) Beginning of year professional learning launch of campus focus on inquiry and collaboration. 2) Ongoing professional learning around campus focus during professional learning days. 3) Ongoing coaching and learning during collaborative team meetings. 4) Intervention meetings that involve key stakeholders that occur at the conclusion of each grading cycle. 5) Advisory Committee work focusing on executive functioning skills. 6) Professional learning agendas and staff feedback survey's following each professional learning day. 7) Intervention tracking slides showing data gathered over time and student growth. 8) Advisory calendar and lessons **Staff Responsible:** Principal & Assistant Principals Instructional Coach PLC Team Leads **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a campus culture of inquiry and collaboration for students and teachers. **Evidence of Success:** 1) Beginning of year professional learning launch of campus focus on inquiry and collaboration. 2) Ongoing professional learning around campus focus during professional learning days. 3) Ongoing coaching and learning during collaborative team meetings. 4) Professional learning agendas and staff feedback survey's following each professional learning day. **Staff Responsible:** Principal & Assistant Principals Instructional Coach PLC Team Leads **Opportunity Statements:** Student Learning 1				240

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** 1) Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey 2) Attendance at campus events and parent nights **Staff Responsible:** Principal Assistant Principals Counselors Instructional Coach Team Leads **Opportunity Statements:** Perceptions 1				241

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. **Staff Responsible:** Principal Assistant Principals Team Leads **Opportunity Statements:** Perceptions 1				242

 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: Maintain

System Response 1 Details	Reviews			243
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Strategy 1: Administration PLC walkthroughs and participation in the Collaborative team meetings. An instructional walkthrough of the implementation of instructional strategies was discussed, and planning was planned in meetings. Strategy 2: Attendance, participation, and feedback from professional learning experience. Campus leadership walkthroughs of implementation of the strategies learned. **Staff Responsible:** Campus Administration, Professional Learning Consultant, Collaborative Team Leads **Opportunity Statements:** Perceptions 3				

 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Strategy 1: Data Tracking Charts and an increase in growth rates for performance in math and reading, specifically with students requiring accelerated instruction. Strategy 2: Goal setting documents and discussions, a student's ability to explain their goals and how they plan to accomplish them. Strategy 3: Attendance, participation, and feedback from professional learning experience. Campus leadership Collaborative team walkthroughs of implementation of the strategies learned. **Staff Responsible:** Campus Administration, Collaborative Team Leads, Teachers **Opportunity Statements:** Demographics 1 - Student Learning 2 - Perceptions 1				244

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and Support Staff **Evidence of Success:** - Positive trends in staff retention data. - Positive trends in Employee Engagement Survey especially in areas related to: "My supervisor recognizes my outstanding work." - Number of staff spotlights and events that honor staff. **Staff Responsible:** Campus Administration **Opportunity Statements:** School Processes & Programs 2				245

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Evidence by Strategy: Strategy 1: A campus-wide positive behavior system that is fully implemented. Strategy 2: Classroom walkthrough of social-emotional learning. Strategy 3: Established Student Council **Staff Responsible:** Campus Administration **Opportunity Statements:** School Processes & Programs 1				246

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			247
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in campus continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension 2. Campus PLC Team Lead and team training logs, minutes, and PD 3. Periodic student understanding surveys supporting work in Deeper Learning Evidence by Strategy: 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 and publication of a shared vision developed with multiple stakeholders including students and understanding of Deeper Learning and student agency in LISD and documentation of Campus/PLC agendas and professional development opportunities aligned to Deeper Learning **Staff Responsible:** Campus Principal, Dean of Instruction, AP team, Dept. Leadership, PLC Team Leads and Instructional Coaches **Opportunity Statements:** Student Learning 1				

0% No Progress 100% 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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 1) Continue positive trends in College, Career, and Military Readiness (CCMR) measures. 2) Positive trend in parent survey question "My child is being prepared to do well in the next grade or after graduation." 3) Improvement/ positive trend in state standardized assessment (STAAR) scores. 4) Improvement in MAP (math) scores 5) Improvement in ISIP Reading scores from BOY to EOY. 6) Fitness Gram is completed for all LISD 9-12 grade students and submitted to TEA. 7)Agendas and professional learning attendance records for all teachers' attendance at campus/district professional learning. **Staff Responsible:** Campus Principal, Dean of Instruction, AP team, Dept. Leadership, PLC Team Leads and Instructional Coaches **Opportunity Statements:** Student Learning 2				248

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Recognize and Support Staff **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 Decrease in avoidable employee attrition rates due to morale or work place factors as based on employee turn-over rates EOY Positive trends on periodic "spot-check" survey's to gauge employee morale and campus engagement. **Staff Responsible:** Campus Principal, Dean of Instruction, AP team, Dept. Leadership, PLC Team Lead's and Instructional Coaches **Opportunity Statements:** School Processes & Programs 1				249

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: Minor Change

System Response 1 Details	Reviews			250
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension 2) Improvement in Student Engagement survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character. Evidence by Strategy: Evidence of a campus-wide focus on instructional planning with the four PLC questions and authentic inquiry includes PLC agendas, lesson plans, walk-through observations, instructional rounds, common assessments, and planned collaborative structures. **Staff Responsible:** Principal, APs, DOI, Instructional Coach, Department Chairs, Campus Professional Learning Leaders, PLC Team Leads **Opportunity Statements:** School Processes & Programs 2 - Perceptions 1				

 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Vista Ridge High School students will increase their learning outcomes by one year through engaging in meaningful learning experiences. Evidence by Strategy: 1. Student perception surveys will show an increase in meaningful learning experiences and feeling connected. 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, instructional rounds, and professional learning opportunities 3. Students will develop learning goals and track their progress. **Staff Responsible:** Principal, DOI, APs, IC **Opportunity Statements:** School Processes & Programs 1 - Perceptions 2				251

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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Evidence of Success 1. Increase in student engagement on the end-of-the-year parent, student, and teacher surveys 2. Reduction in behavior incidents 3. Positive qualitative mid-year and end-of-year counseling check-in/check-out data 4. Increased use of E-Hall pass, cell phone and behavior expectation signage around the campus, classroom social contracts 5. Teachers incorporating relational practices are seen during instructional observations, walkthroughs, and discussions during team meetings. **Staff Responsible:** Campus administration				252

No Progress



Accomplished


Continue/Modify


Discontinue

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

System Response 1 Details	Reviews			253
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Maintain progress in the Empowered Student Learning section of the School Experience Survey for Students, Spring 2024 97% Maintain progress in the Student Experience section of the Student School Experience Survey, Spring 2024 93%. Positive growth in instructional practices centered around student engagement through differentiation, Instructional Rounds specifically students can communicate the what and why behind their learning experiences, baseline year. Positive trends in the LISD Graduate Profile section of the School Experience Survey for students who have heard of the Graduate Profile, Spring 2024 87%. Positive trends in the LISD Graduate Profile section of the School Experience Survey for students who see connections between school experiences and the Graduate Profile, Spring 2024 88%. **Staff Responsible:** Instructional Leadership Team (Principal, AP, IC) **Opportunity Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - Perceptions 1, 2, 5				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Maintain progress towards a year's growth in reading for each student, Spring 2024 90%. Positive progress towards Average to High Growth on MAP Growth Assessment, Spring 2024 25% Low Growth. Maintain progress towards student access to leadership opportunities that reflect their individual gifts and talents, Spring 2024 100%. All students will self reflect on their academic progress, individual gifts and talents, and impact on their classroom, school and community through the use of Leadership Notebook or Digital Portfolio, Spring 2024 100%. Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA. **Staff Responsible:** Instructional Leadership Team (Principal, AP, IC) **Opportunity Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1, 2, 3, 4, 5				254

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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** Positive growth on the Leander ISD PLC Implementation Guide, baseline year. Collaborative Team Agendas, centered around the 4 questions, will be utilized to guide team collaboration. Maintain progress on the Student Experience Survey for Students in the Empowered Student Learning section for engagement, Spring 2024 96%. **Staff Responsible:** Instructional Leadership Team (Principal, AP, IC) **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1				255

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 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			256
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1. Improvement in student and parent perceptual in the areas of student experience and meaningful learning. 2. Create a campus-wide definition of deeper learning and look-fors through our collaborative vertical teams. 3. All classroom teachers are meeting each day with learners in targeted small group instruction to drive progress for students' individual goals. 4. All instructional staff will collaborate to determine the essential outcomes for learners during each unit of study. The unit mapping will guide instruction for students who have already mastered the standard as well as for those who have not yet mastered the standard. 5. All grade levels kindergarten through fifth grade showing above the 40th percentile in overall growth on the MAP Growth assessment at the end of the year. 6. Professional learning plans from the school year will show topics that align with PLC's 4 guiding questions and reflect a deeper understanding of deeper learning and ownership of learning. **Staff Responsible:** Principal, Assistant Principal, Instructional Coaches, All Instructional Staff **Opportunity Statements:** Demographics 2 - Student Learning 2, 4 - School Processes & Programs 3 - Perceptions 3				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1. All classroom teachers are meeting each day with learners in targeted small group instruction to drive progress for students' individual goals. 2. All instructional staff will collaborate to determine the essential outcomes for learners during each unit of study. The unit mapping will guide instruction for students who have already mastered the standard as well as for those who have not yet mastered the standard. 3. All instructional staff will collaborate in weekly PLC teams to determine "I Can" statements for each unit of study that will allow students to set personal learning goals and track learning. 4. All instructional staff will collaborate in weekly PLC teams to create common assessments aligned to the essential outcomes of each unit of study to help students with tracking mastery on individual learning goals. **Staff Responsible:** Principal, Assistant Principals, Instructional Coaches, All Instructional Staff				257

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: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs. **Evidence of Success:** 1. Documentation of on-going meetings/agendas with principals with recommendations for staffing 2. New to District professional learning agendas will reflect topics aligned to needs of new hires in feeling supported with curriculum and instruction. 3. LEADS walkthroughs and observations data will show that new hires are supported with curriculum and instruction, professional goals, and certification requirements if needed. 4. Quarterly check-in meeting agendas with new to profession teachers will align with needs and support. **Staff Responsible:** Principal, Assistant Principal, Instructional Coaches, Mentors **Opportunity Statements:** Perceptions 4				258

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			259
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment b. Empowered Student Learning Dimension c. Meaningful Learning Dimension 2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character. WMS Evidence by Strategy: 1. Increase in intentional planning for deeper learning in PLC lesson plans and walkthroughs data 2. Evidence of deeper learning in professional development agendas **Staff Responsible:** Campus Principals, Instructional Coaches, PLC leads **Opportunity Statements:** Student Learning 1, 2, 3				

0% No Progress 100% 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** WMS Evidence by strategy: 1. Evidence of an increased number of speakers in our academic elective classes. 2. Evidence from PLCs showing that the Student Ownership of Learning Team's plan has been implemented with students. 3. Increase number of students participating in outside of school opportunities and increased student growth in MAPS, and STAAR. **Staff Responsible:** Campus Principals, Instructional Coaches, SSF, classroom teachers **Opportunity Statements:** School Processes & Programs 1, 2 - Perceptions 1				260

0% No Progress 100% 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 but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey WMS Evidence by Strategy: 1. Evidence of two campus events for families to celebrate our diversity. **Staff Responsible:** Campus Principals, Instructional Coaches **Opportunity Statements:** Demographics 1				261

 No Progress  Accomplished  Continue/Modify  Discontinue

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 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			262
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1. Improvement in or continued positive trend in the perceptual survey of students related to students feeling challenged in the classroom and working on relevant and meaningful learning. 2. Economically disadvantaged learners will increase in achievement on the MAP Growth assessment from beginning of the year to the end of the year. 3. All grade levels, kindergarten through fifth grade, will achieve above the 40th percentile in overall growth on the MAP Growth assessment at the end of the year. 4. Our campus teams will implement fluid processes within PLCs by discussing the 4 DuFour questions in great detail in order to tailor instruction to what learners specifically need to reach potential growth. **Staff Responsible:** Principal, Assistant Principal, Counselor, Instructional Coach, all Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1, 2				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 1. All learners will set individual goals and share their with their families at least one time each 9 weeks. 2. All classroom teachers are meeting each day with learners in targeted small group instruction to drive progress for students' individual goals. 3. All instructional staff will collaborate to determine the essential outcomes for learners during each unit of study. The unit mapping will guide instruction for students who have already mastered the standard as well as for those who have not yet mastered the standard. 4. Our campus teams will implement fluid processes within PLCs by discussing the 4 DuFour questions in great detail in order to tailor instruction to what learners specifically need to reach potential growth. **Staff Responsible:** Principal, Assistant Principal, Counselor, Instructional Coach, all Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1, 2				263

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** 1. Increase in the staff cultural competency survey results using pre to post-survey administrations. 2. All campus staff utilizing strategies learned through our campus book study to address a shared community of learners. 3. Increase in the percentage of our economically disadvantaged students achieving at the 40th percentile and higher on the MAP Growth assessment. 4. Increase in the staff sense of belonging on the UT Staff Engagement Survey. **Staff Responsible:** Principal, Assistant Principal, Counselor, Instructional Coach, all Instructional Staff **Opportunity Statements:** Demographics 1, 2 - Perceptions 3				264

0% No Progress 100% Accomplished Continue/Modify Discontinue

House Bill 3 Addendums

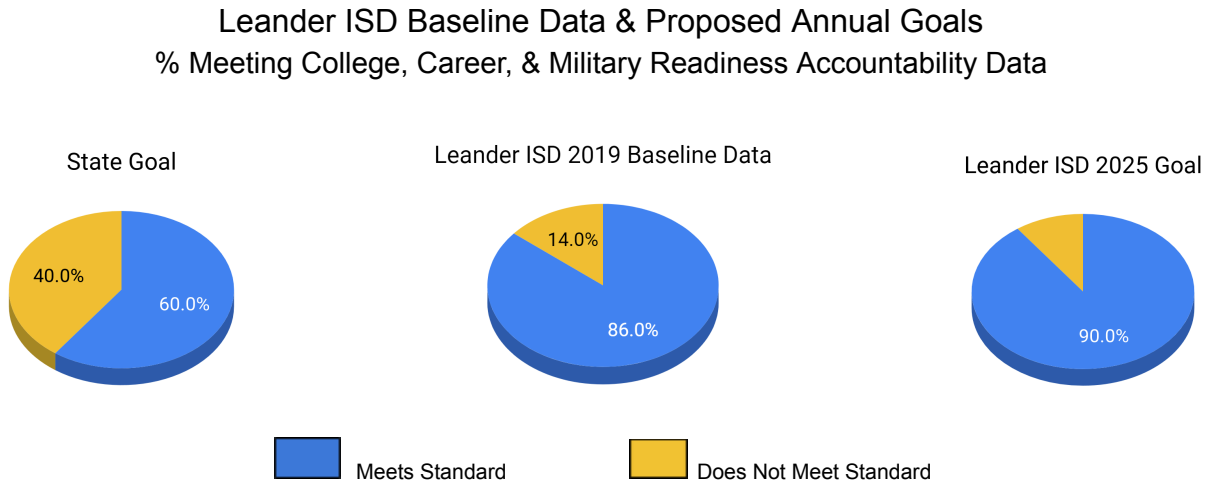
265

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?



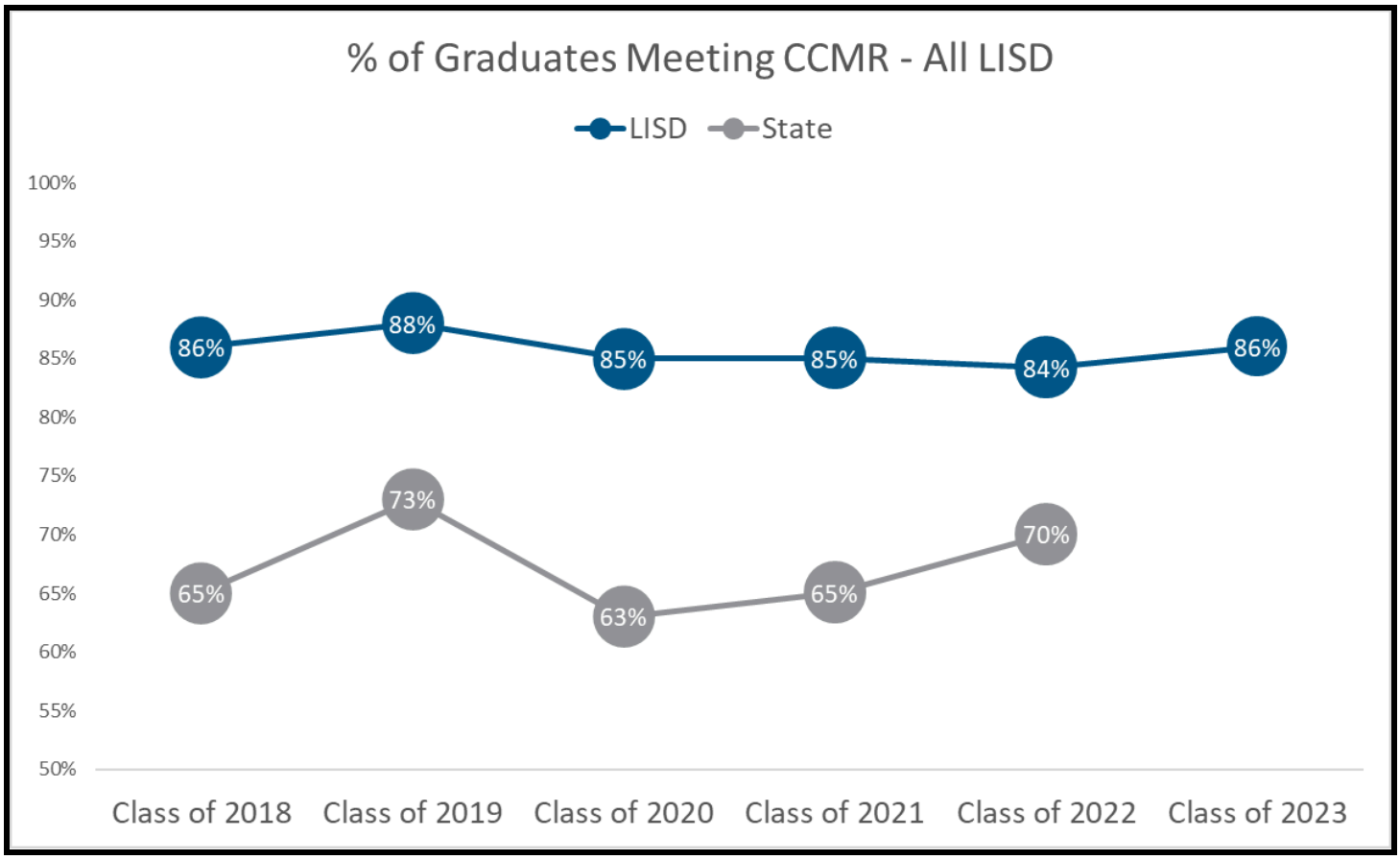
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	86%	69%	76%	90%	95%	87%	92%	73%	55%
~~2019-20~~	~~87%~~	~~70%~~	~~77%~~	~~91%~~	~~95%~~	~~88%~~	~~93%~~	~~74%~~	~~56%~~
2020-21	87%	70%	77%	91%	95%	88%	93%	74%	56%
2021-22	88%	71%	78%	92%	95%	89%	93%	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%

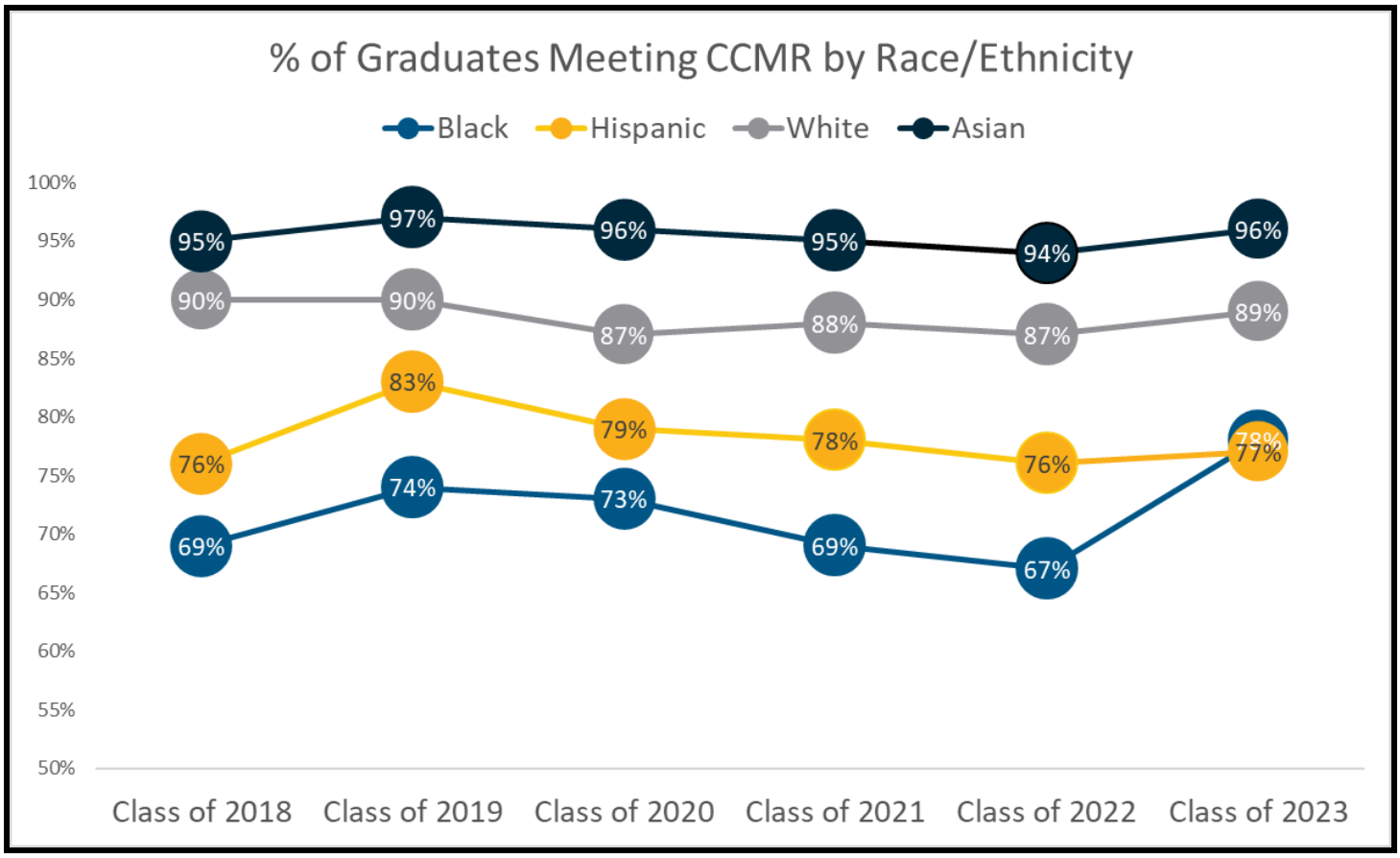
Campus 2018-19 Baseline Data

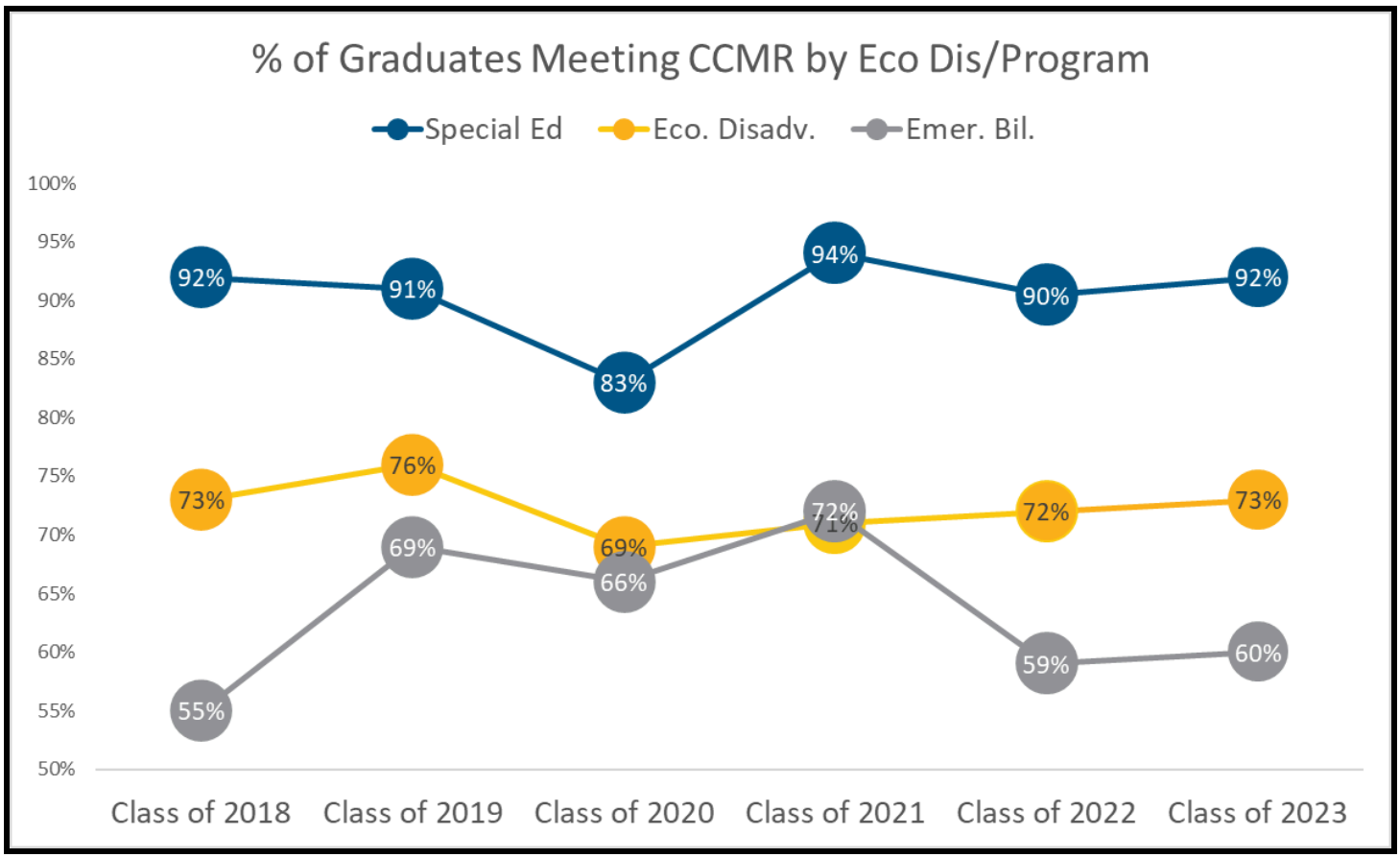
% Meeting College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

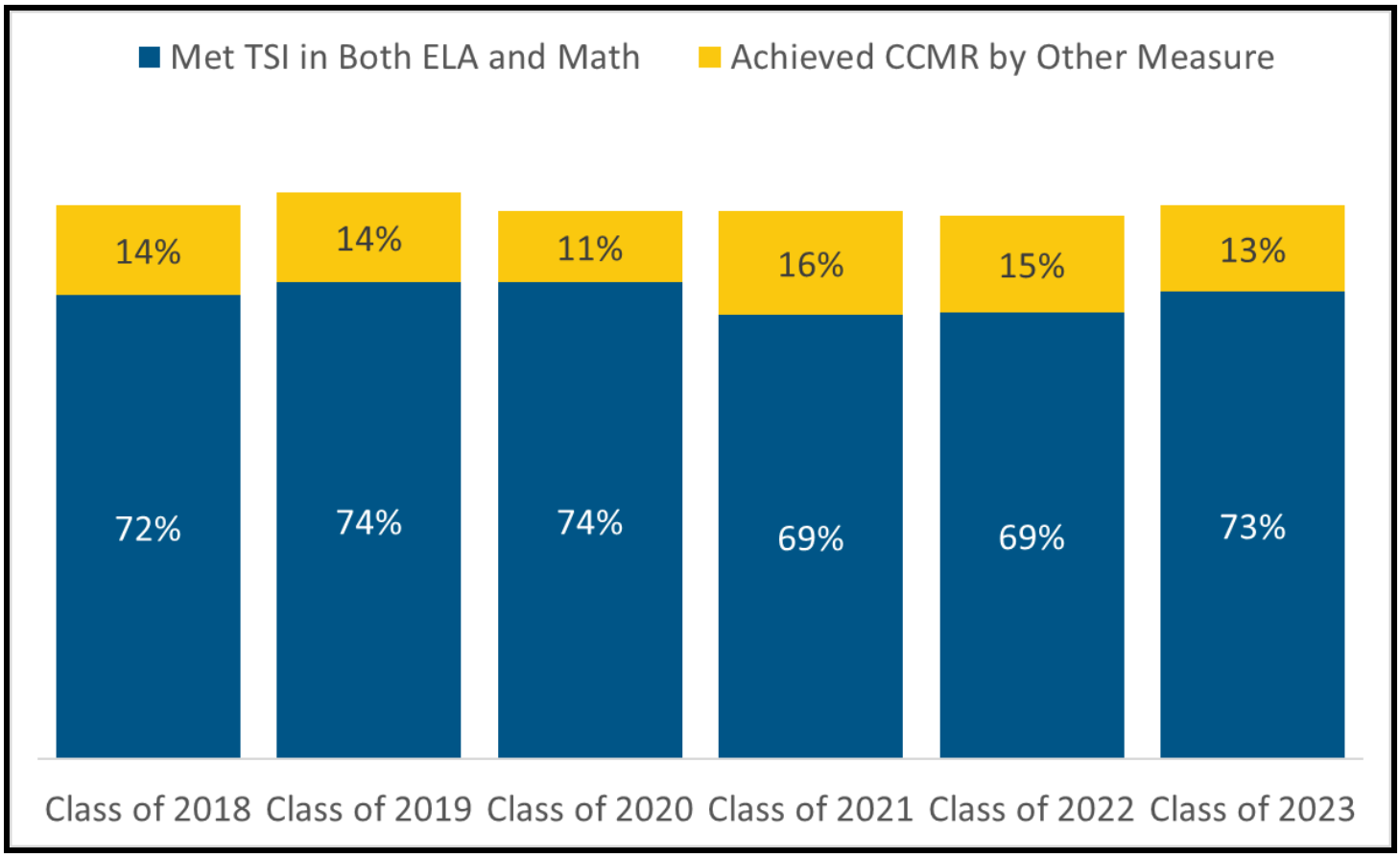
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
001 18-19	79%	69%	71%	84%	84%	80%	93%	71%	57%
002 18-19	91%	80%	83%	94%	98%	85%	97%	75%	
003 18-19	87%	65%	82%	91%	91%	87%	86%	74%	56%
004 18-19	84%	81%	76%	86%	100%	94%	98%	79%	40%
005 18-19	94%	46%	87%	96%	98%	100%	91%	68%	40%
006 18-19	No 2018 Grads								

Most Recent Data




% of Graduates Meeting CCMR by Race/Ethnicity
Black
Hispanic
White
Asian
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
95%
97%
96%
95%
94%
96%
90%
90%
87%
88%
87%
89%
76%
83%
79%
78%
76%
77%
69%
74%
73%
69%
67%
Class of 2018
Class of 2019
Class of 2020
Class of 2021
Class of 2022
Class of 2023


% of Graduates Meeting CCMR by Eco Dis/Program
Special Ed
Eco. Disadv.
Emer. Bil.
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
92%
91%
83%
94%
90%
92%
73%
76%
69%
72%
72%
73%
69%
66%
55%
59%
60%
Class of 2018
Class of 2019
Class of 2020
Class of 2021
Class of 2022
Class of 2023


Met TSI in Both ELA and Math
Achieved CCMR by Other Measure
14%
14%
11%
16%
15%
13%
72%
74%
74%
69%
69%
73%
Class of 2018
Class of 2019
Class of 2020
Class of 2021
Class of 2022
Class of 2023

- **Earn an Industry-Based Certifications (IBCs) plus Completor in aligned Program of Study:** Phase-In: A graduate earning an industry-based certification under 19 TAC §74.1003 plus a level 2 course in the aligned Program of Study (Class of 2024). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Concentrator in the aligned Program of Study (Class of 2025). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Completor in the aligned Program of Study (Class of 2026).
    - 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 and campus staff to ensure instructors are appropriately utilizing curriculum, instructional resources, equipment, technology, professional development, and regular active participation with district PLC for successful implementation of IBCs.
        - Collaboration between district CTE staff and campus staff to support campus CTE instructors in calendaring and executing IBC certification assessments.
        - Work with an appropriate industry 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.
        - Campus staff develop a plan for recognition/celebration of IBC completers.
    - 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, facility, and master schedule needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Collaboration with teachers and counseling staff to promote four-year planning to achieve Program of Study completion.
        - Collaboration between district CTE and campus staff to develop a plan to recognize/celebrate Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus stakeholders in order to facilitate data conversations with teachers and teams.
        - Campus leaders seek support from district CTE staff regarding specific areas of concern identified in the data.
        - District CTE staff and campus staff facilitate district CTE PLC and campus CTE department time to analyze data and develop opportunities for improvement.
        - Promote collaboration with industry professionals to review and discuss data and develop 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 coordinator meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
        - Ensure teachers of AP/IB courses have current professional learning (trained once every 5 years or when course updates published) provided by College Board or International Baccalaureate.
    - 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 for all students 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.
        - Use Instructional Planning Reports (IPR) in PLCs to identify areas of strength and areas of growth to set goal and adjust instruction accordingly.

- **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. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics
    - College Prep Math/ College Prep English
        - 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 Suite 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
        - Campus and district stakeholders monitor TSI completion rate month.
        - 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.

        - Continue to use district-wide communication to support TSI-incomplete 11th grade students after school day SAT in March.
    - College Readiness 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.
        - Support and promote awareness of in-district campus SAT/ACT Saturday testing opportunities.
        - Develop campus plan for TSI-A administration.

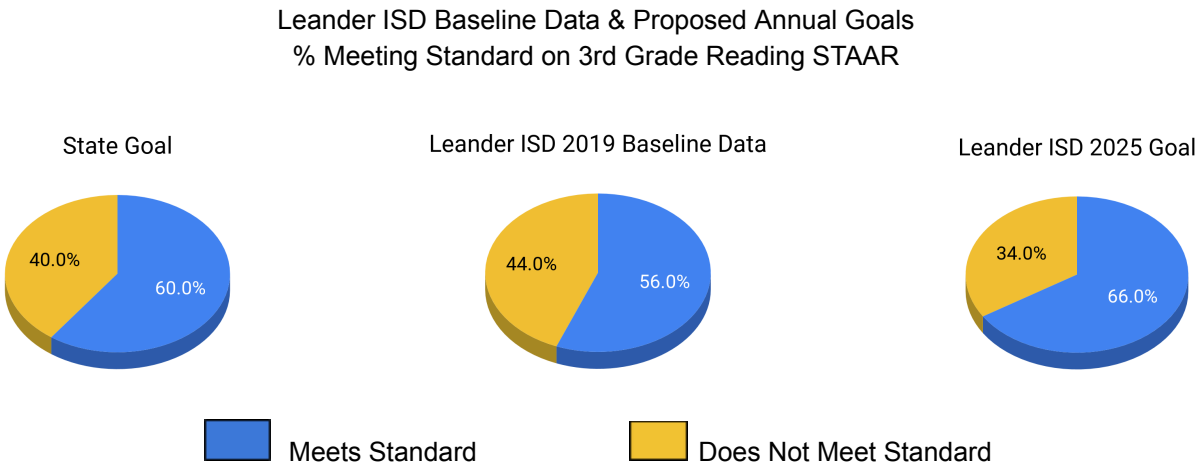
- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
    - Student recruitment, participation and performance in Dual Credit.
        - Effectively communicate Dual Credit eligibility requirements to counselors, 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.

HOUSE BILL 3 LEGISLATION

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

District

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

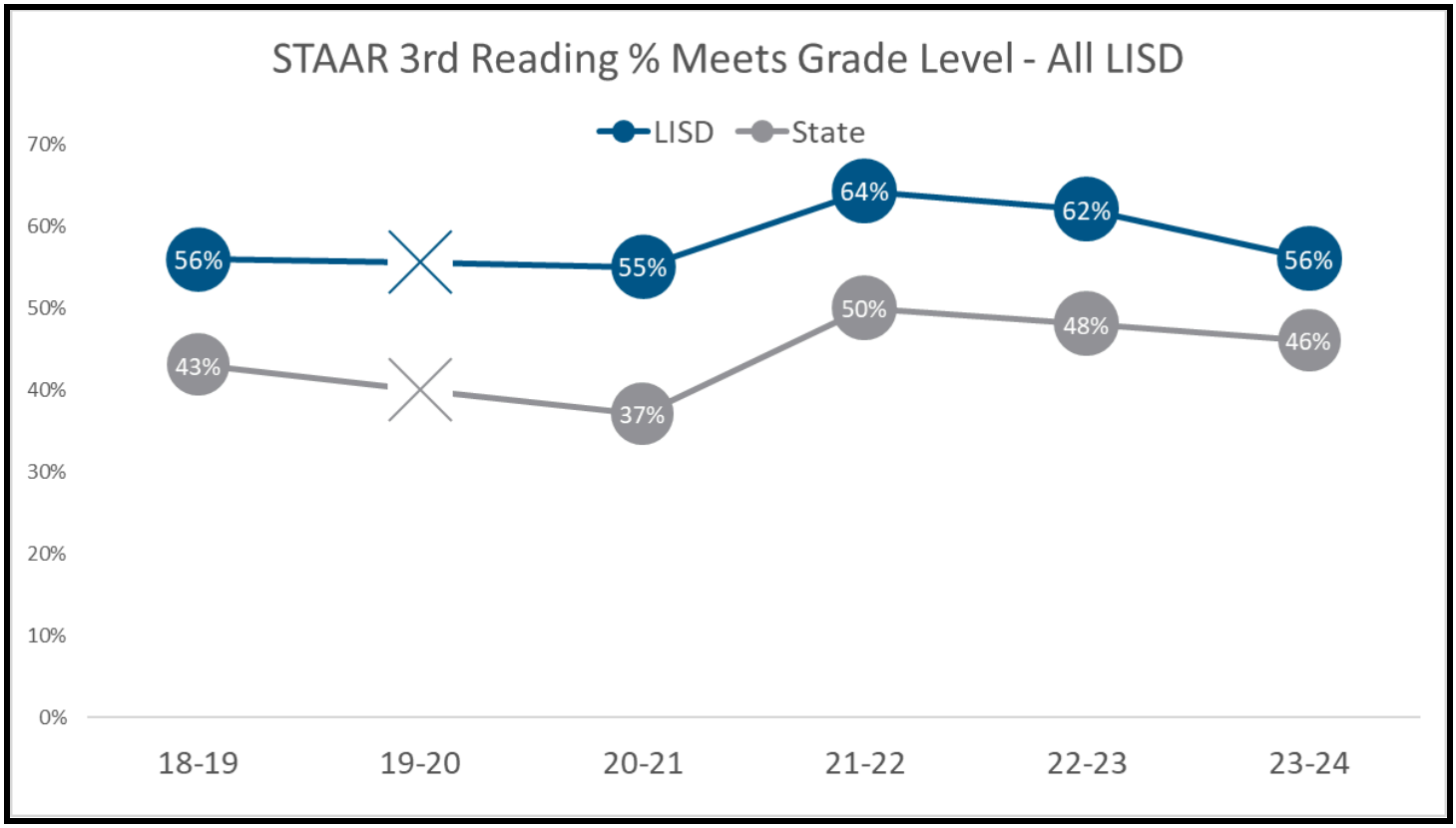


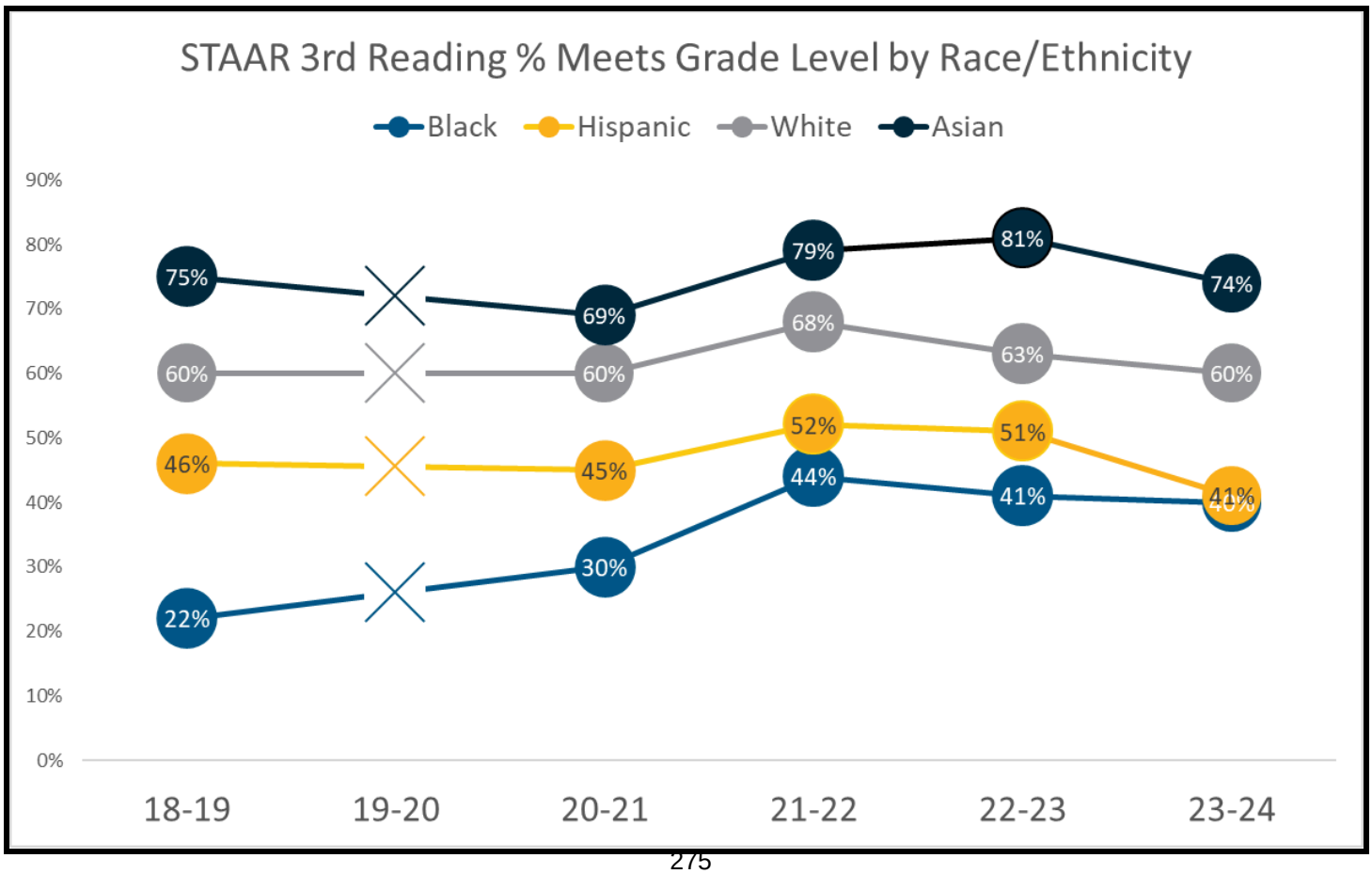
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%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

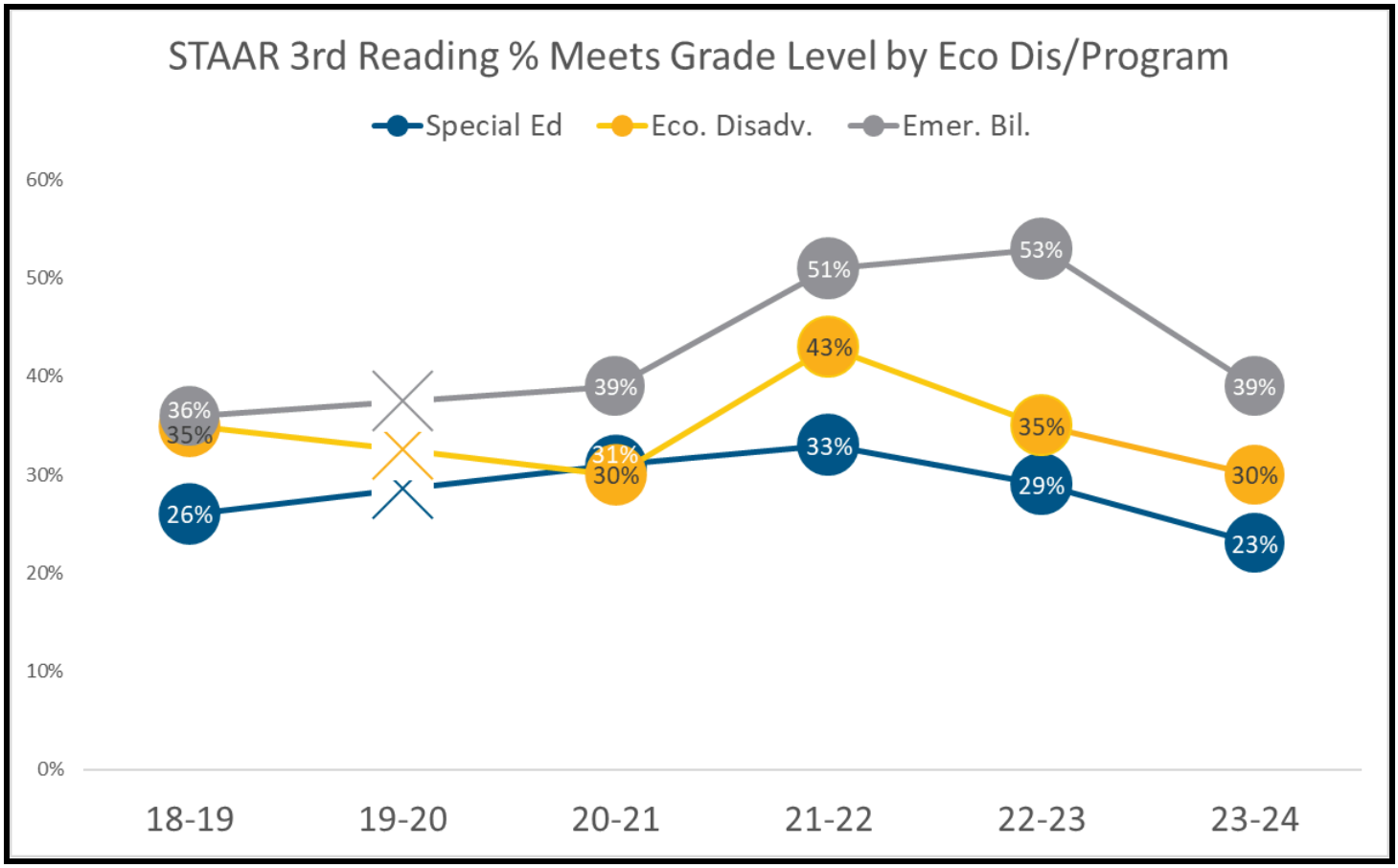
Campus 2018-19 Baseline Data
% Meeting Standard on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	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






STAAR 3rd Reading % Meets Grade Level by Eco Dis/Program
Special Ed
Eco. Disadv.
Emer. Bil.
60%
50%
40%
30%
20%
10%
0%
36%
35%
26%
39%
31%
30%
51%
43%
33%
53%
35%
29%
39%
30%
23%
18-19
19-20
20-21
21-22
22-23
23-24

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 EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-5 written curriculum.*
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        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
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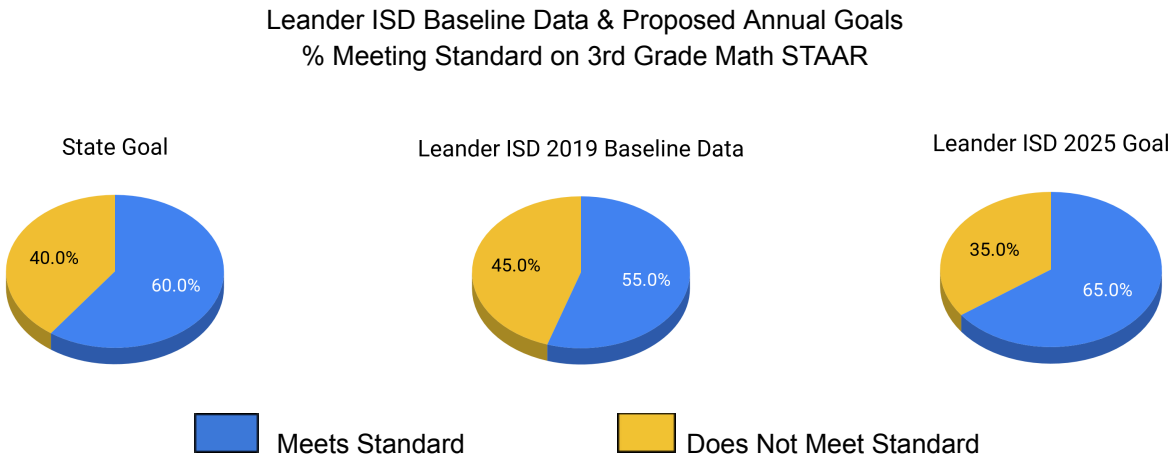
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        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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?

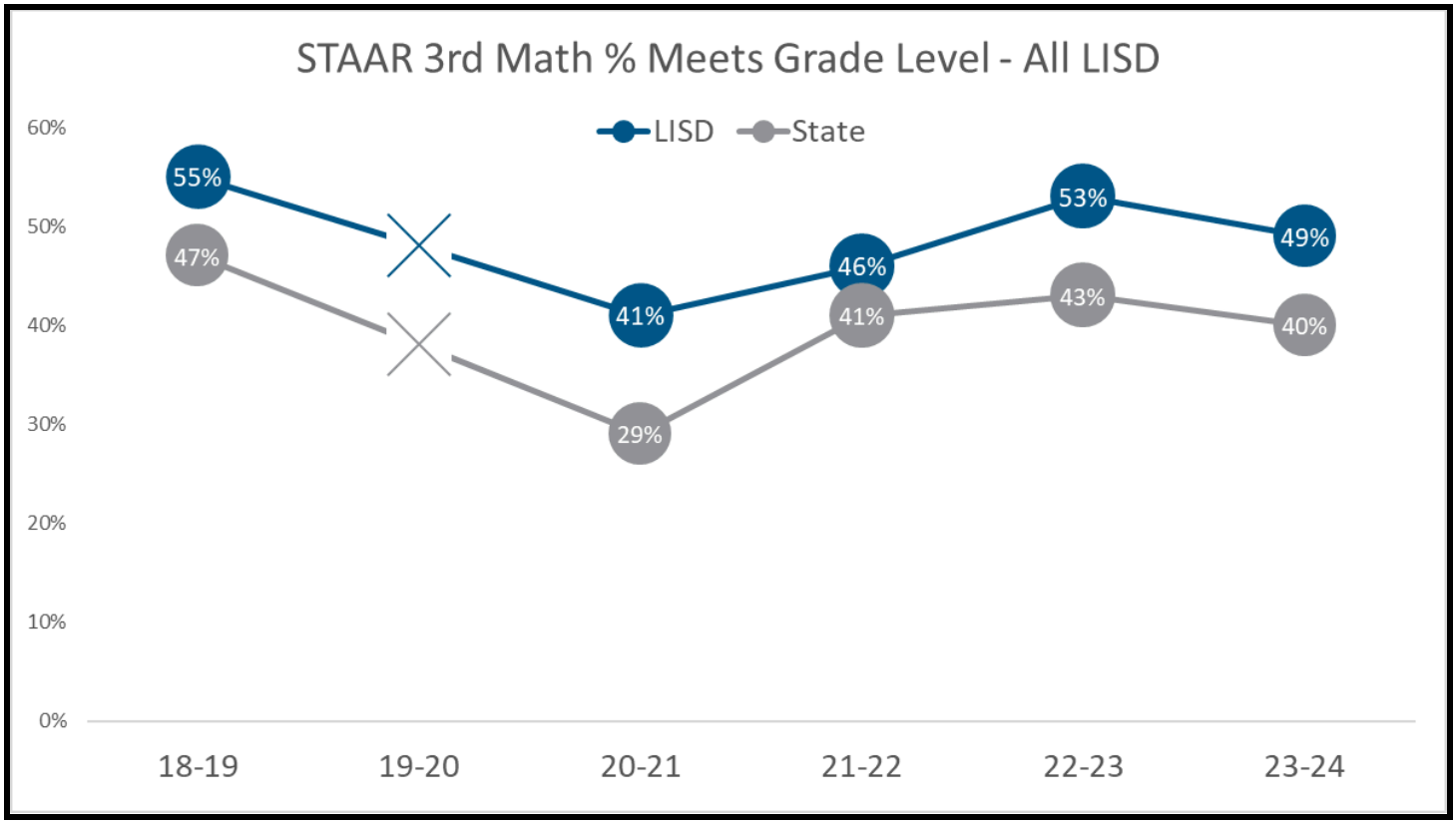


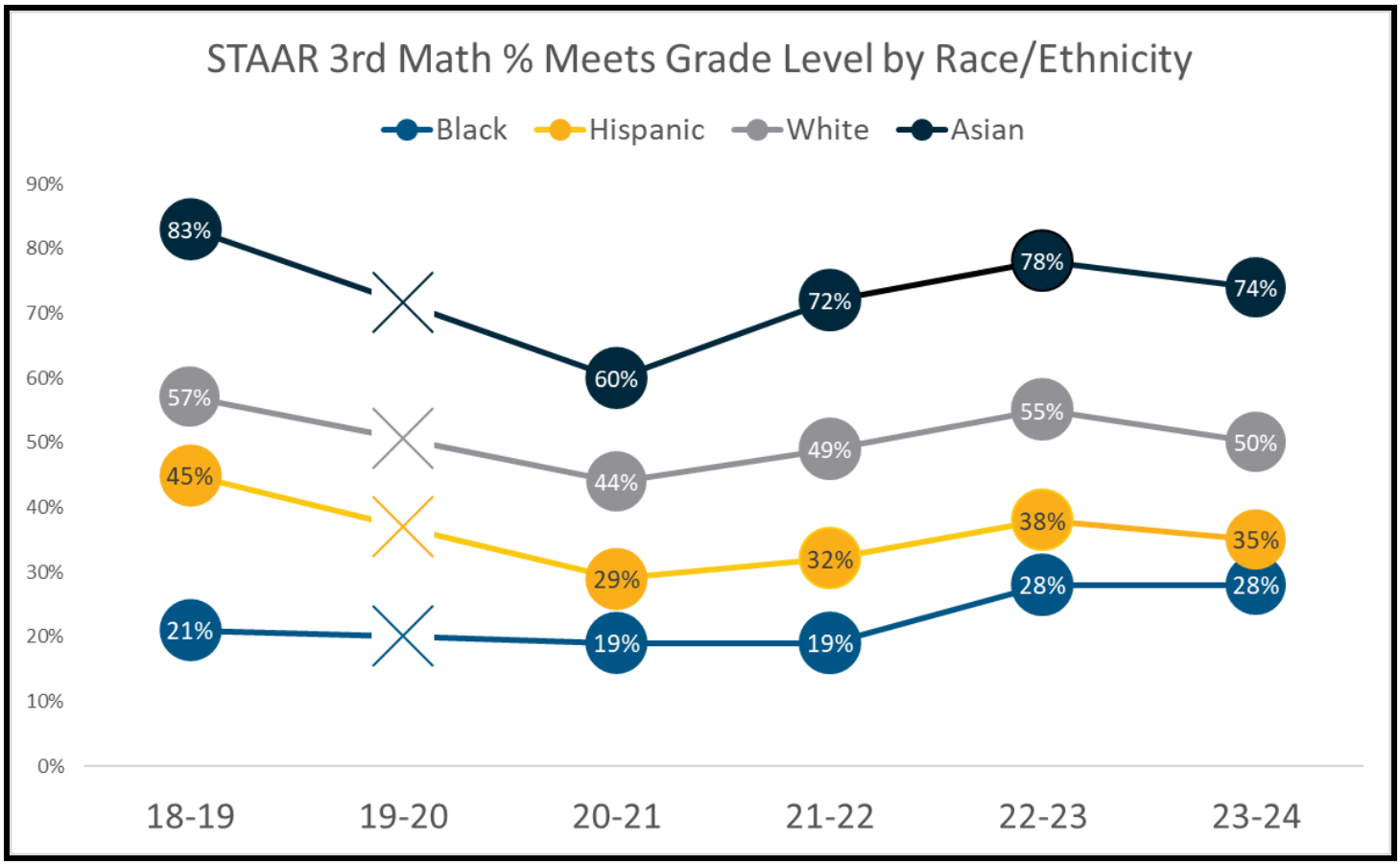
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	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%

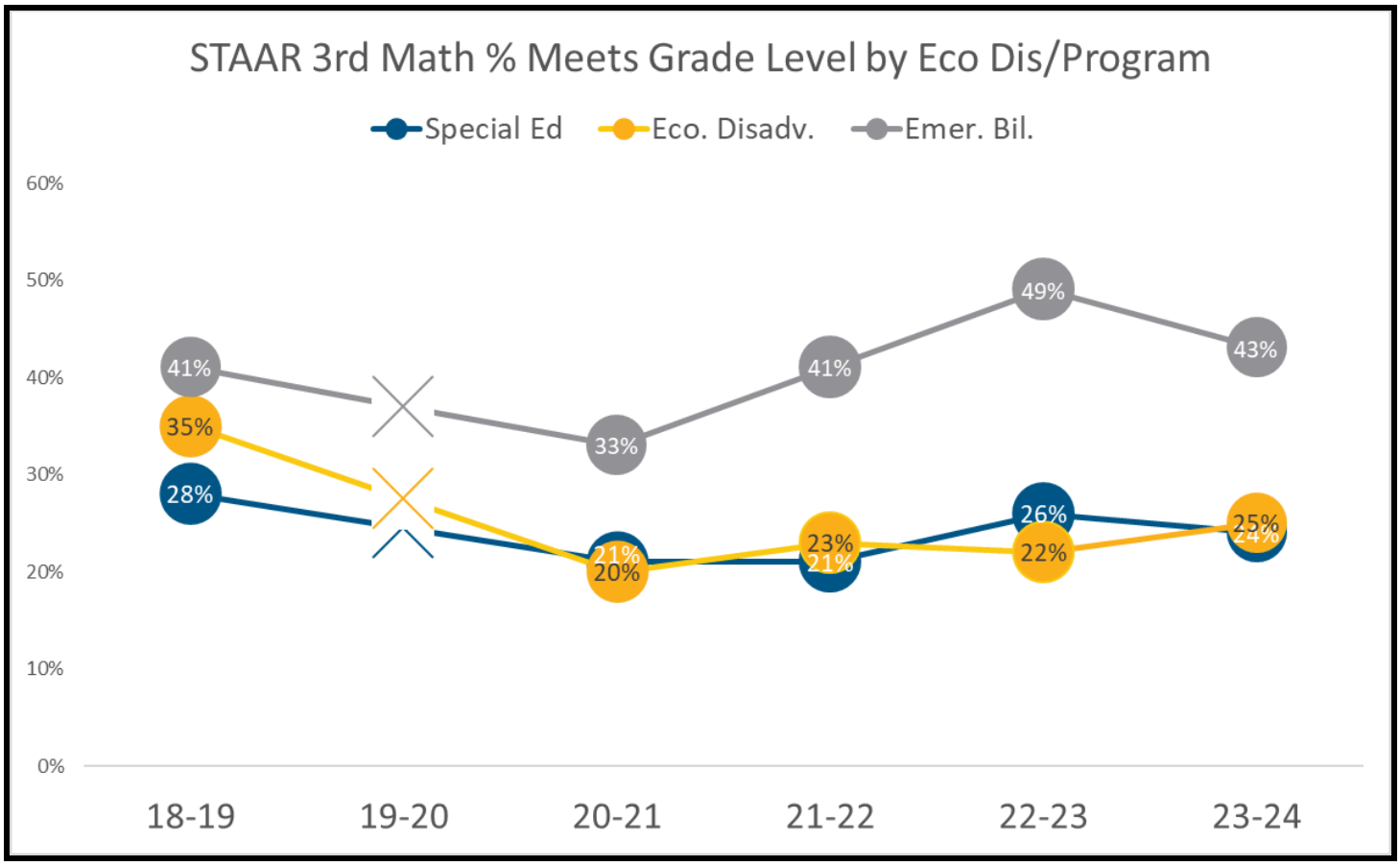
Campus 2018-19 Baseline Data
% Meeting Standard on 3rd Grade Math STAAR, Only groups of 25+ Reported

	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






STAAR 3rd Math % Meets Grade Level by Eco Dis/Program
Special Ed
Eco. Disadv.
Emer. Bil.
60%
50%
40%
30%
20%
10%
0%
41%
35%
28%
33%
21%
20%
41%
23%
21%
49%
22%
26%
43%
25%
24%
18-19
19-20
20-21
21-22
22-23
23-24

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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

HOUSE BILL 3 LEGISLATION

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Akin Elementary

Literacy Action Plans

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    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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        ii. Literacy Practice Focused Book Studies
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Mathematics Action Plans

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    b. Implementation of *NCTM 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

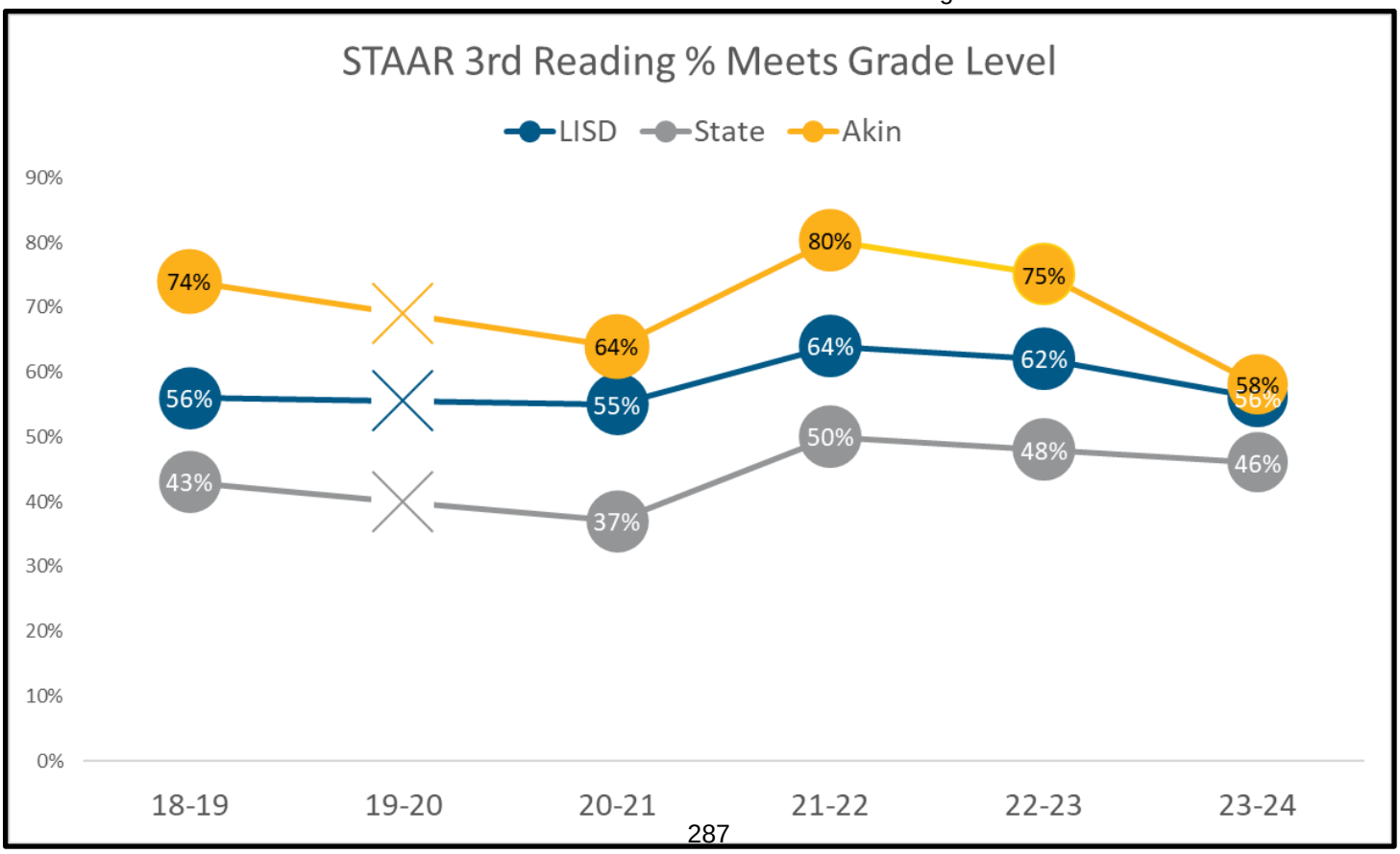
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
~~2019-20~~	~~75%~~		~~65%~~	~~75%~~	~~86%~~				
2020-21	75%		65%	75%	86%				
2021-22	76%		66%	76%	87%				
2022-23	77%		67%	77%	88%				
2023-24	78%		68%	78%	89%				

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~~	~~X~~		~~X~~	~~X~~	~~X~~				
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%
2023-24	58%		47%	52%	67%		20%		45%

Akin Actual Reading Data through 2024
% 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%~~
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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%
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Akin Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

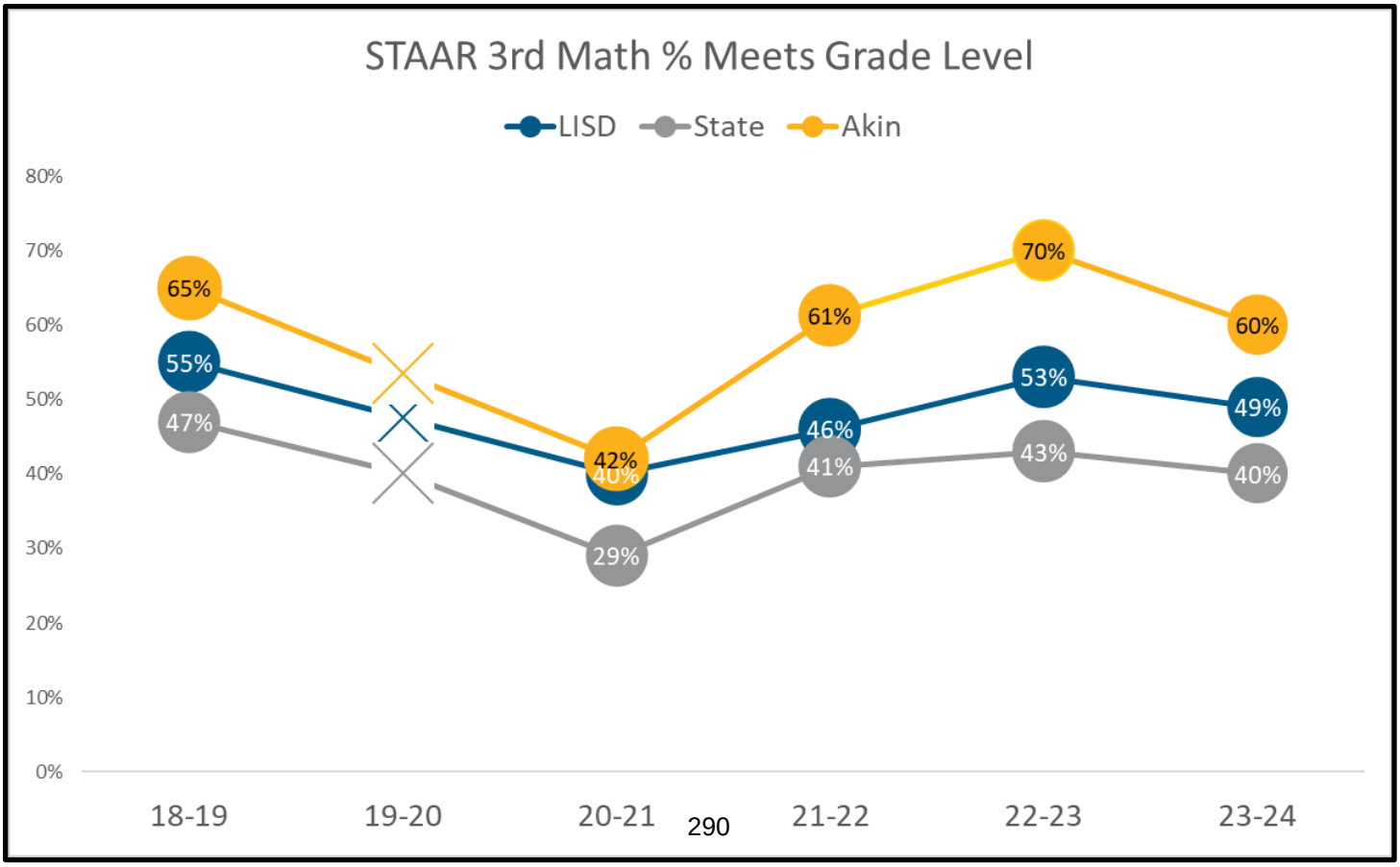
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2018-19	65%		60%	62%	85%				
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Akin *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
~~2019-20~~	~~X~~		~~X~~	~~X~~	~~X~~				
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%
2023-24	60%		47%	48%	71%		27%		52%

Akin Actual Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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    b. Implementation of *NCTM 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%

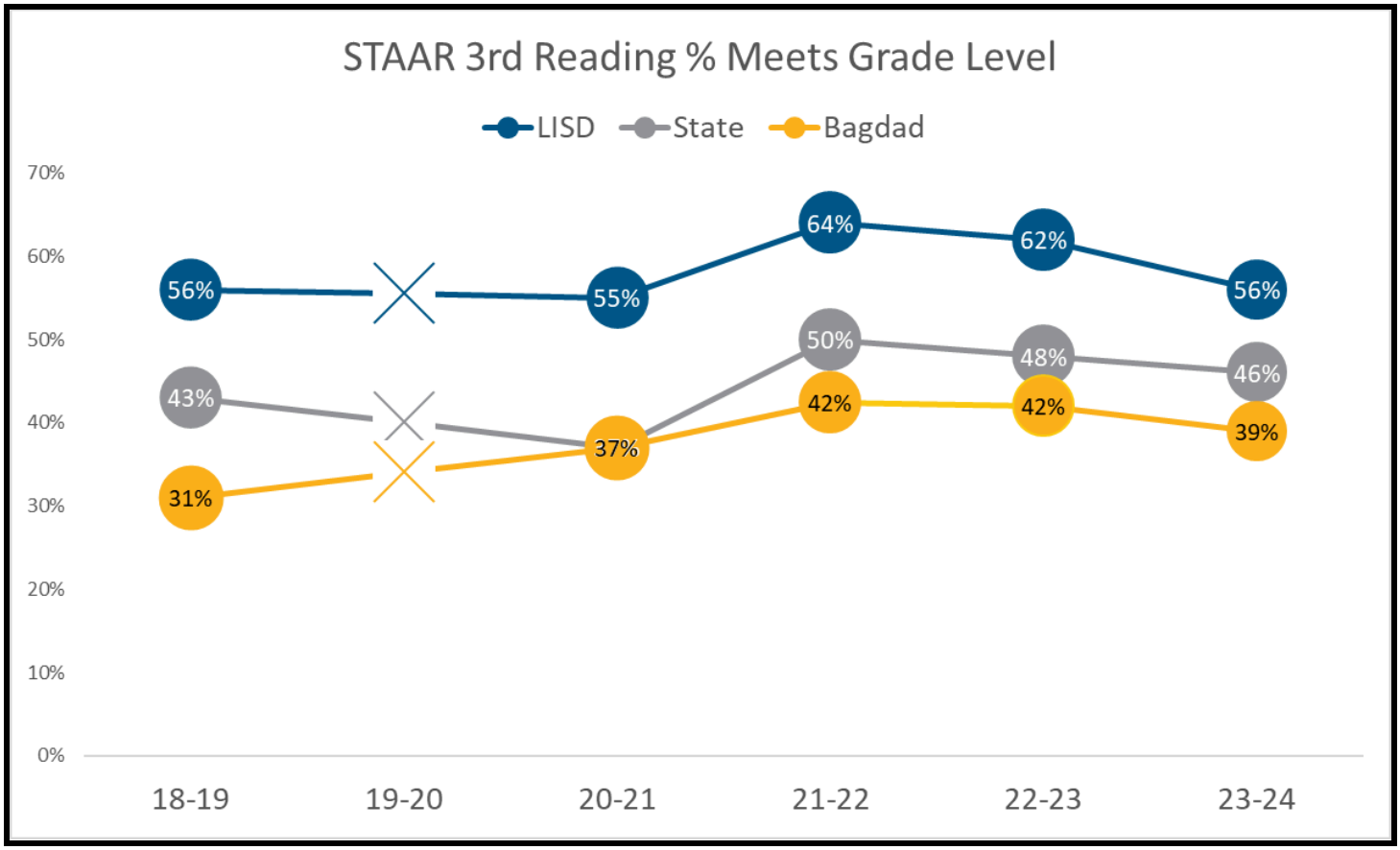
Bagdad Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	39%		27%	43%	67%		4%	21%	26%

Bagdad *Actual* Reading Data through 2024
% 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%**
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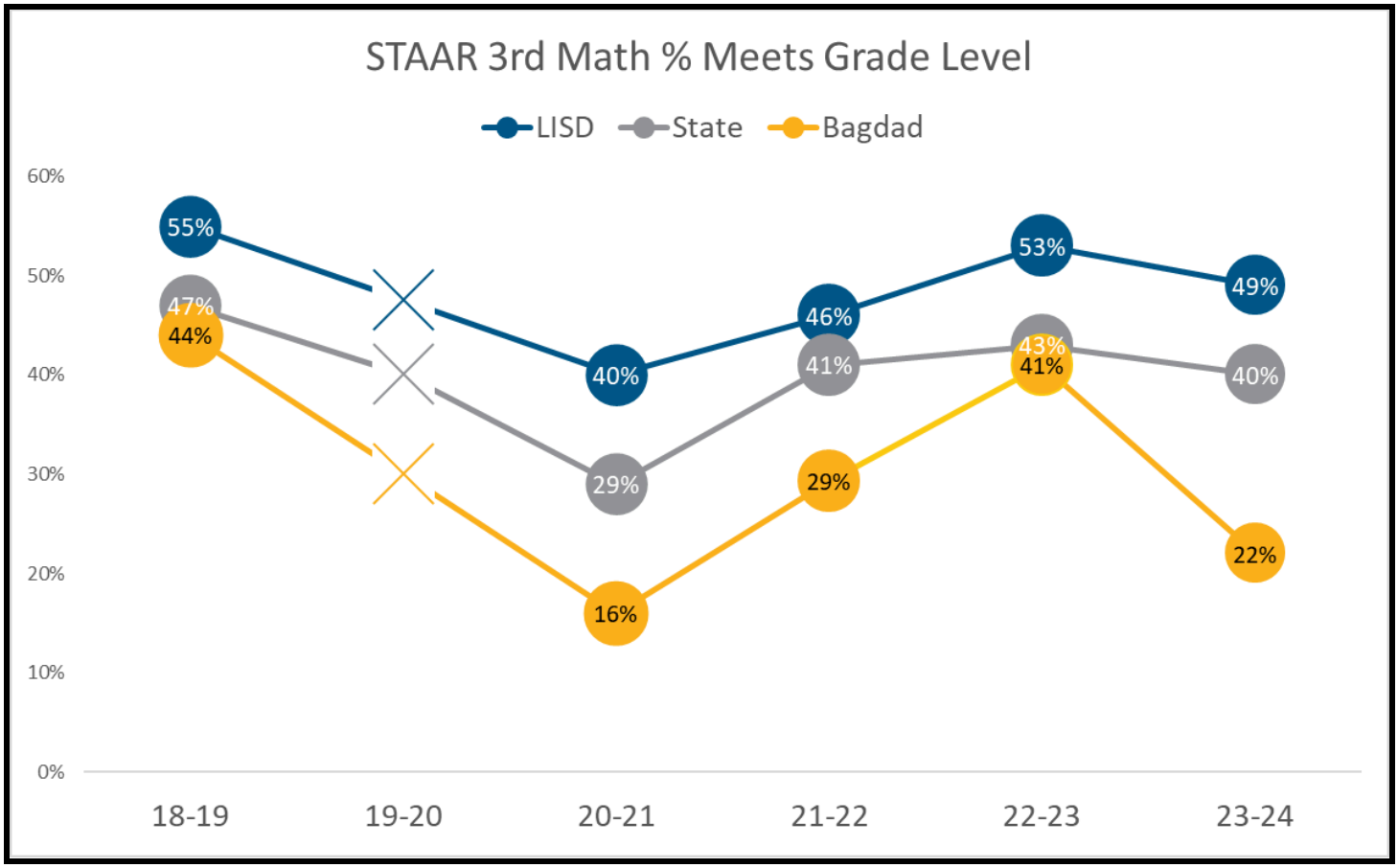
Bagdad Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%
2023-24	22%		13%	18%	58%		0%	5%	9%

Bagdad *Actual* Reading Data through 2024
% 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.

Block House Creek Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

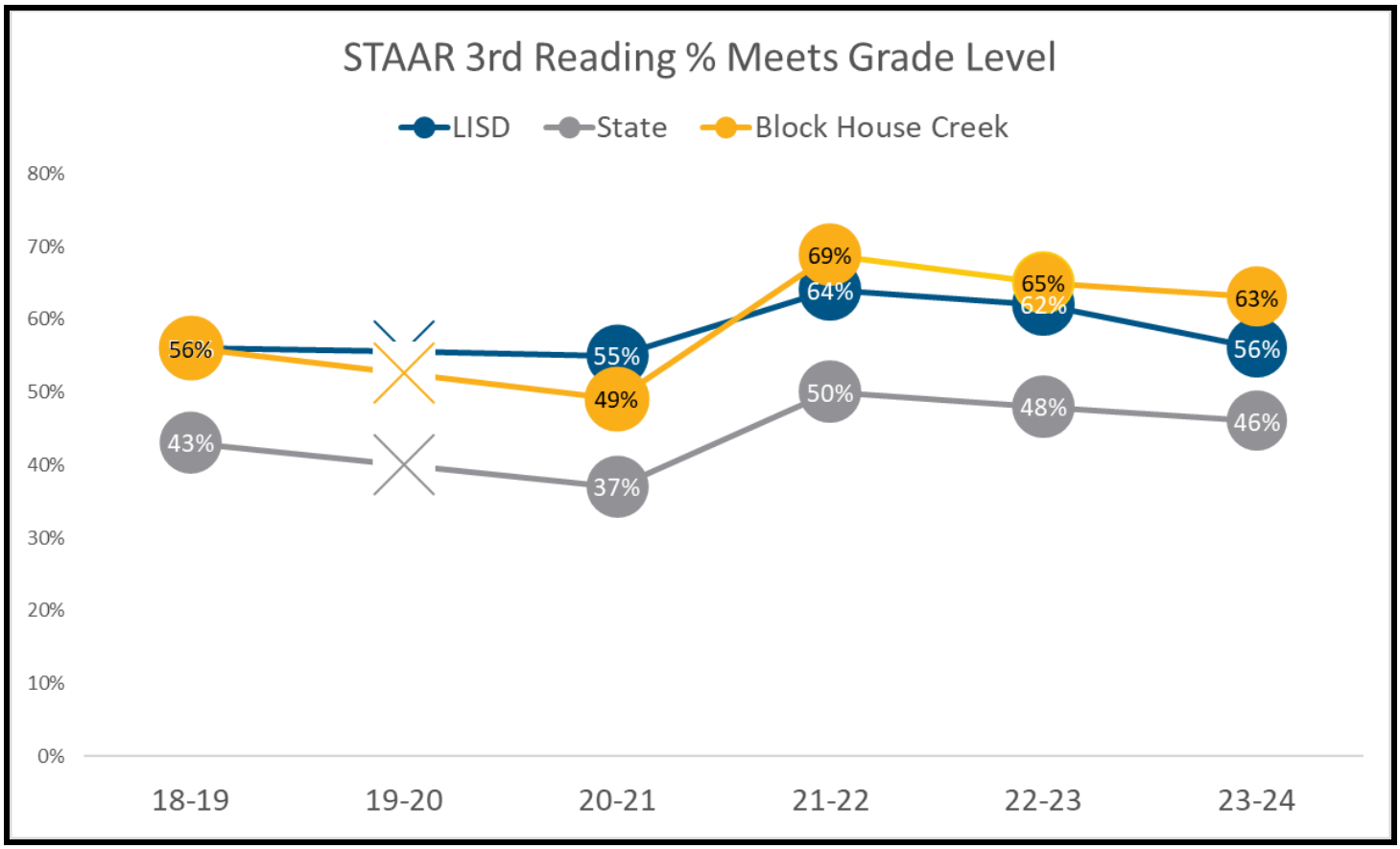
Block House Creek Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	49%			56%			33%	25%	
2021-22	69%		59%	70%			33%	71%	
2022-23	65%	40%	52%	71%		56%	35%	25%	62%
2023-24	63%		43%	69%			32%	44%	

Block House Creek *Actual* Reading Data through 2024
% 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%

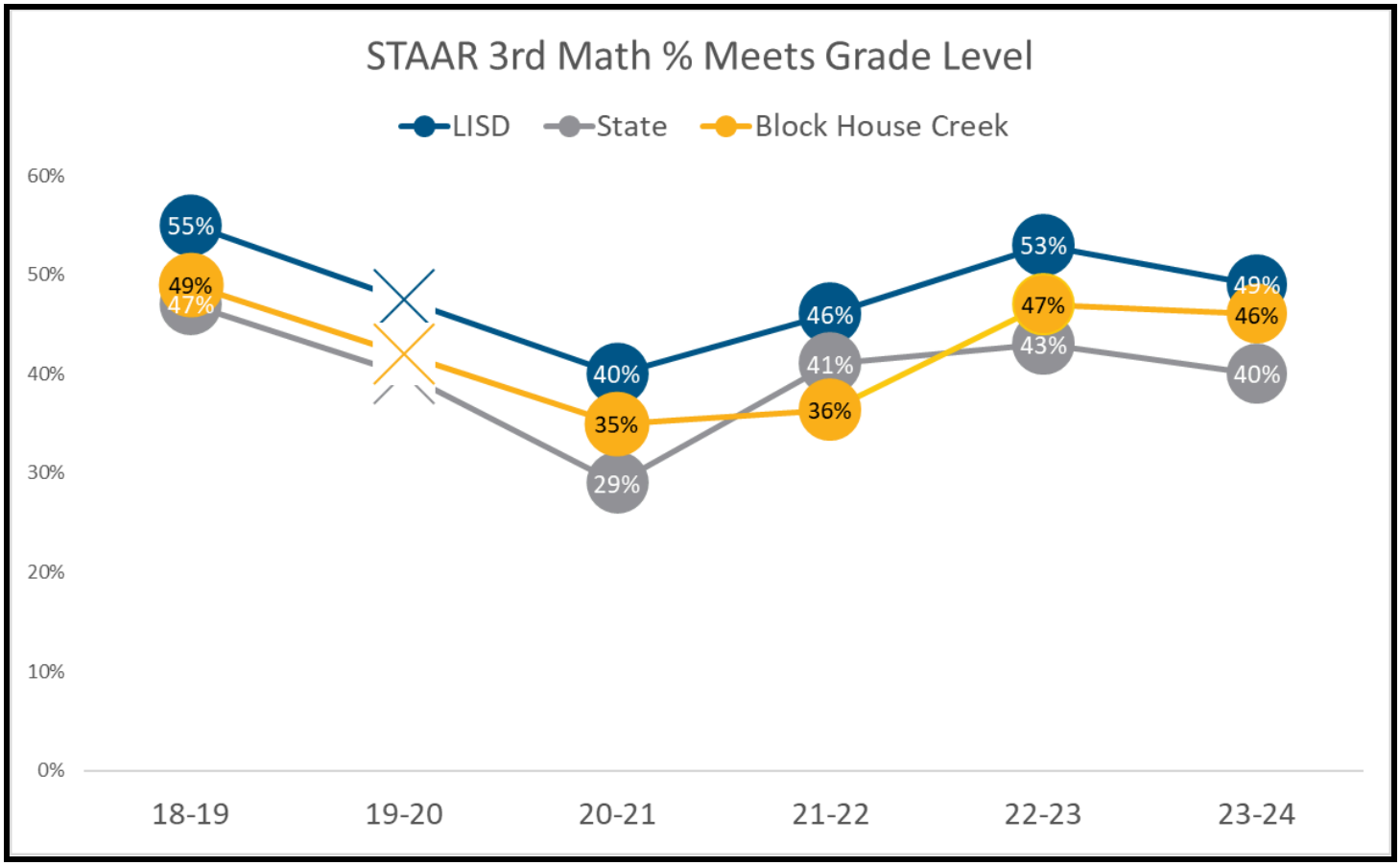
Block House Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	35%			38%			20%	13%	
2021-22	36%		22%	49%			27%	41%	
2022-23	47%	20%	20%	56%		44%	27%	25%	75%
2023-24	46%		38%	45%			32%	22%	

Block House Creek *Actual* Math Data through 2024
% 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.

Camacho Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
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    a. Collaborate with special programs to provide continued learning around the Reading Intervention Redesign to kindergarten, first-grade, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
    i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
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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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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        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. Implementation of *NCTM 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%	

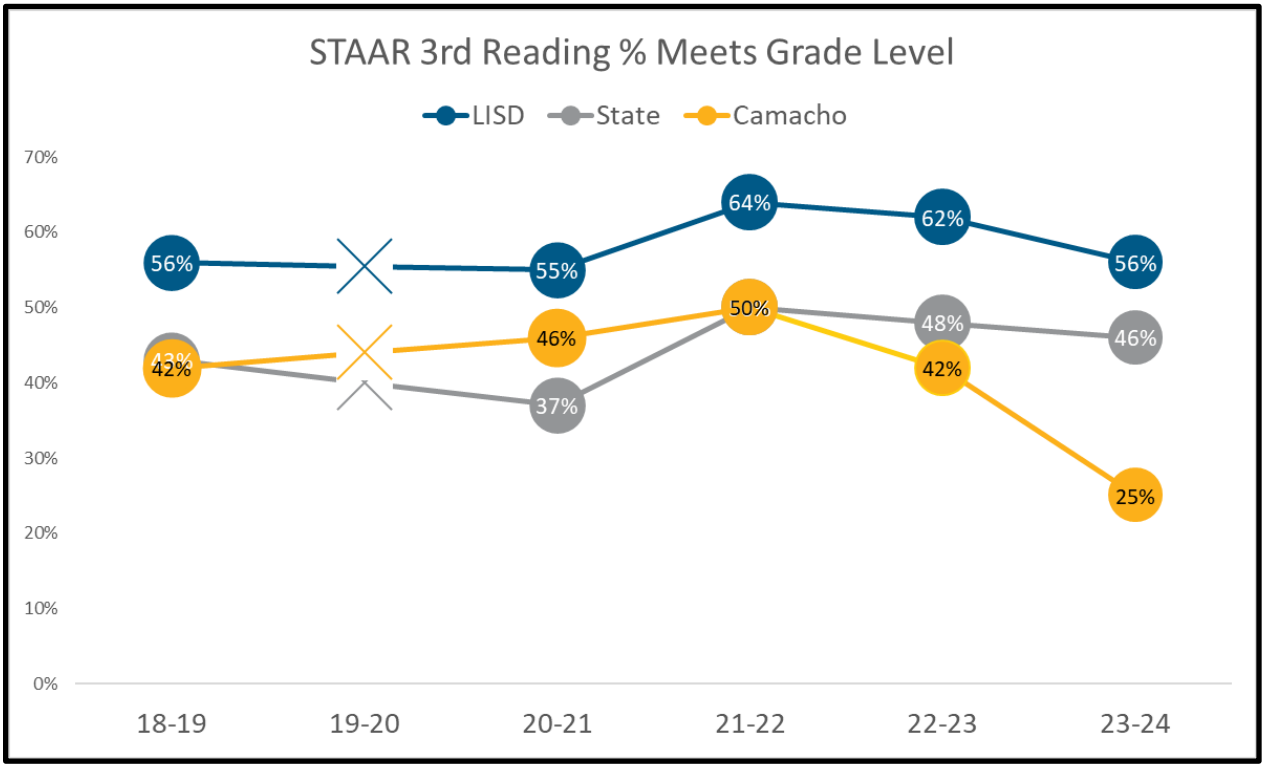
Camacho *Actual* Data - Reading

% 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%	
2023-24	25%		21%	28%			6%	17%	

Camacho Actual Reading Data through 2024

% 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

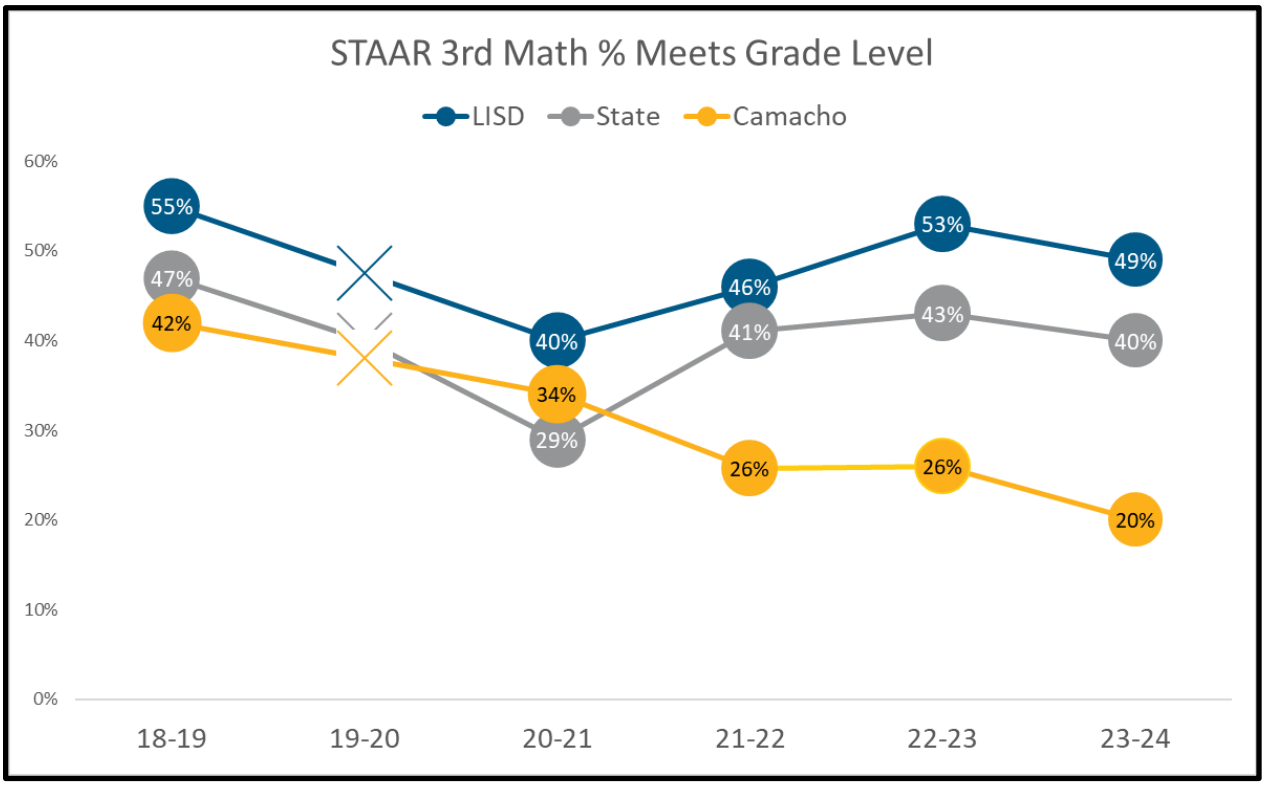
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
~~2019-20~~	~~45%~~		~~44%~~	~~48%~~				~~45%~~	
2020-21	37%		35%	43%			38%	33%	

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%	
2023-24	20%		11%	30%			6%	16%	

Camacho Actual Math Data through 2024
% 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.

Cedar Park High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs) plus Completor in aligned Program of Study:** Phase-In: A graduate earning an industry-based certification under 19 TAC §74.1003 plus a level 2 course in the aligned Program of Study (Class of 2024). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Concentrator in the aligned Program of Study (Class of 2025). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Completor in the aligned Program of Study (Class of 2026).
    - 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 and campus staff to ensure instructors are appropriately utilizing curriculum, instructional resources, equipment, technology, professional development, and regular active participation with district PLC for successful implementation of IBCs.
        - Collaboration between district CTE staff and campus staff to support campus CTE instructors in calendaring and executing IBC certification assessments.
        - Work with an appropriate industry 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.
        - Campus staff develop a plan for recognition/celebration of IBC completers.
    - 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, facility, and master schedule needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Collaboration with teachers and counseling staff to promote four-year planning to achieve Program of Study completion.
        - Collaboration between district CTE and campus staff to develop a plan to recognize/celebrate Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus stakeholders in order to facilitate data conversations with teachers and teams.
        - Campus leaders seek support from district CTE staff regarding specific areas of concern identified in the data.
        - District CTE staff and campus staff facilitate district CTE PLC and campus CTE department time to analyze data and develop opportunities for improvement.
        - Promote collaboration with industry professionals to review and discuss data and develop 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 coordinator meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
        - Ensure teachers of AP/IB courses have current professional learning (trained once every 5 years or when course updates published) provided by College Board or International Baccalaureate.
    - 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 for all students 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.
        - Use Instructional Planning Reports (IPR) in PLCs to identify areas of strength and areas of growth to set goal and adjust instruction accordingly.

- **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. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics
    - College Prep Math/ College Prep English
        - 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 Suite 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
        - Campus and district stakeholders monitor TSI completion rate month.
        - 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.
        - Continue to use district-wide communication to support TSI-incomplete 11th grade students after school day SAT in March.
    - College Readiness 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.
        - Support and promote awareness of in-district campus SAT/ACT Saturday testing opportunities.
        - Develop campus plan for TSI-A administration.

- **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 requirements 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

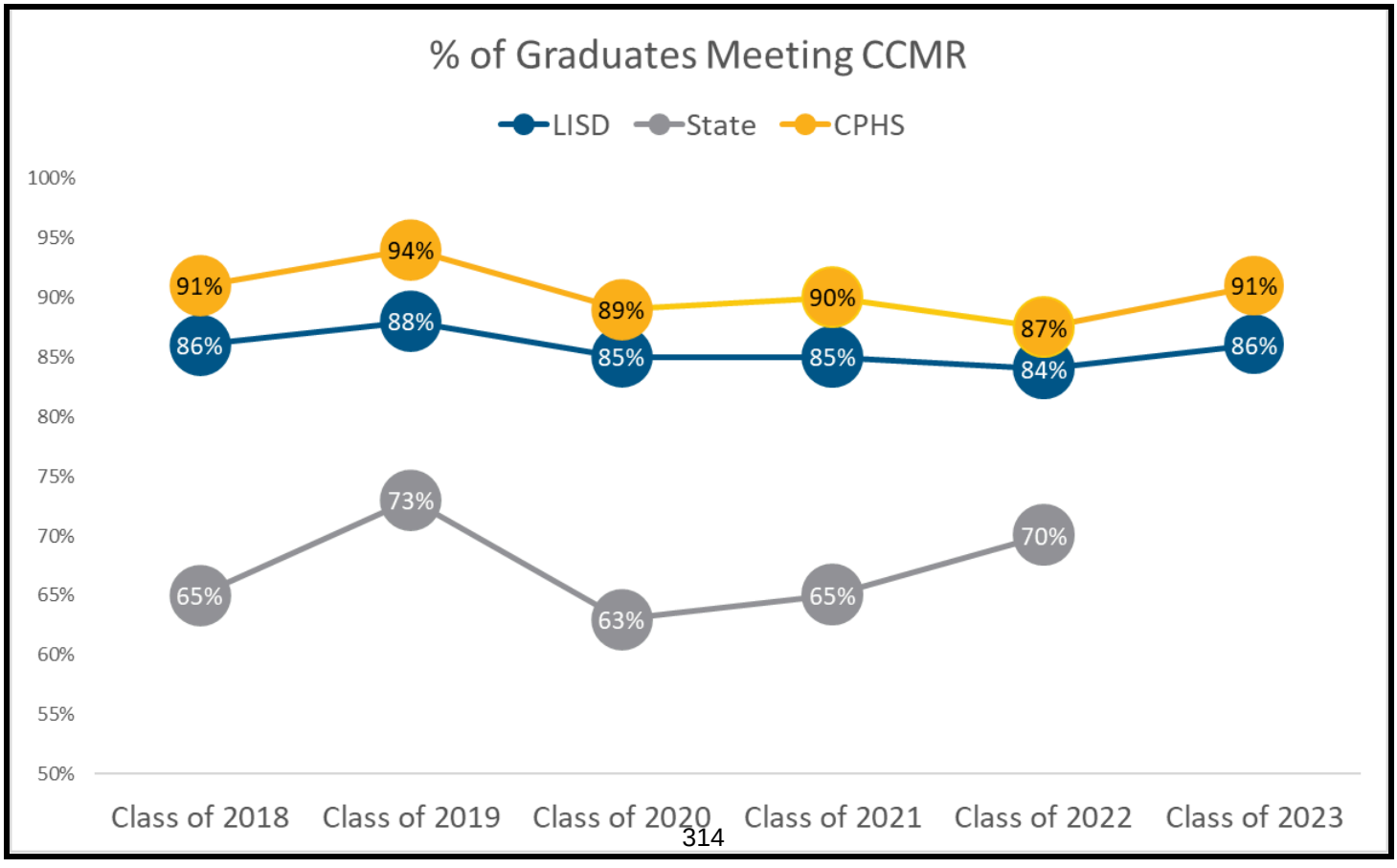
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2021 Goal	93%	82%	85%	95%	98%	87%	97%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

Cedar Park HS Actual Data



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.

Cox Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
    i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
    ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

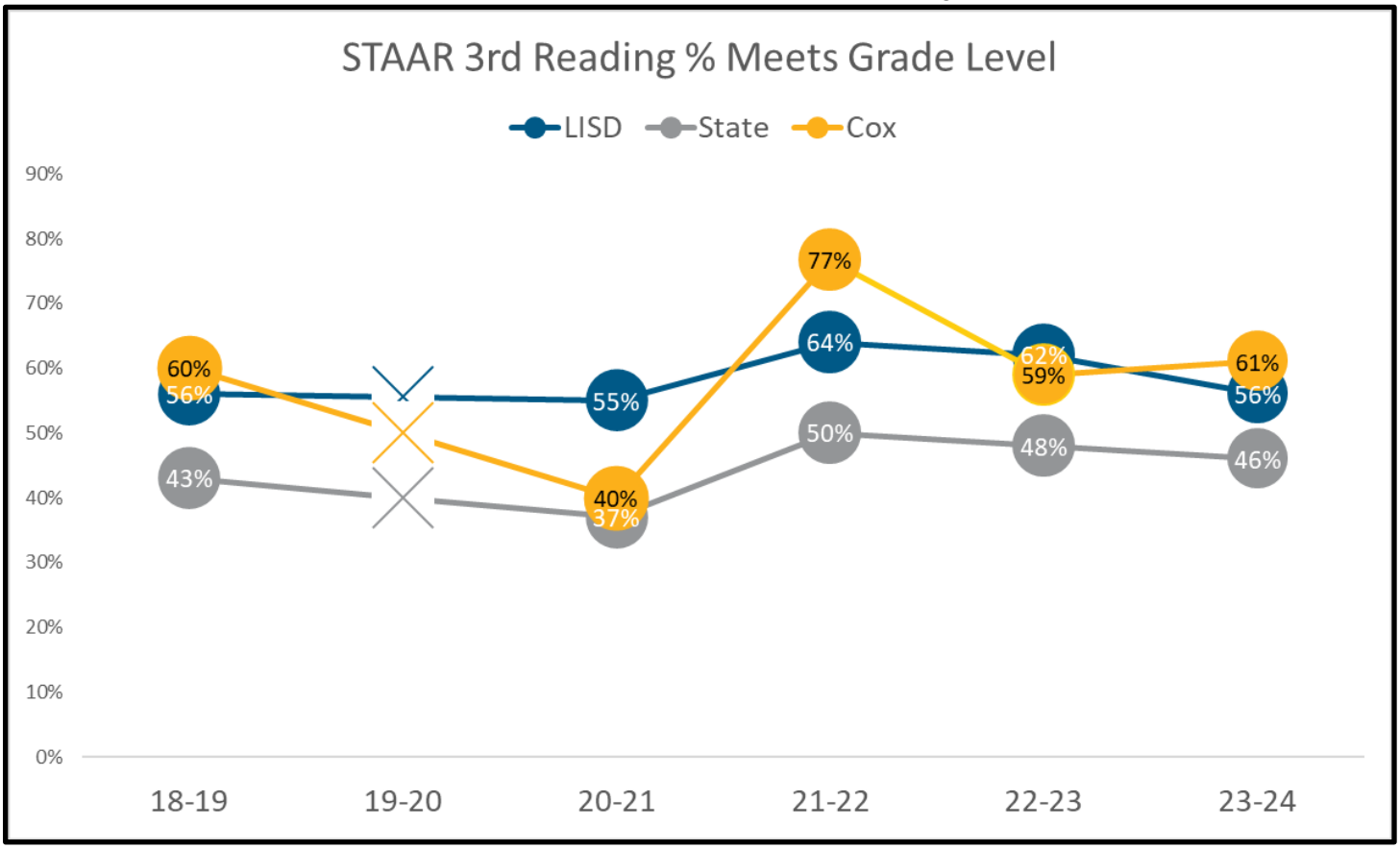
Cox Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	40%		29%	43%	73%			15%	
2021-22	77%		71%	80%	77%			46%	
2022-23	59%		42%	60%	68%			14%	
2023-24	61%		47%	68%	67%			63%	44%

Cox Actual Reading Data through 2024
% 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

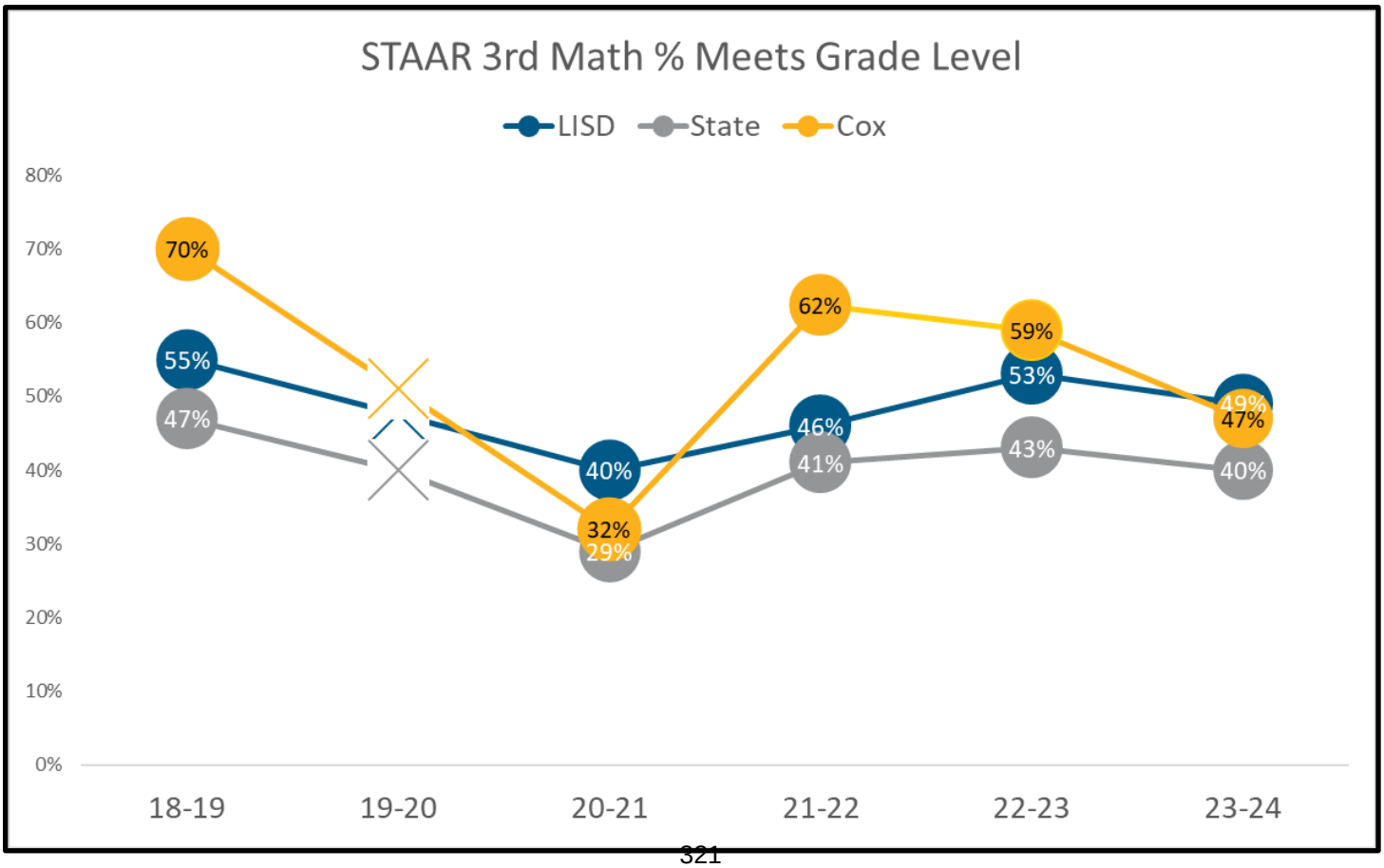
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
~~2019-20~~	~~71%~~			~~75%~~					
2020-21	71%			75%					

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~~	~~X~~			~~X~~					
2020-21	32%		19%	40%	46%			14%	
2021-22	62%		41%	67%	73%			39%	
2022-23	59%		44%	60%	76%			17%	
2023-24	47%		33%	41%	79%			38%	48%

Cox Actual Reading Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION
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Cypress Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
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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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
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        iii. creating cross-disciplinary deeper learning experiences to increase creative and critical mathematical thinking
    b. Implementation of *NCTM 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%

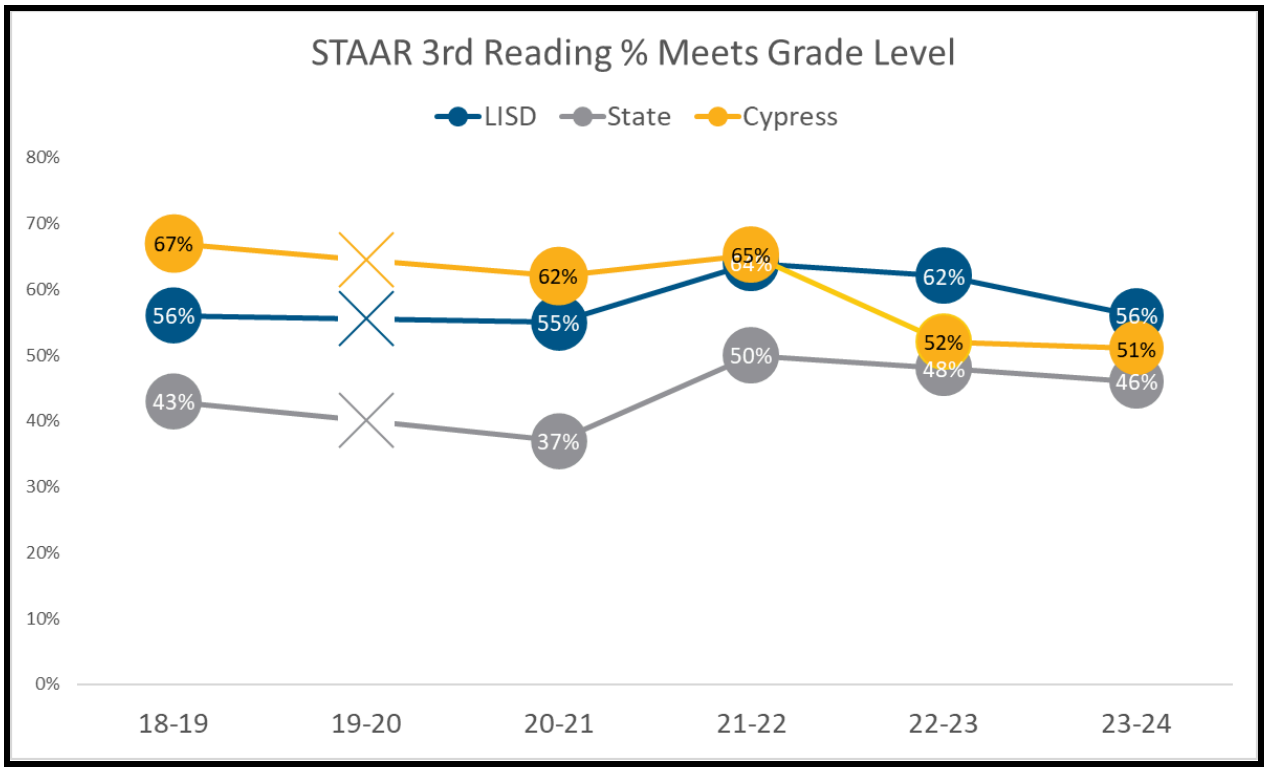
Cypress Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	62%		50%	67%			60%	20%	
2021-22	65%		69%	67%			27%	38%	
2022-23	52%		47%	52%	67%	60%	24%	33%	80%
2023-24	51%		47%	51%			38%	20%	

Cypress *Actual* Reading Data through 2024
% 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%

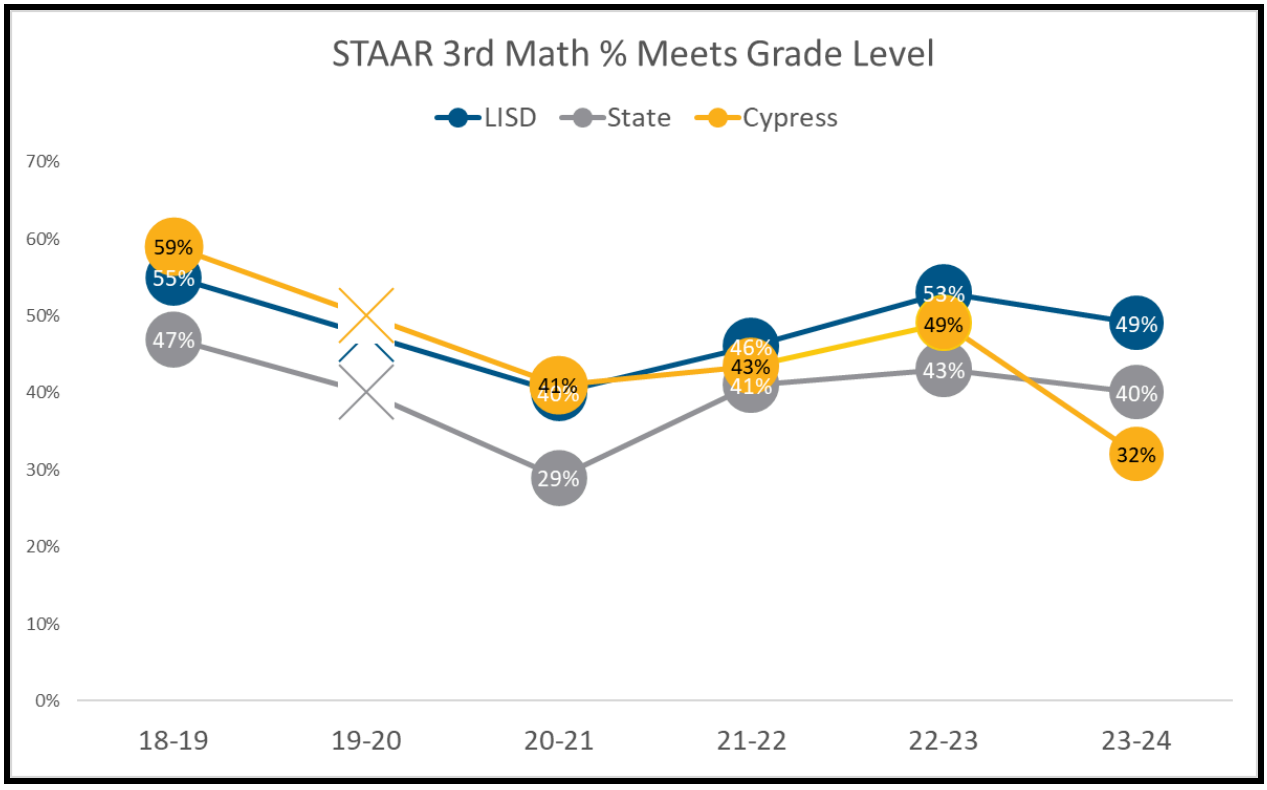
Cypress Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	41%		33%	45%			30%	10%	
2021-22	43%		38%	45%			18%	0%	
2022-23	49%		40%	54%	33%	50%	29%	22%	40%
2023-24	32%		24%	32%			31%	13%	

Cypress *Actual* Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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Deer Creek Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

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    a. Campus Visits
        i. Refocus and promotion of Tier 1, core instruction
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            2. Participate in campus School Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
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        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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        iii. creating cross-disciplinary deeper learning experiences to increase creative and critical mathematical thinking
    b. Implementation of *NCTM 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%

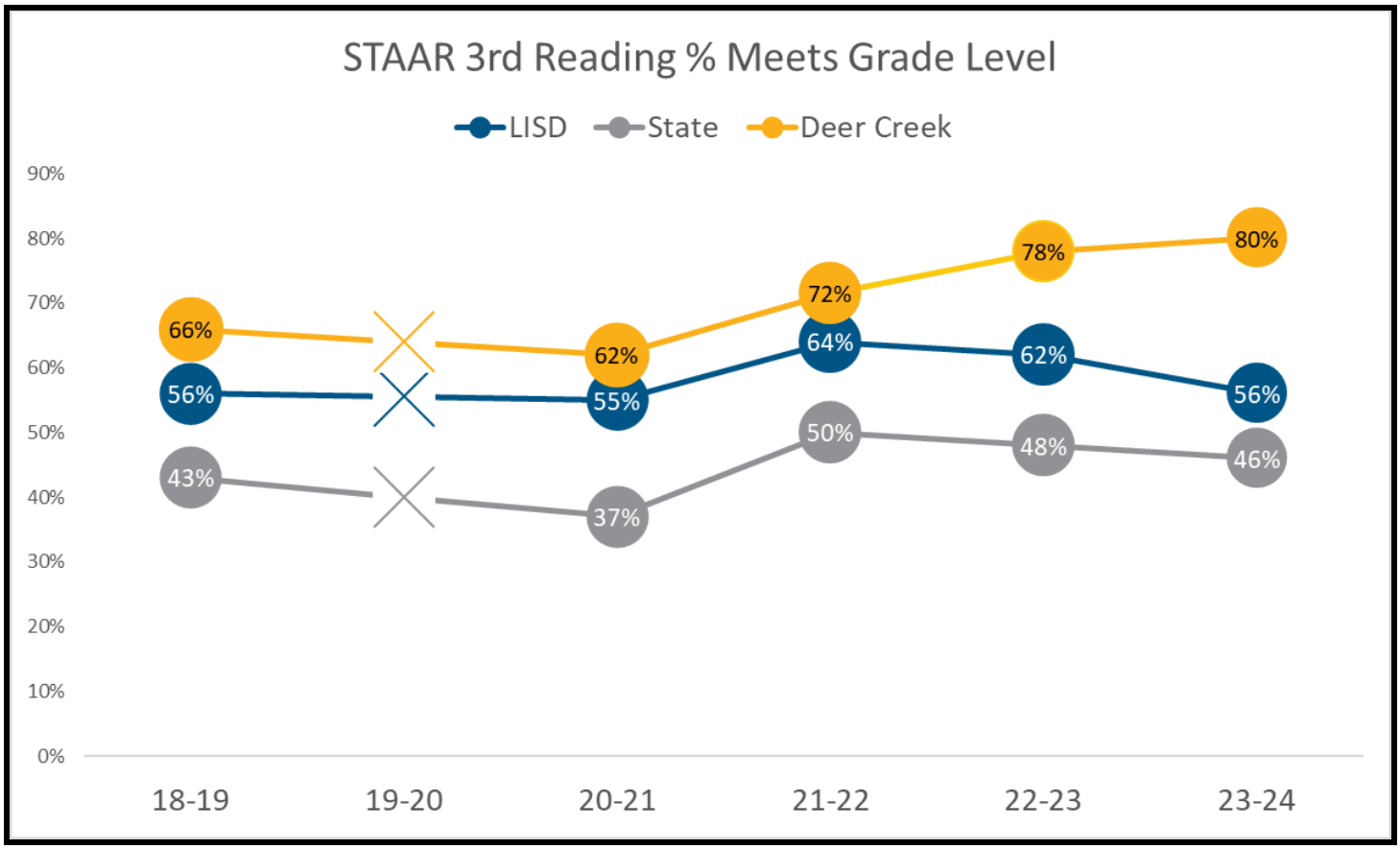
Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	80%		78%	80%	80%				

Deer Creek Actual Reading Data through 2024
% Meets Grade Level or Better on 3rd Grade Reading STAAR



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

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

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

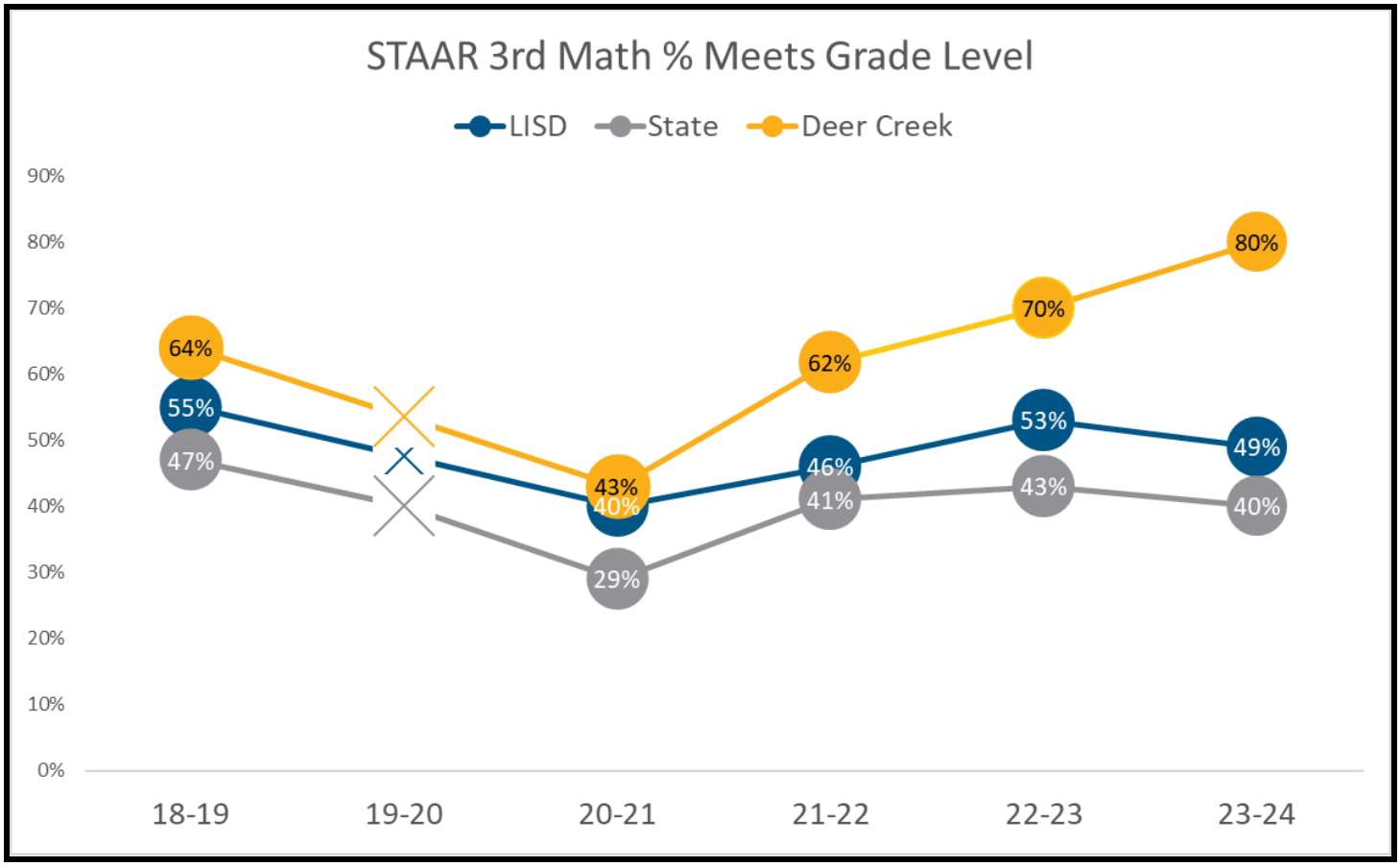
Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	43%		43%	38%	50%				
2021-22	62%		50%	66%	73%		15%		47%
2022-23	70%		69%	68%	91%		25%		83%
2023-24	80%		67%	81%	90%				

Deer Creek Actual Math Data through 2024
% 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.

Faubion Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

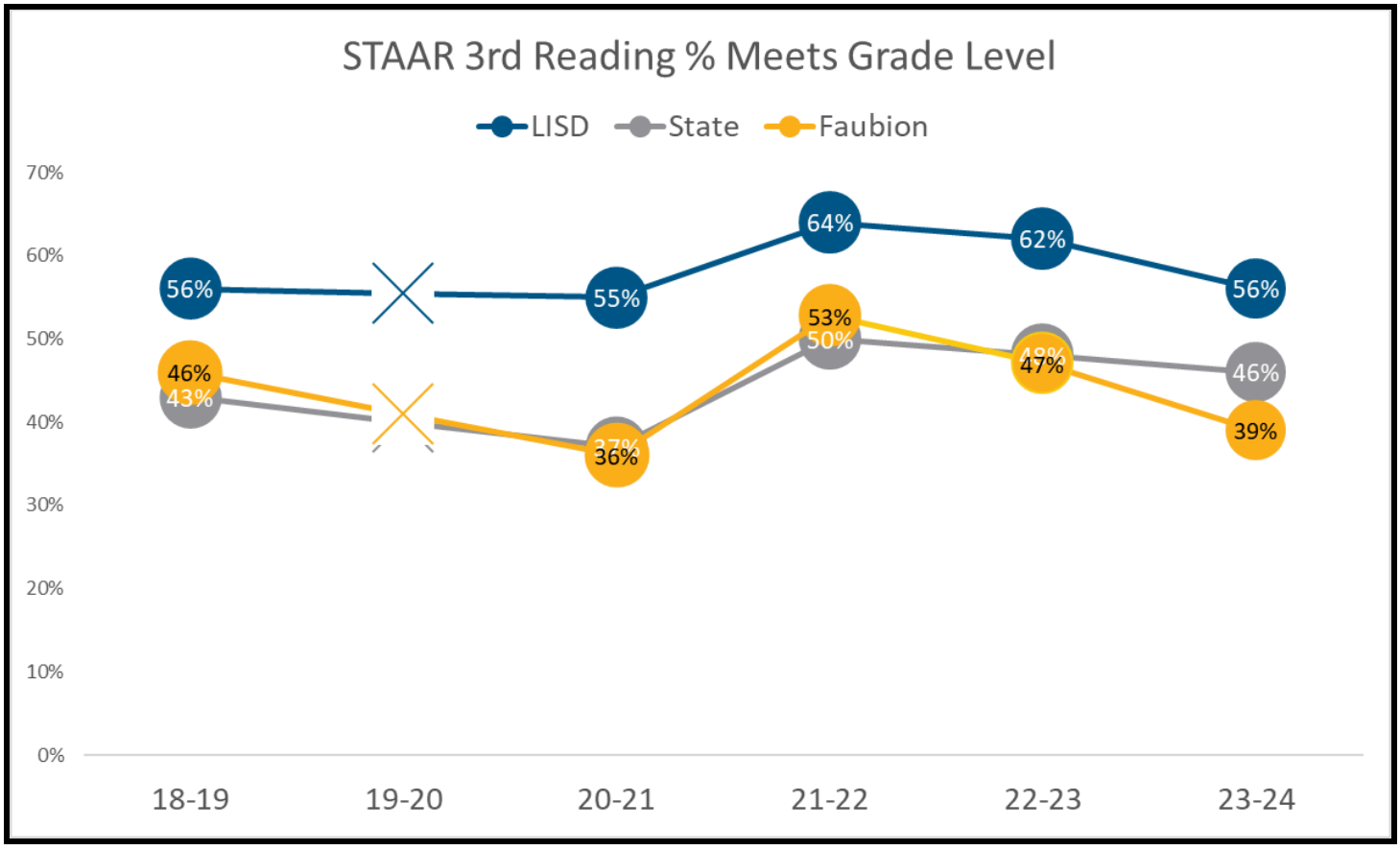
Faubion Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	36%		31%	50%				20%	
2021-22	53%		35%	74%			33%	36%	
2022-23	47%		30%	59%			36%	20%	
2023-24	39%		38%	36%			0%	35%	

Faubion *Actual* Reading Data through 2024
% 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%

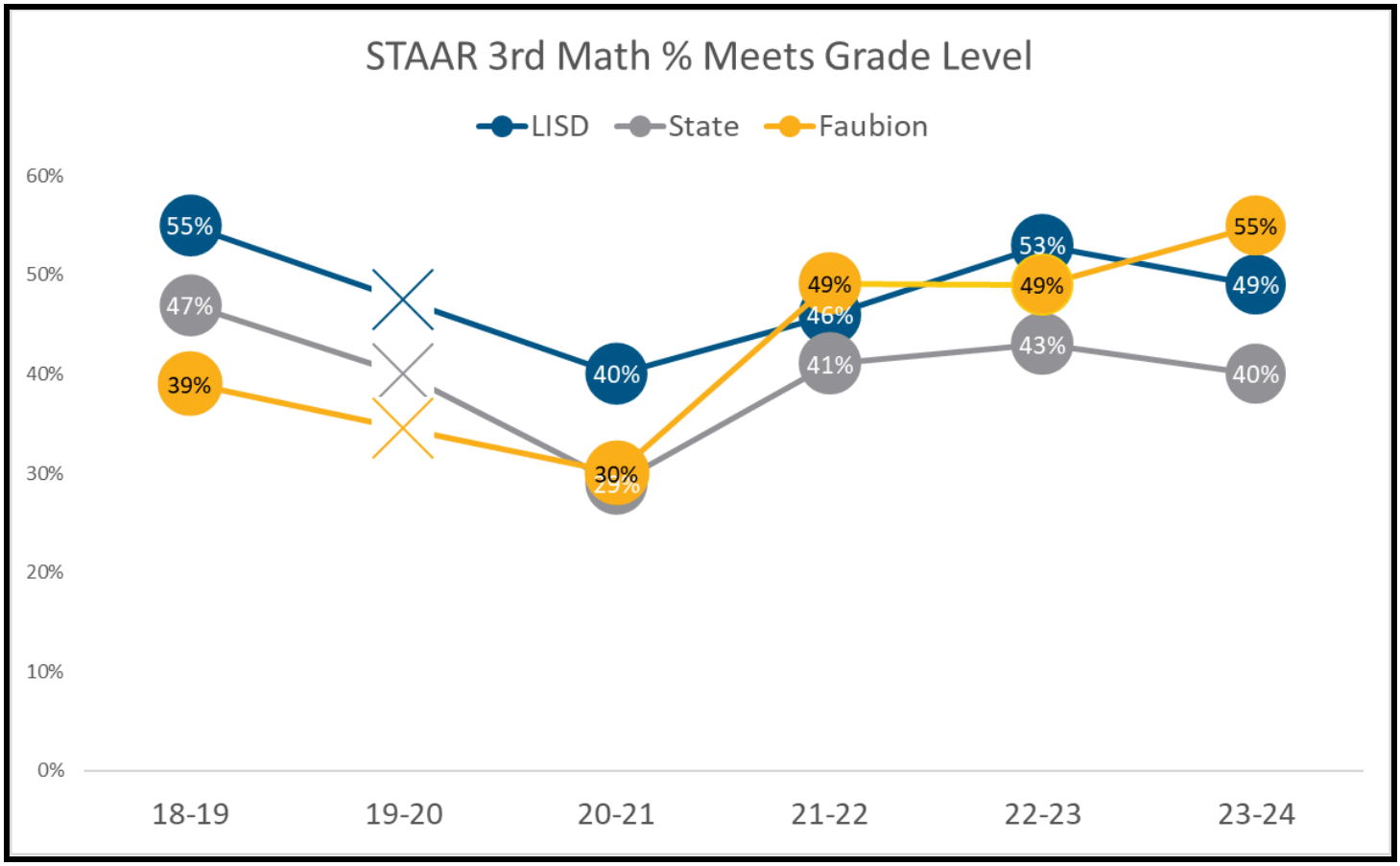
Faubion Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%					

Faubion *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	39%			48%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	30%		15%	50%				20%	
2021-22	49%		40%	65%			33%	29%	
2022-23	49%		30%	55%			27%	0%	
2023-24	55%		50%	57%			9%	65%	

Faubion *Actual* Math Data through 2024
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HOUSE BILL 3 LEGISLATION

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Giddens Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
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    c. Revise 3-5 curriculum assessments with varied item types
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        i. Guided Reading
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Mathematics Action Plans

1. *Engage in ongoing curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Maintain EUS documents that allow teachers to be responsive to student learning needs
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    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
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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%

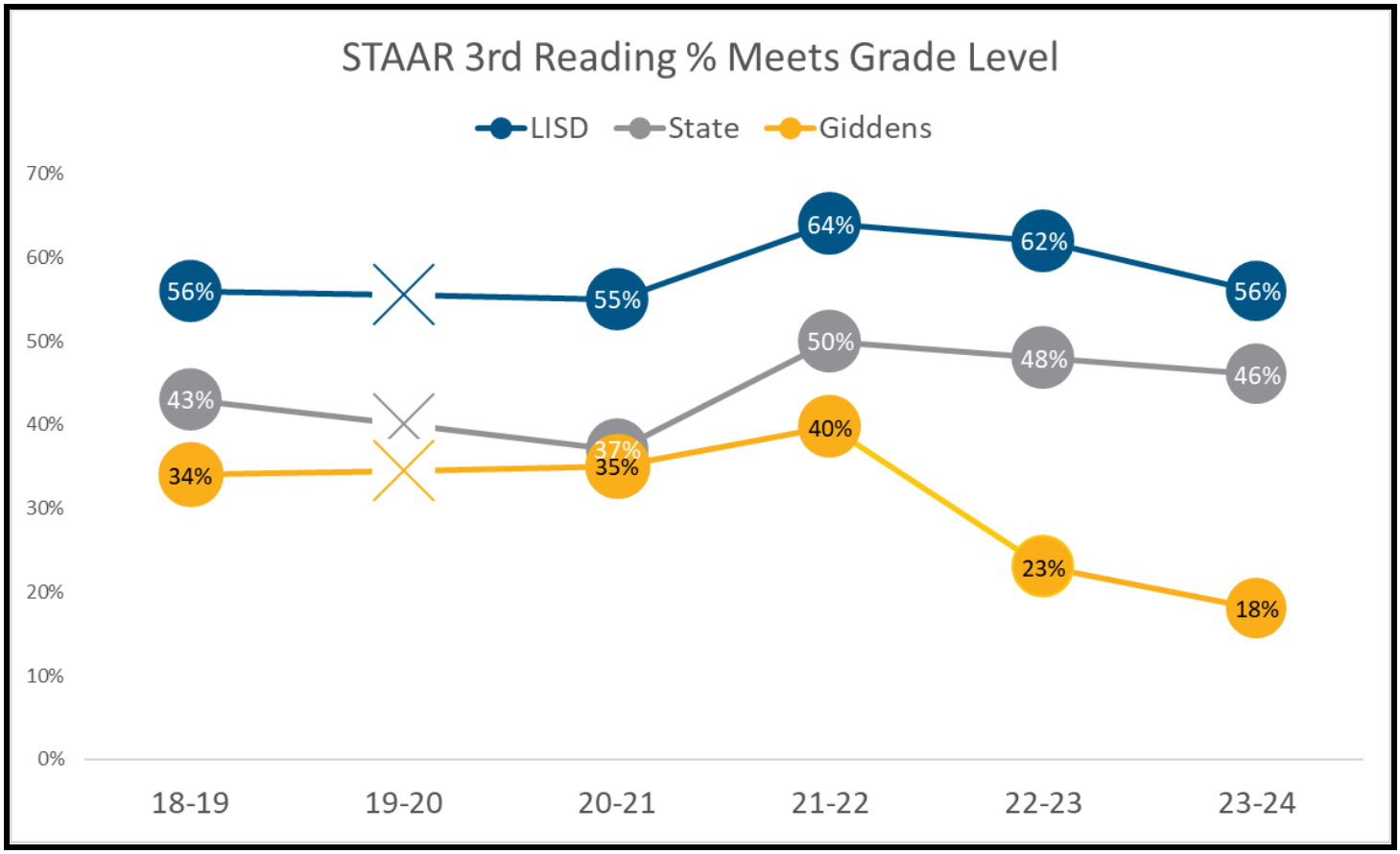
Giddens Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	18%		21%	19%				19%	

Giddens *Actual* Reading Data through 2024
% 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%

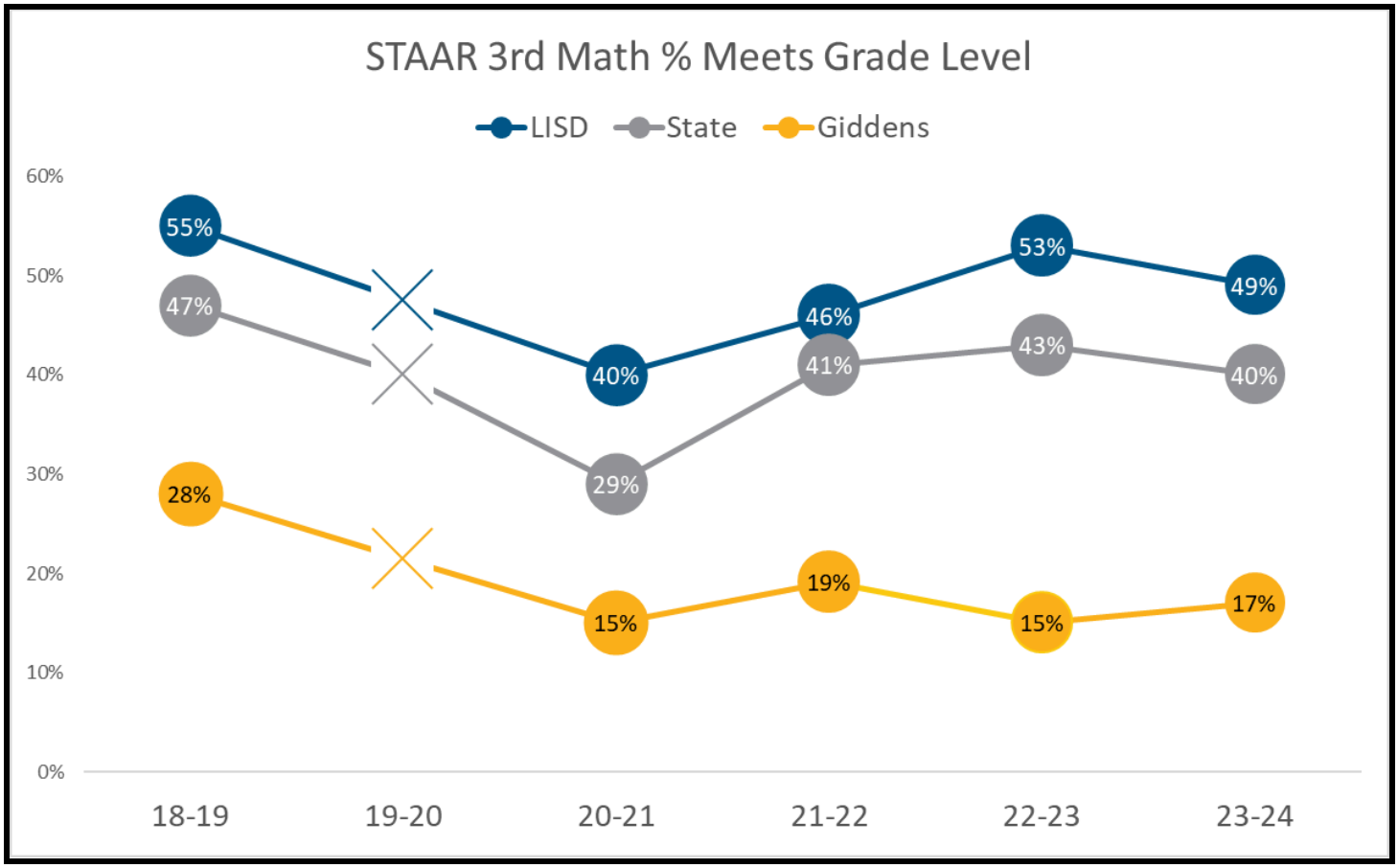
Giddens Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	

Giddens *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	28%		29%	31%				29%	
~~2019-20~~	~~34%~~		~~35%~~	~~36%~~				~~35%~~	
2020-21	15%		15%	19%				5%	
2021-22	19%		10%	33%				6%	
2022-23	15%		25%	14%				8%	
2023-24	17%		13%	25%				16%	

Giddens *Actual* Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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

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

Glenn High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
    - Student recruitment, participation and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district-wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
    - College Entrance Exam Opportunities
        - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
        - Eleventh-grade LISD students take the SAT school day at no cost to students or families.
        - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.

        - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
        - Coordinate district-wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

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

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Glenn HS Baseline Data & Proposed Annual Goals

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

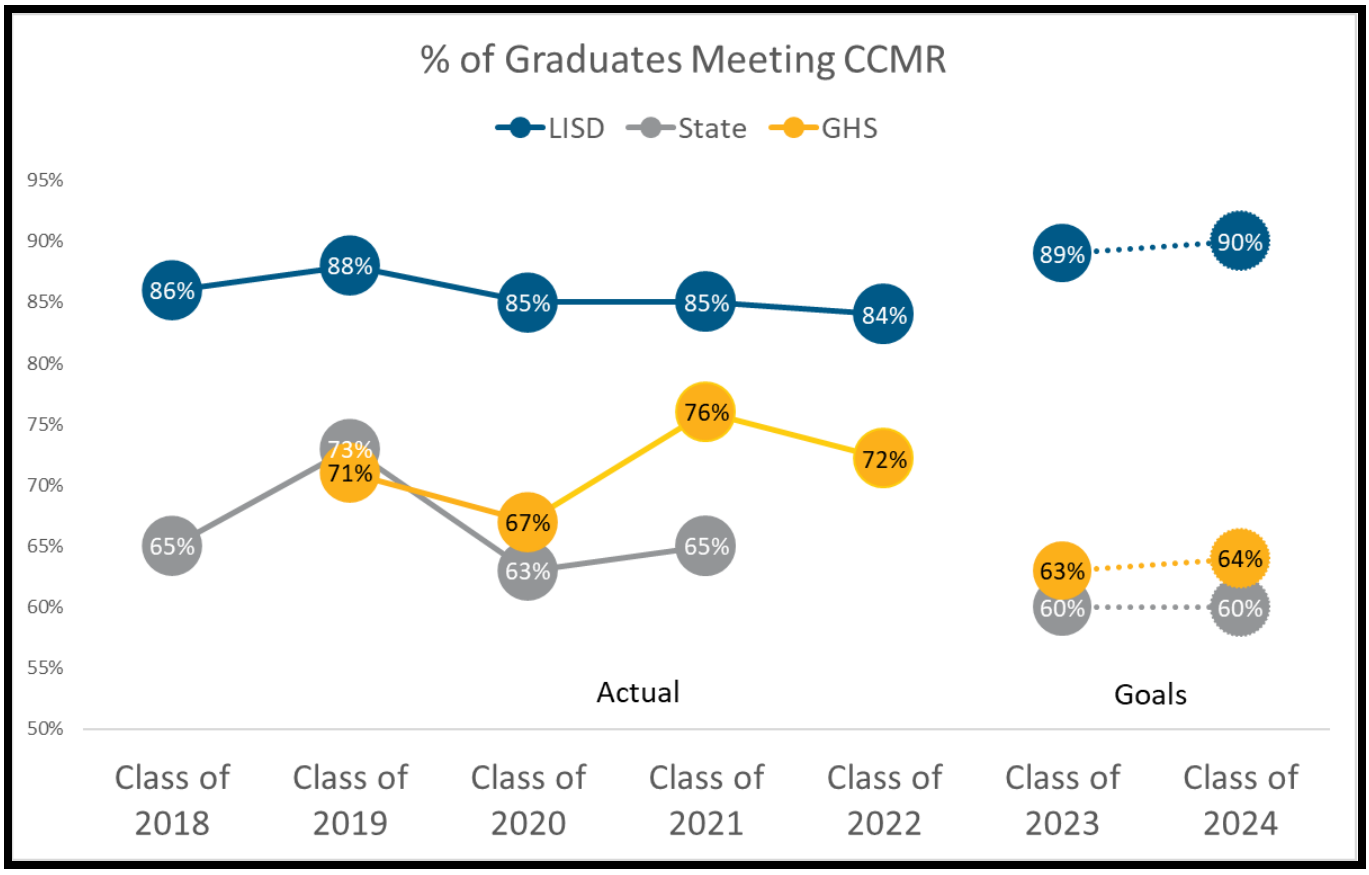
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Goal	59%	46%	49%	66%	89%	71%	88%	51%	38%
Class of 2020 Goal	60%	47%	50%	67%	90%	72%	89%	52%	39%
Class of 2021 Goal	61%	48%	51%	68%	91%	73%	90%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

Glenn High School Actual Data

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

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

Glenn High School Actual Data and Proposed Goals



HOUSE BILL 3 LEGISLATION

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

Grandview Hills Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

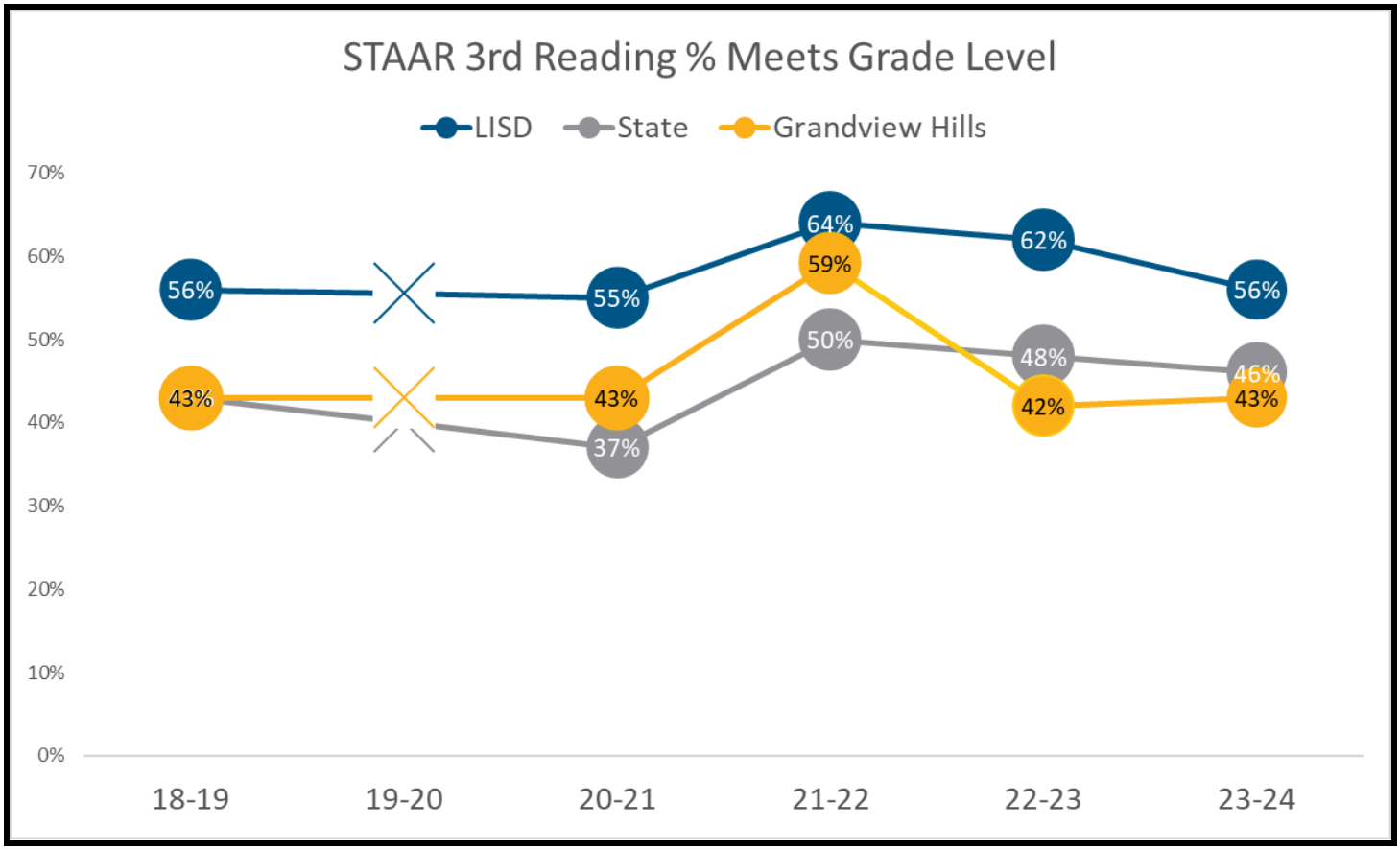
Grandview Hills Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	43%		33%	67%			27%	6%	
2021-22	59%	64%	47%	55%			33%	59%	
2022-23	42%	14%	35%	44%			19%		
2023-24	43%		27%	63%			13%	25%	

Grandview Hills Actual Reading Data through 2024
% 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%

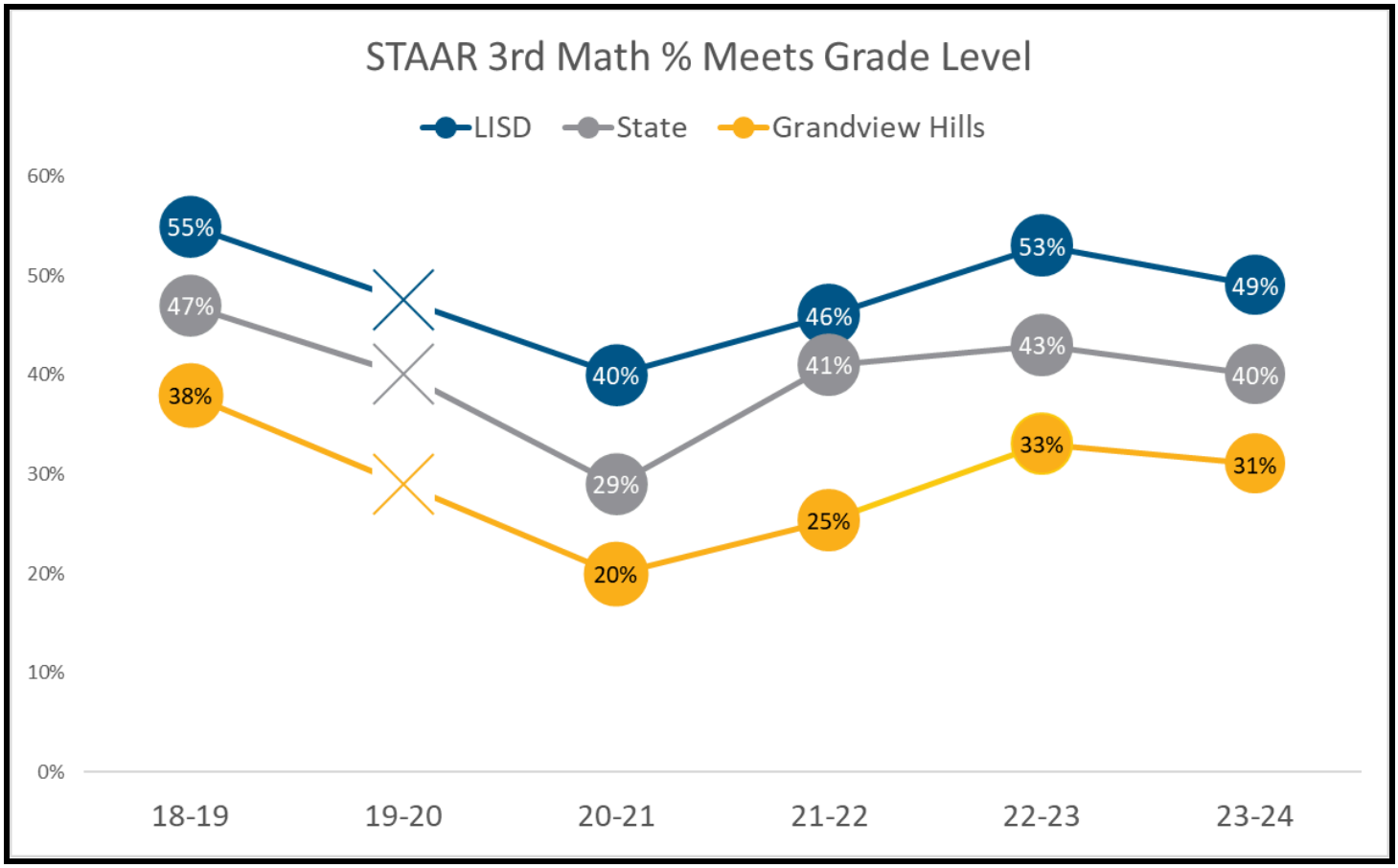
Grandview Hills Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	20%		13%	28%			27%	6%	
2021-22	25%	0%	12%	29%			8%	14%	
2022-23	33%	14%	18%	41%			12%		
2023-24	31%		14%	50%			13%	8%	

Grandview Hills Actual Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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Knowles Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
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    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
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    b. Implementation of *NCTM 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%

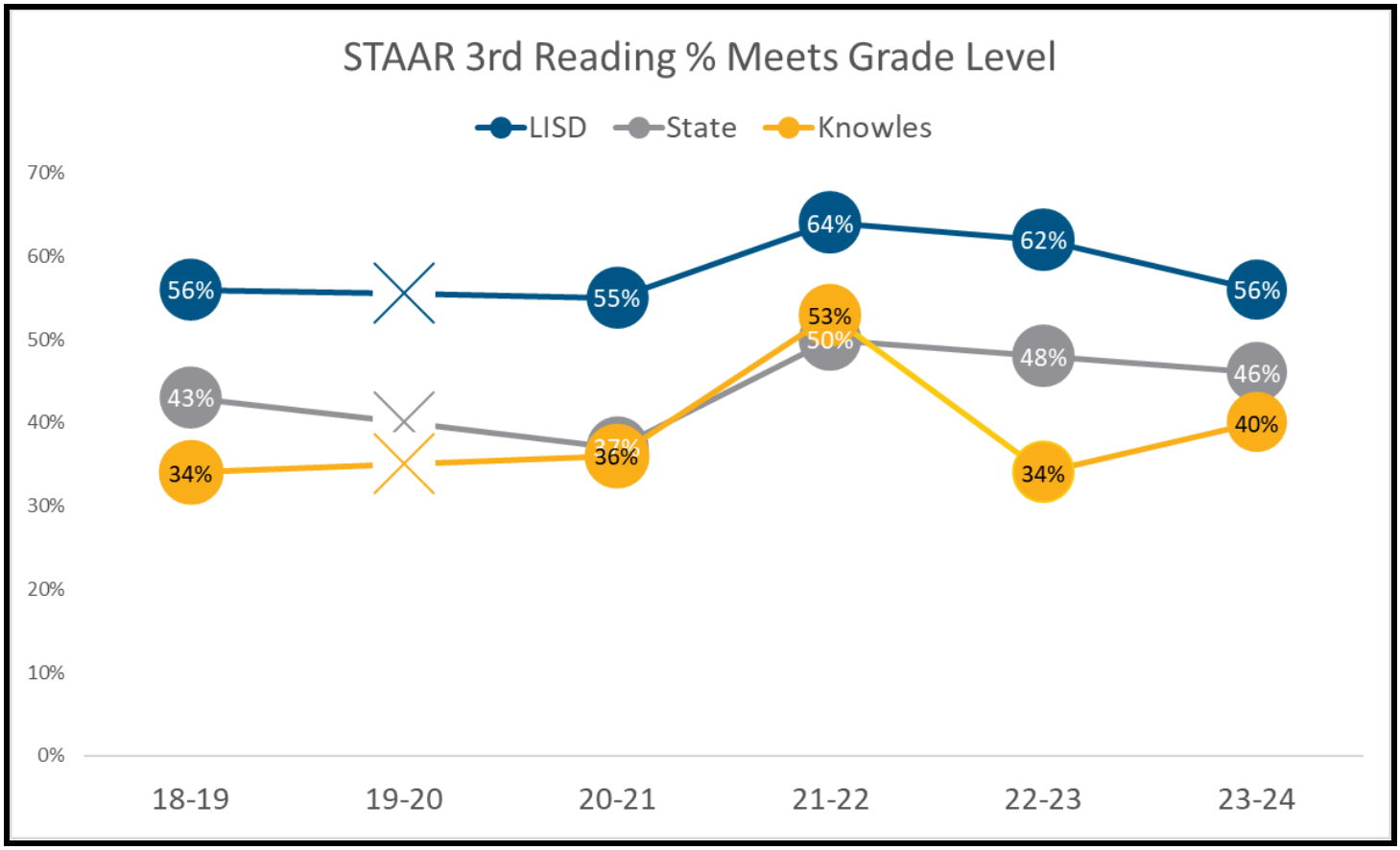
Knowles Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	~~X~~
2020-21	36%		32%	46%				25%	16%
2021-22	53%		42%	73%			14%	46%	32%
2022-23	34%		33%	42%			5%	25%	35%
2023-24	40%		30%	63%			15%	25%	11%

Knowles Actual Reading Data through 2024
% 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%

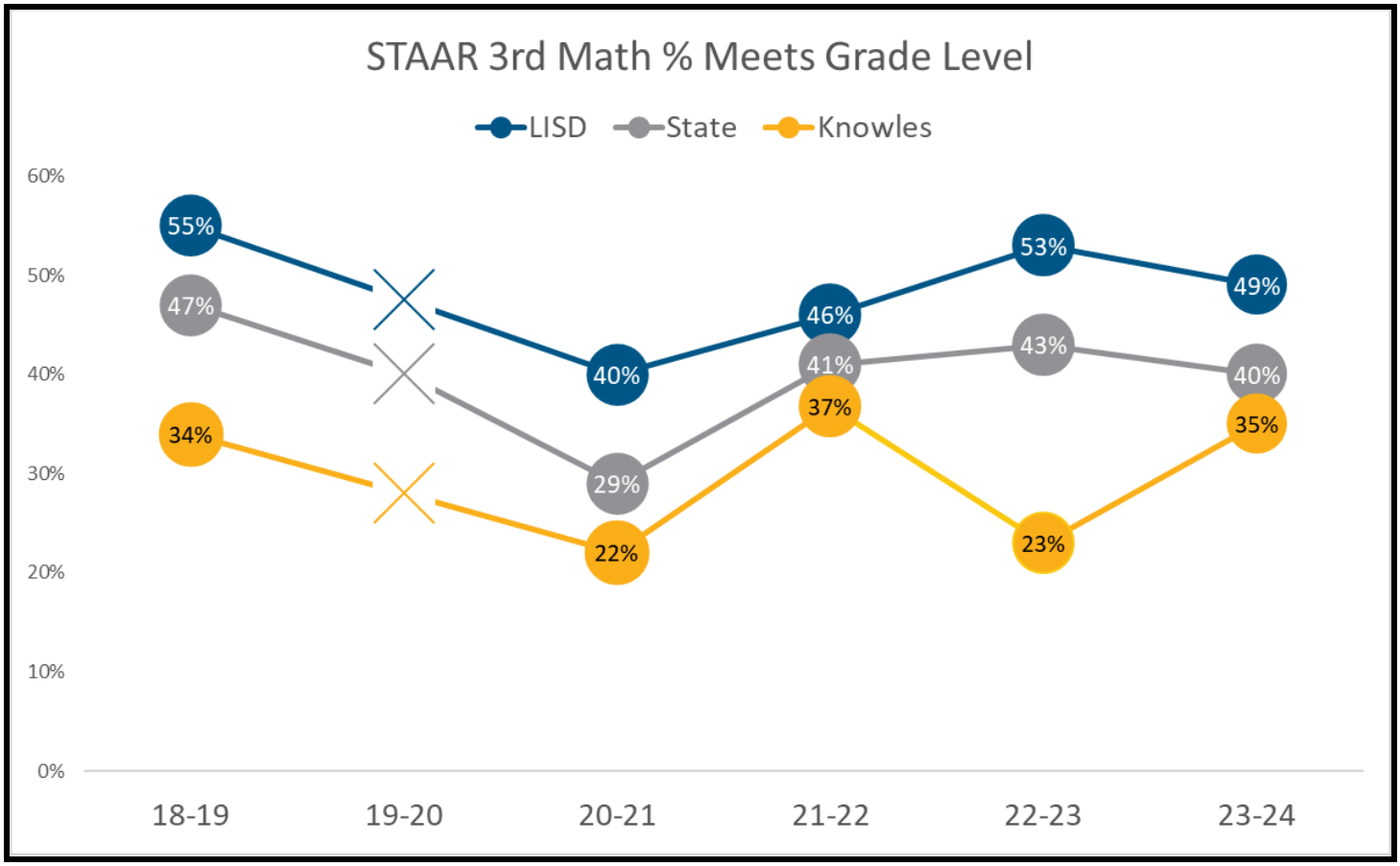
Knowles Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	~~X~~
2020-21	22%		19%	31%				25%	17%
2021-22	37%		38%	38%			7%	39%	23%
2022-23	23%		18%	42%			10%	6%	13%
2023-24	35%		25%	53%			25%	18%	8%

Knowles Actual Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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Larkspur Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
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        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
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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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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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. Implementation of *NCTM 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

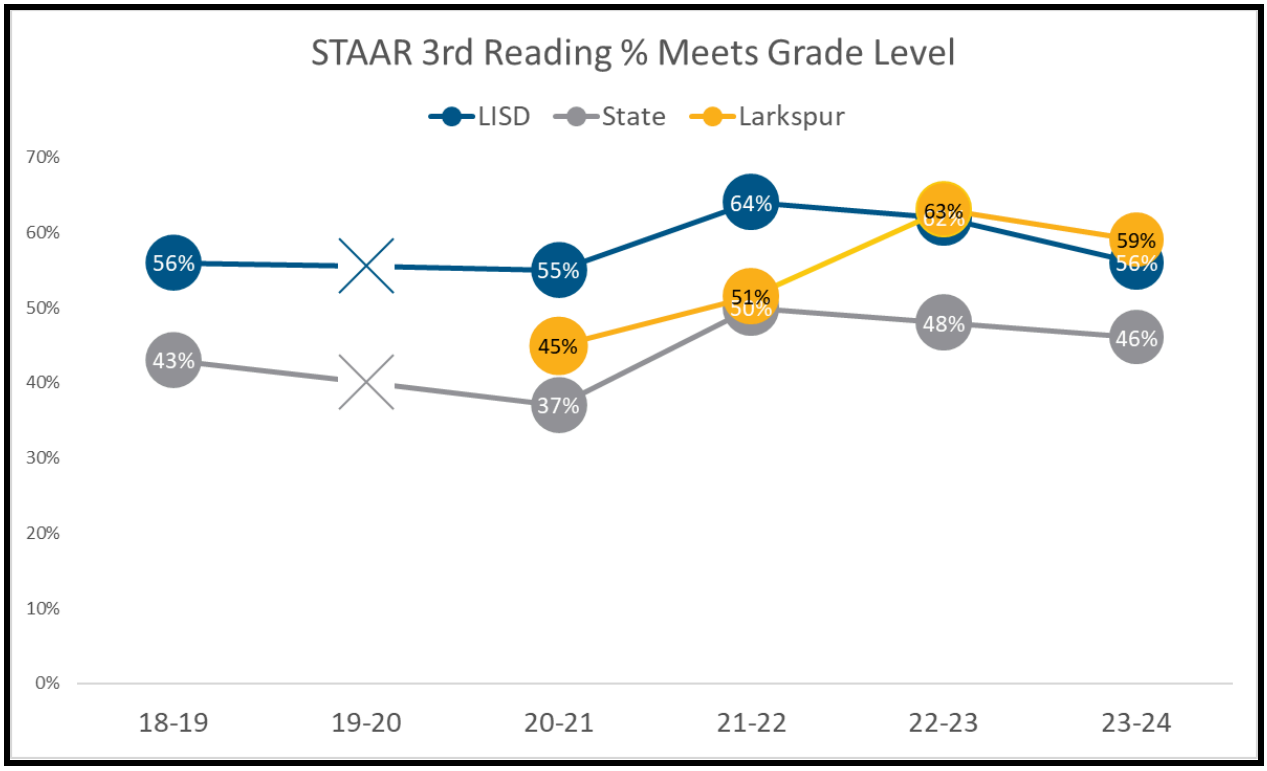
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
~~2019-20~~	~~54%~~		~~47%~~	~~60%~~				~~43%~~	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	62%				47%	
2022-23	57%		53%	63%				51%	
2023-24	59%		56%	64%				55%	
2024-25	60%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

Larkspur *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									
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
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%
2023-24	59%	45%	60%	58%	77%	60%	29%	46%	69%

Larkspur Actual Reading Data % 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%

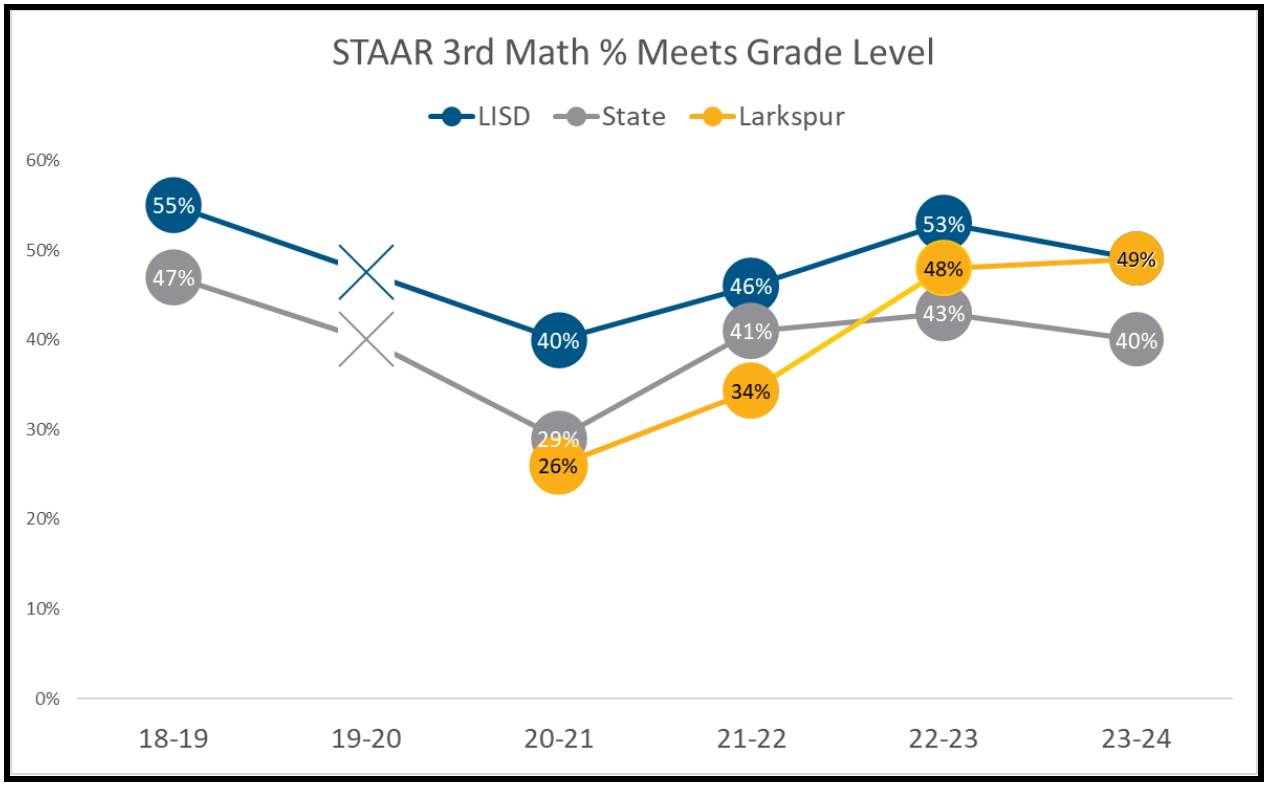
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	

Larkspur 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									
~~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%
2023-24	49%	27%	53%	48%	62%	40%	38%	32%	50%

Larkspur Actual Math Data
% Meets Grade Level or Better on 3rd Grade Reading 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.

Laura Welch Bush Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

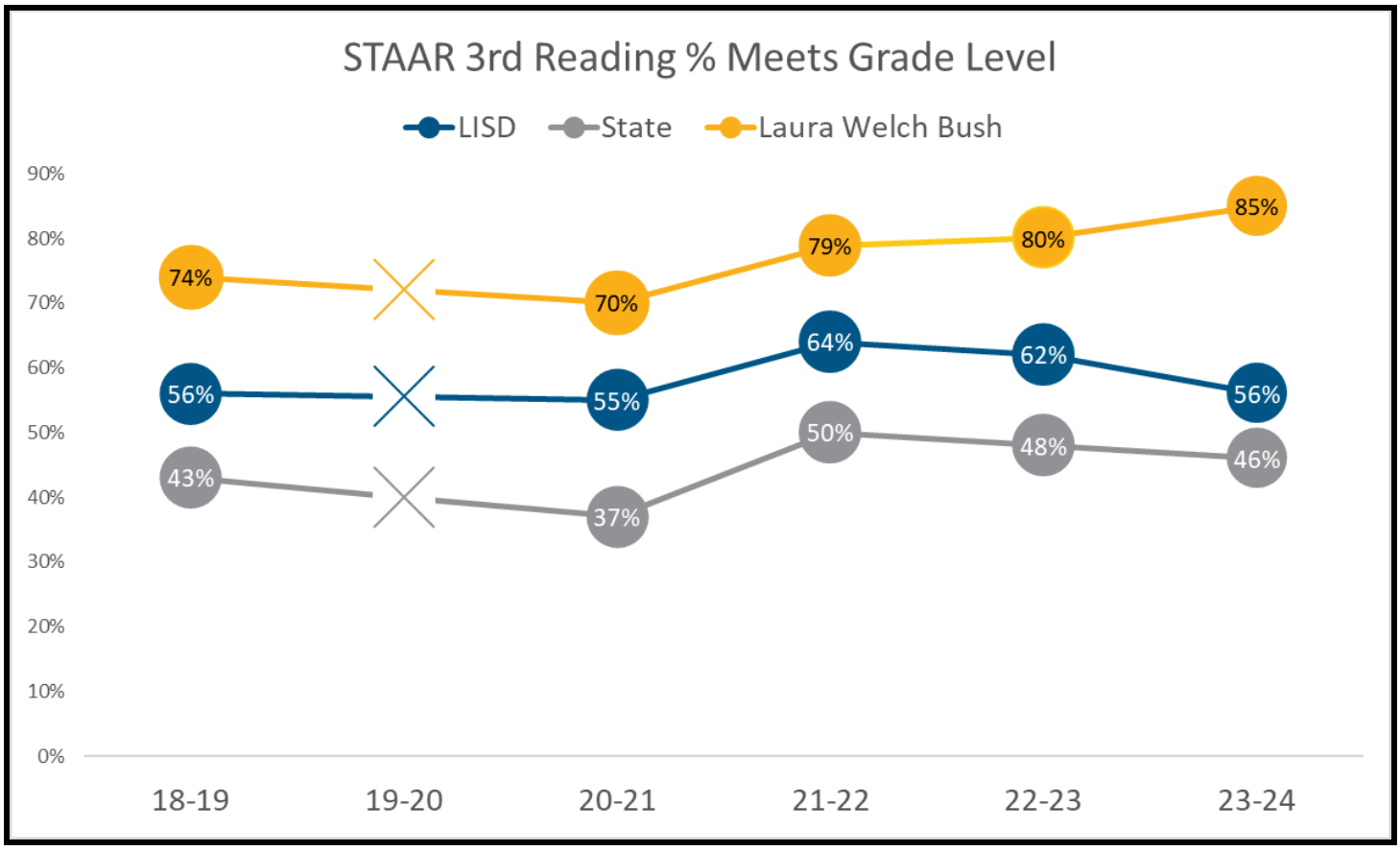
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	70%		80%	64%	92%		46%		
2021-22	79%		74%	80%	100%				
2022-23	80%		90%	71%	94%		54%		
2023-24	85%		93%	77%	94%		79%		

Laura Welch Bush Actual Reading Data through 2024
% 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%

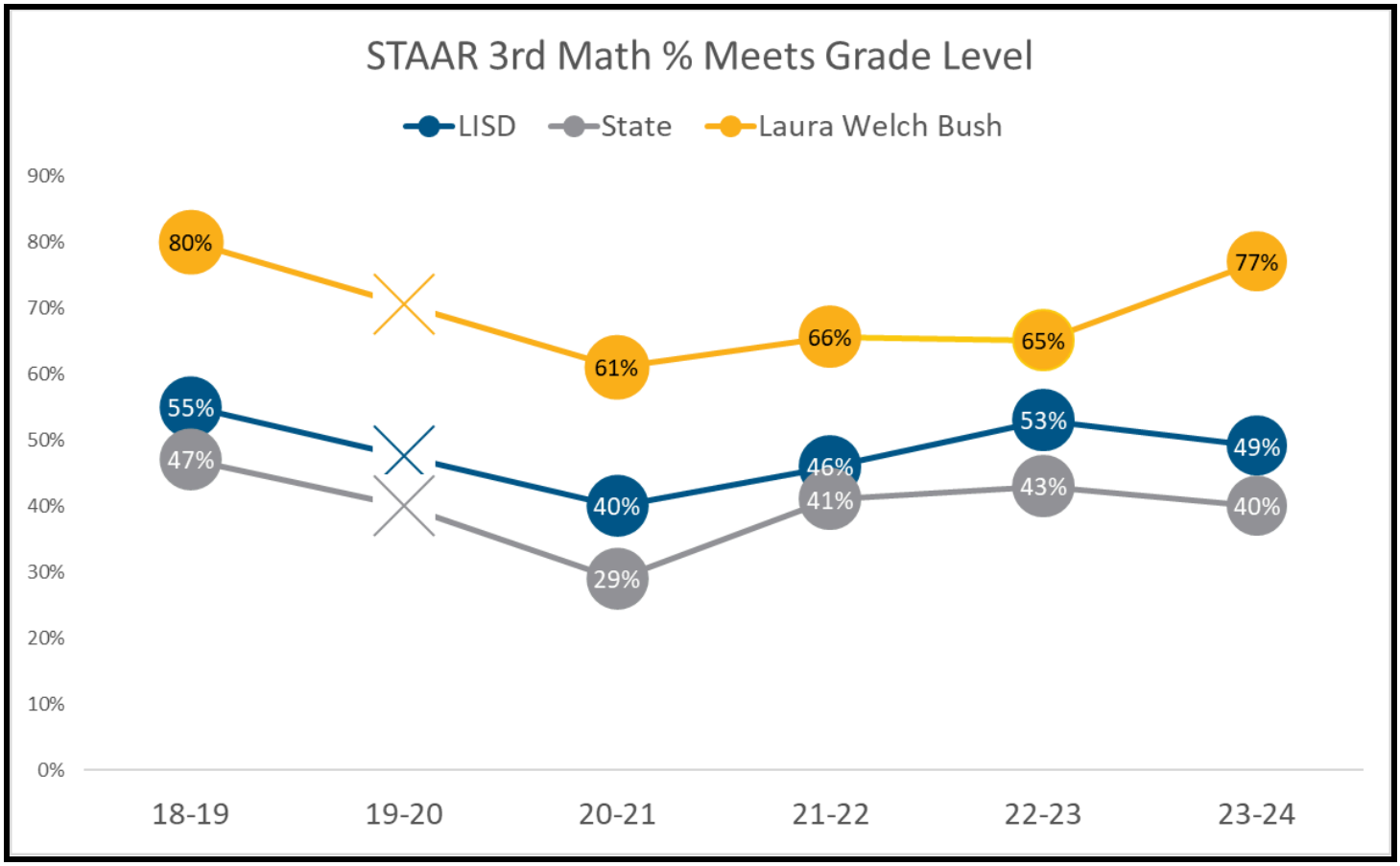
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
~~2019-20~~	~~81%~~			~~85%~~					
2020-21	62%		70%	56%	93%		31%		
2021-22	82%			86%					
2022-23	83%			87%					
2023-24	84%			88%					
2024-25	85%			89%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	61%		70%	56%	93%		31%		
2021-22	66%		68%	61%	87%				
2022-23	65%		50%	60%	78%		38%		
2023-24	77%		87%	69%	100%		57%		

Laura Welch Bush Actual Math Data through 2024
% 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.

Leander High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs) plus Completor in aligned Program of Study:** Phase-In: A graduate earning an industry-based certification under 19 TAC §74.1003 plus a level 2 course in the aligned Program of Study (Class of 2024). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Concentrator in the aligned Program of Study (Class of 2025). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Completor in the aligned Program of Study (Class of 2026).
    - 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 and campus staff to ensure instructors are appropriately utilizing curriculum, instructional resources, equipment, technology, professional development, and regular active participation with district PLC for successful implementation of IBCs.
        - Collaboration between district CTE staff and campus staff to support campus CTE instructors in calendaring and executing IBC certification assessments.
        - Work with an appropriate industry 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.
        - Campus staff develop a plan for recognition/celebration of IBC completers.
    - 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, facility, and master schedule needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Collaboration with teachers and counseling staff to promote four-year planning to achieve Program of Study completion.
        - Collaboration between district CTE and campus staff to develop a plan to recognize/celebrate Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus stakeholders in order to facilitate data conversations with teachers and teams.
        - Campus leaders seek support from district CTE staff regarding specific areas of concern identified in the data.
        - District CTE staff and campus staff facilitate district CTE PLC and campus CTE department time to analyze data and develop opportunities for improvement.
        - Promote collaboration with industry professionals to review and discuss data and develop 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 coordinator meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
        - Ensure teachers of AP/IB courses have current professional learning (trained once every 5 years or when course updates published) provided by College Board or International Baccalaureate.
    - 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 for all students 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.
        - Use Instructional Planning Reports (IPR) in PLCs to identify areas of strength and areas of growth to set goal and adjust instruction accordingly.

- **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. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics
    - College Prep Math/ College Prep English
        - 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 Suite 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
        - Campus and district stakeholders monitor TSI completion rate month.
        - 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.
        - Continue to use district-wide communication to support TSI-incomplete 11th grade students after school day SAT in March.
    - College Readiness 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.
        - Support and promote awareness of in-district campus SAT/ACT Saturday testing opportunities.
        - Develop campus plan for TSI-A administration.

- **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 requirements 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

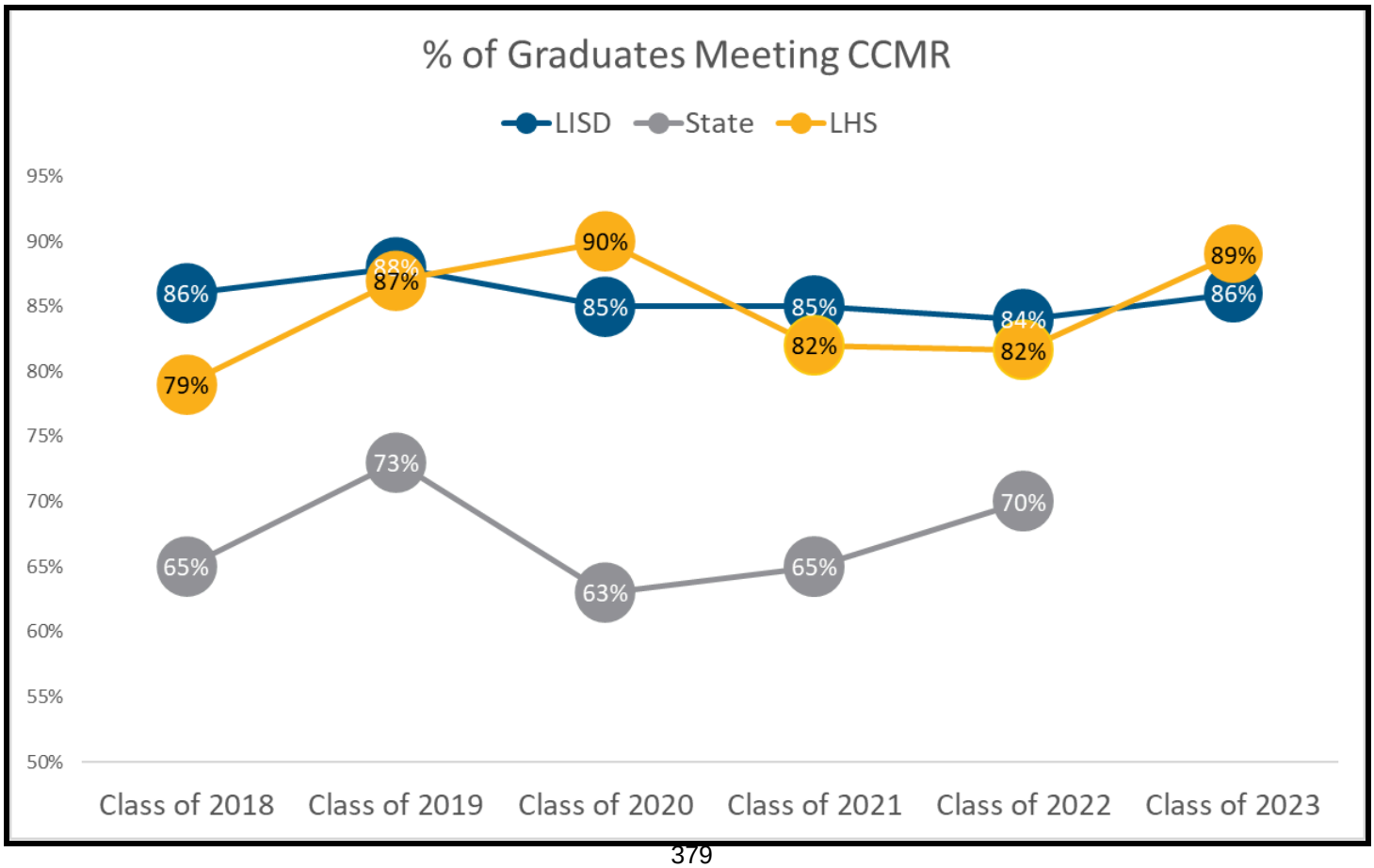
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2020 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2021 Goal	81%	71%	73%	86%	86%	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.	EB
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%
Class of 2023 Actual	89%	78%	77%	89%	96%	80%	92%	73%	62%

Leander High School Actual Data



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.

Mason Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

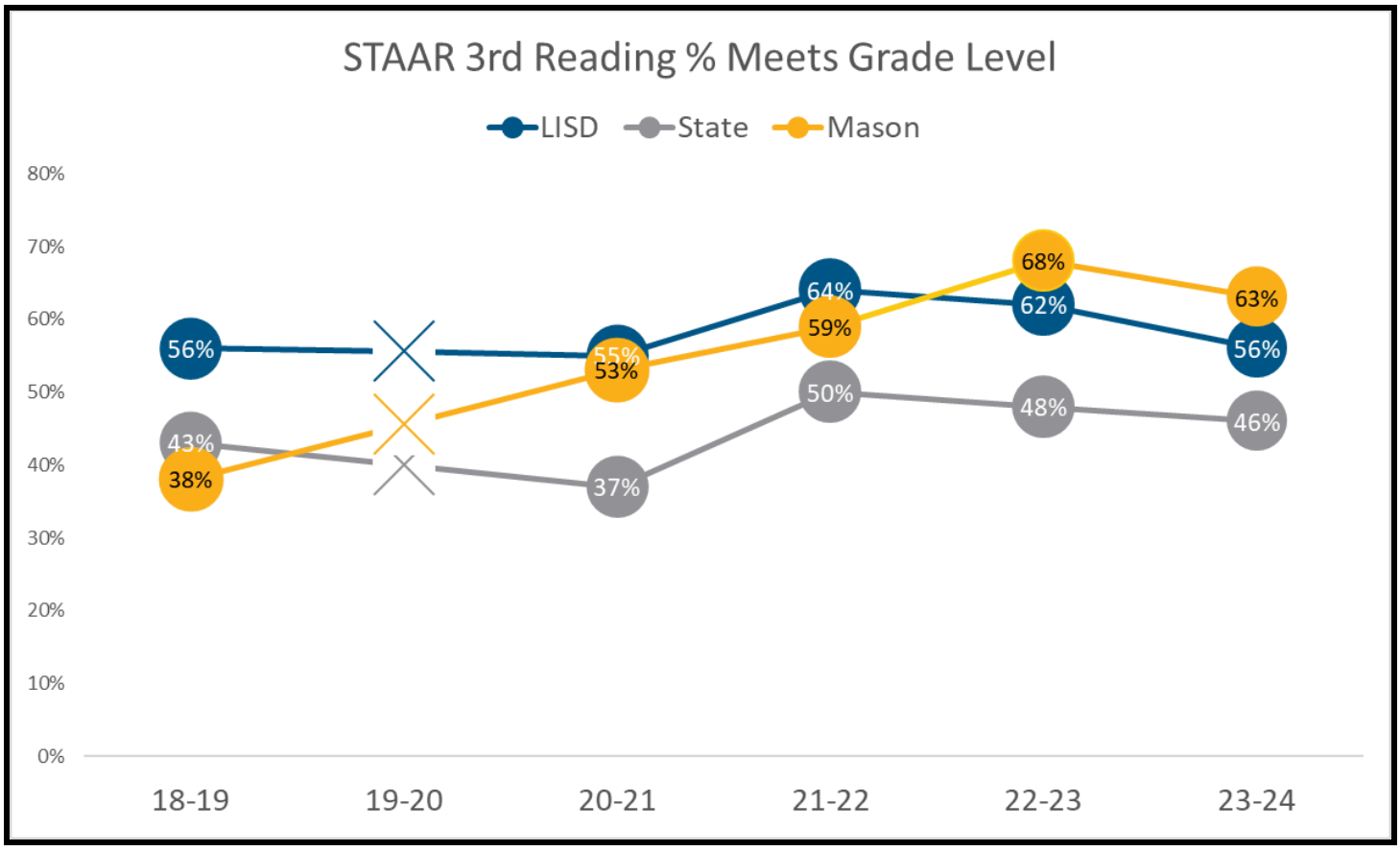
CC Mason Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	
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%	
2023-24	63%		40%	67%	71%		13%	43%	

CC Mason *Actual* Reading Data through 2024
% 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%

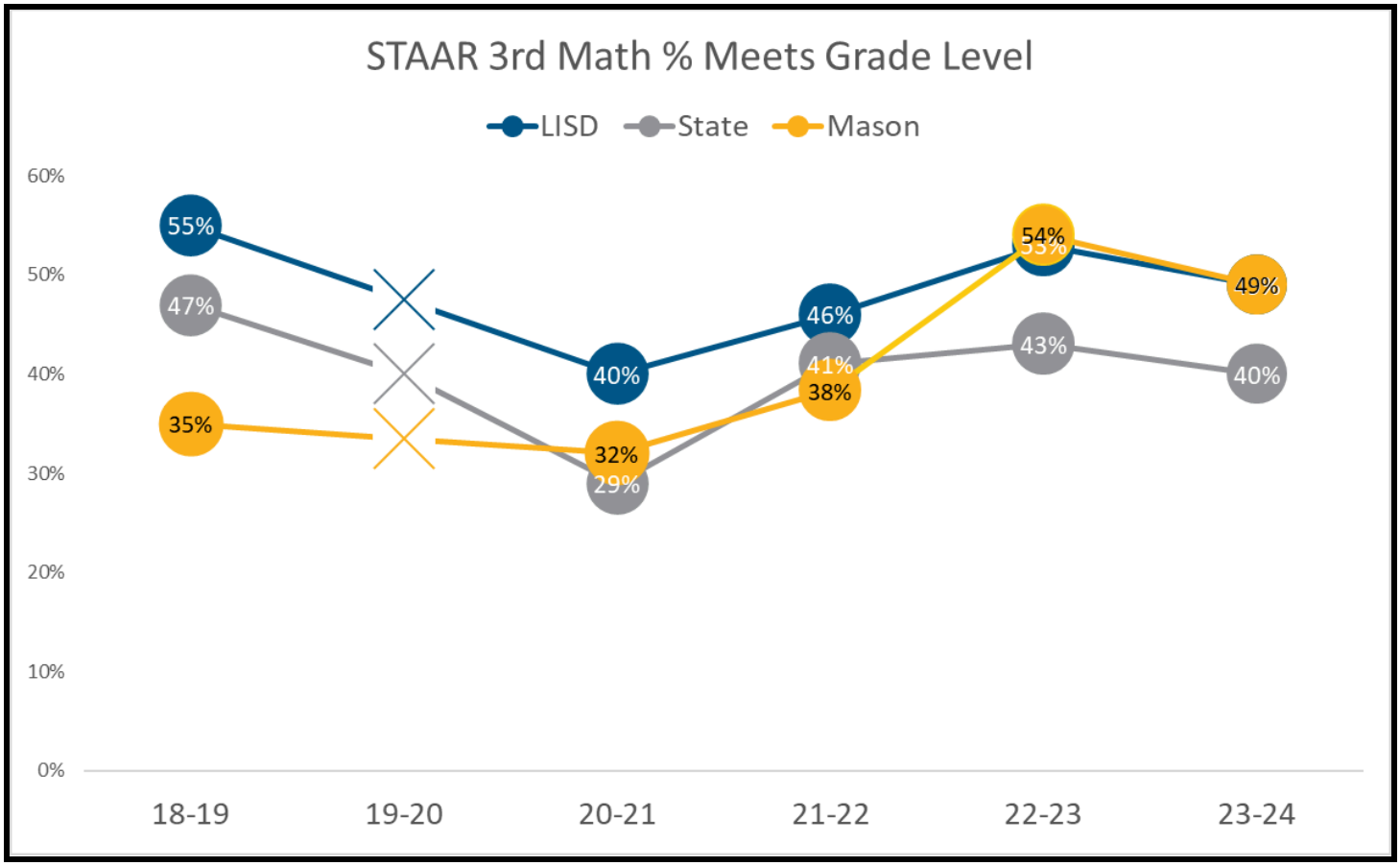
CC Mason Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	
2023-24	49%		36%	51%	59%		6%	23%	

CC Mason *Actual* Math Data through 2024
% 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.

Naumann Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
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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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
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    b. Implementation of *NCTM 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%

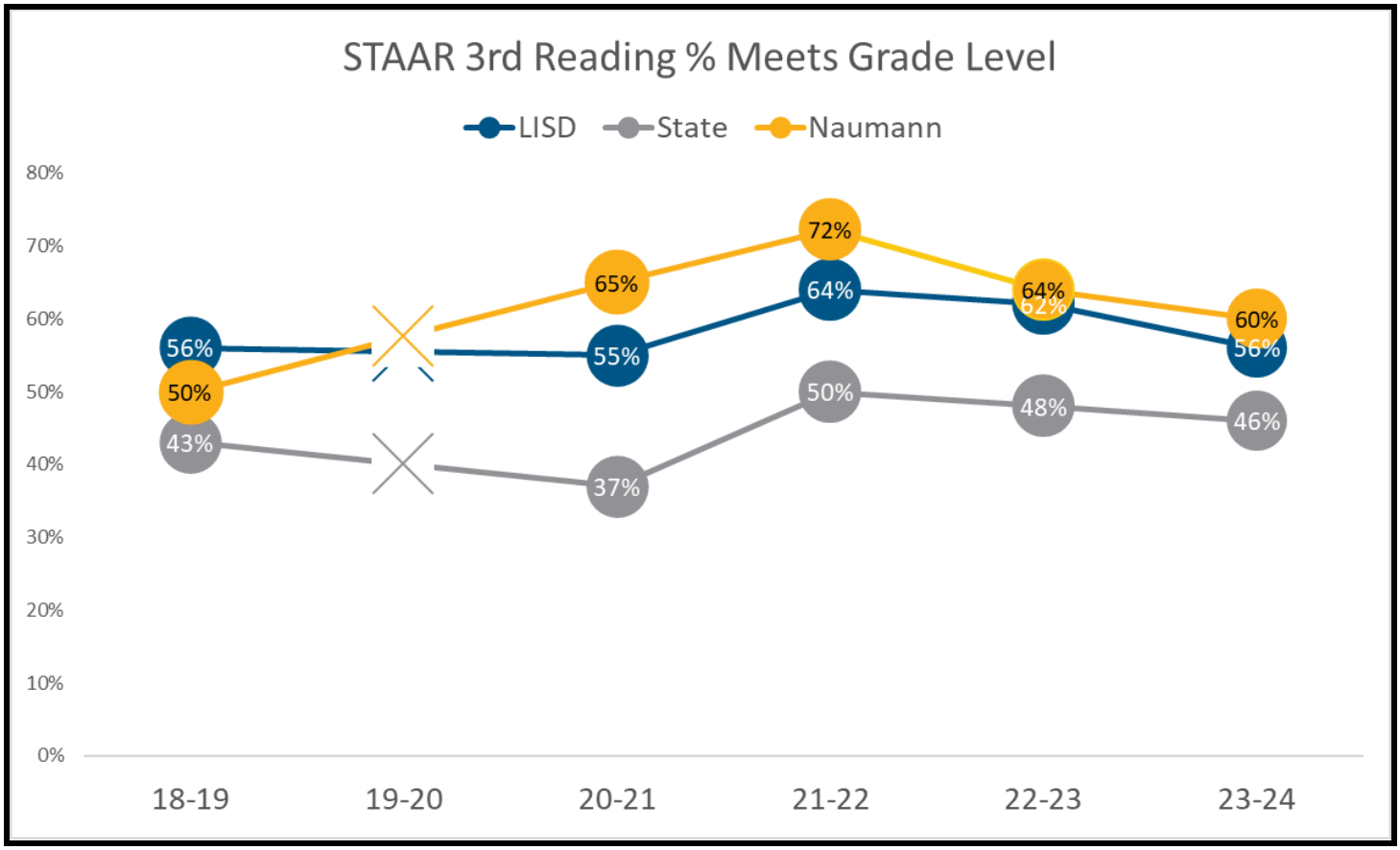
Naumann Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	65%		54%	73%				36%	
2021-22	72%		65%	82%			40%	50%	
2022-23	64%		75%	72%			25%	60%	
2023-24	60%		56%	56%			29%		

Naumann *Actual* Reading Data through 2024
% 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%
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2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

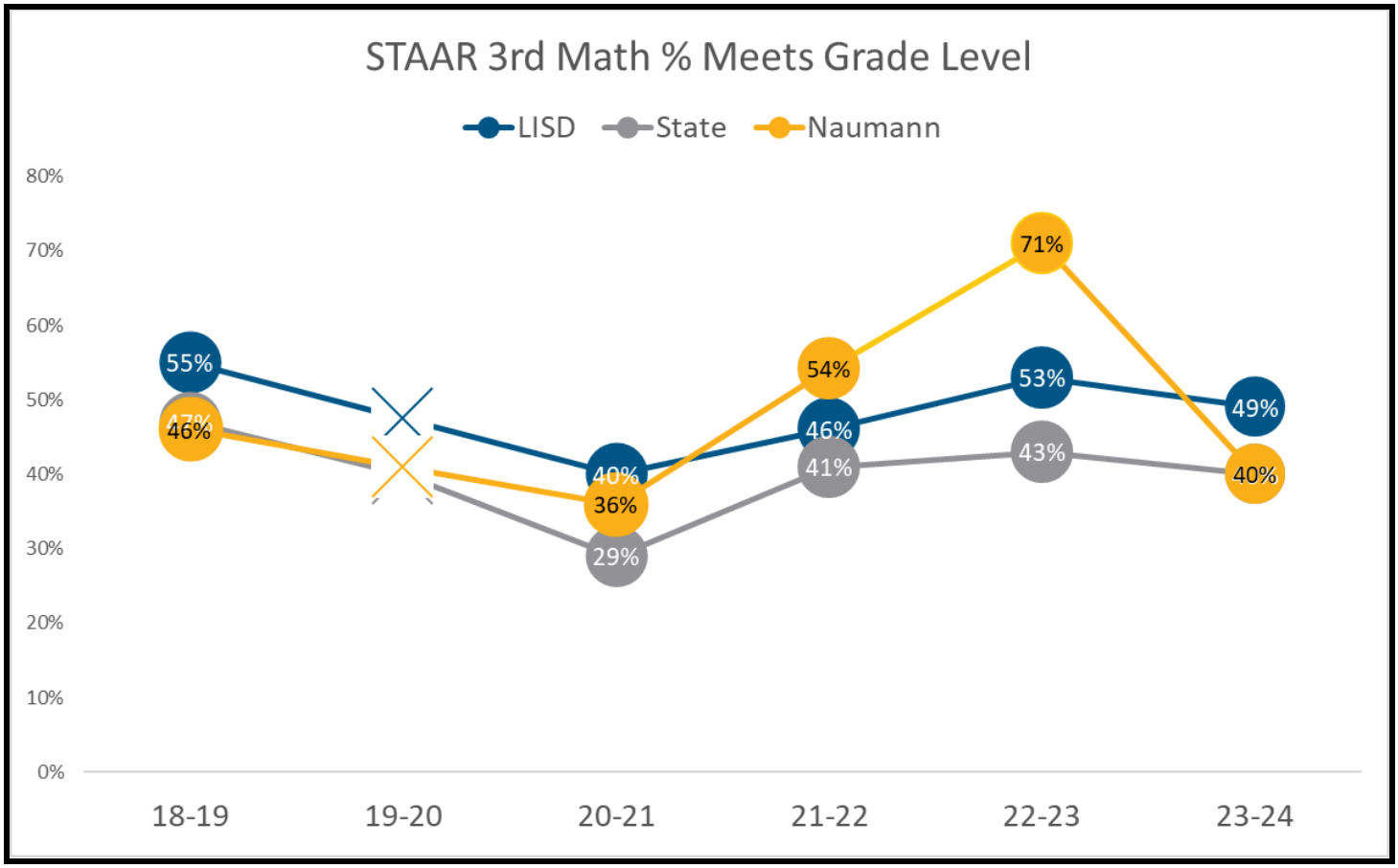
Naumann Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	36%		31%	45%				18%	
2021-22	54%		47%	68%			30%	42%	
2022-23	71%		75%	80%			50%	40%	
2023-24	40%		27%	31%			14%		

Naumann *Actual* Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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North Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
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            2. Participate in campus School Support Visits through a lens of curriculum implementation
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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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
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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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    b. Implementation of *NCTM 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%

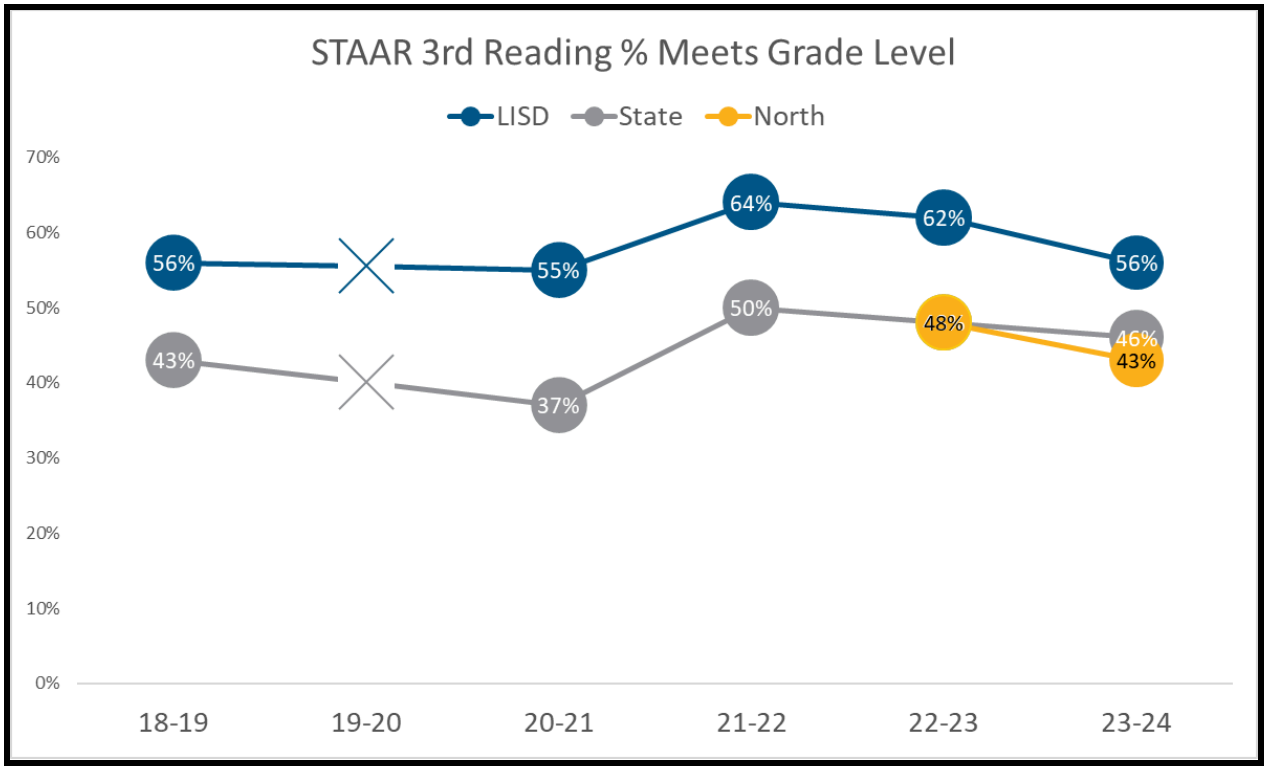
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%	

North *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									
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21									
2021-22									
2022-23	48%		54%	32%	70%		62%	50%	67%
2023-24	43%		32%	50%		20%	22%	17%	

North Actual Reading Data
% 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%

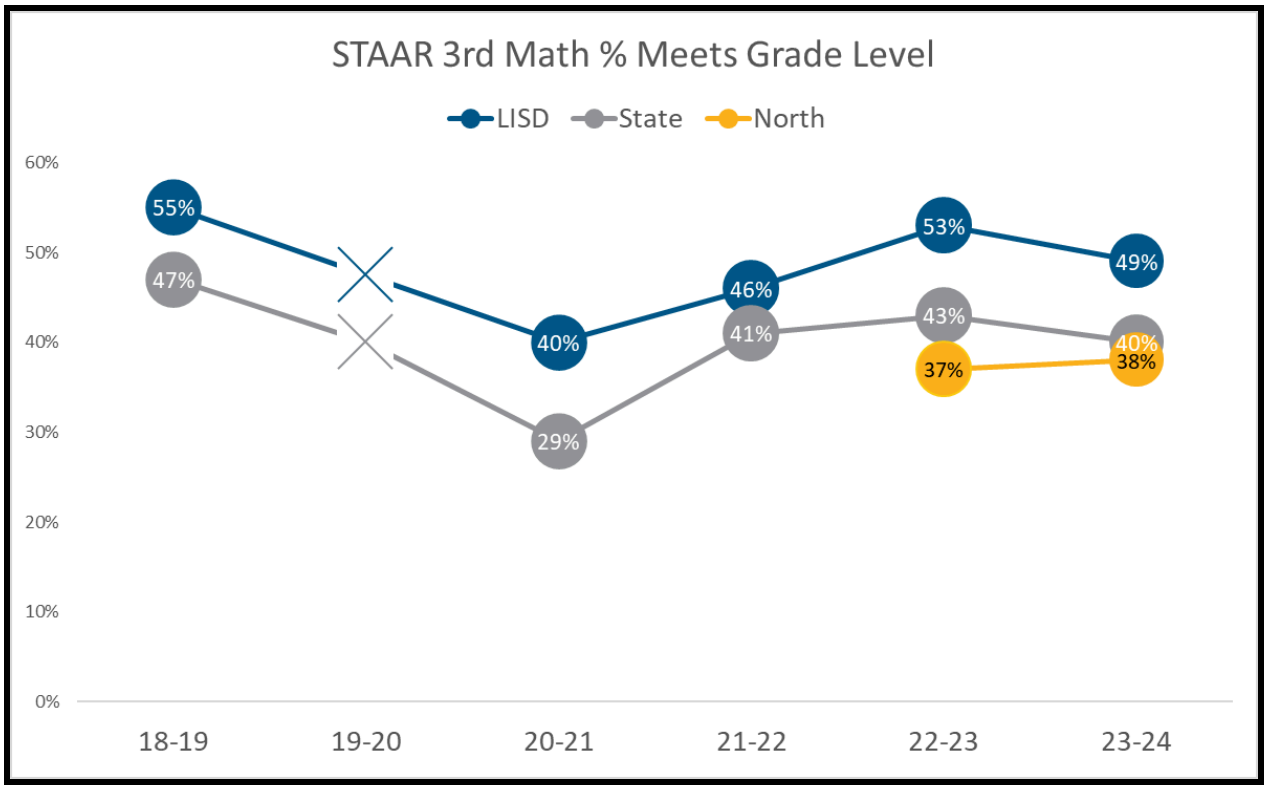
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%	

North Actual Data
% 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									
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21									
2021-22									
2022-23	37%		33%	29%	70%		0%	20%	44%
2023-24	38%		23%	43%		40%	17%	22%	

North Actual Math Data % 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?

Parkside Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

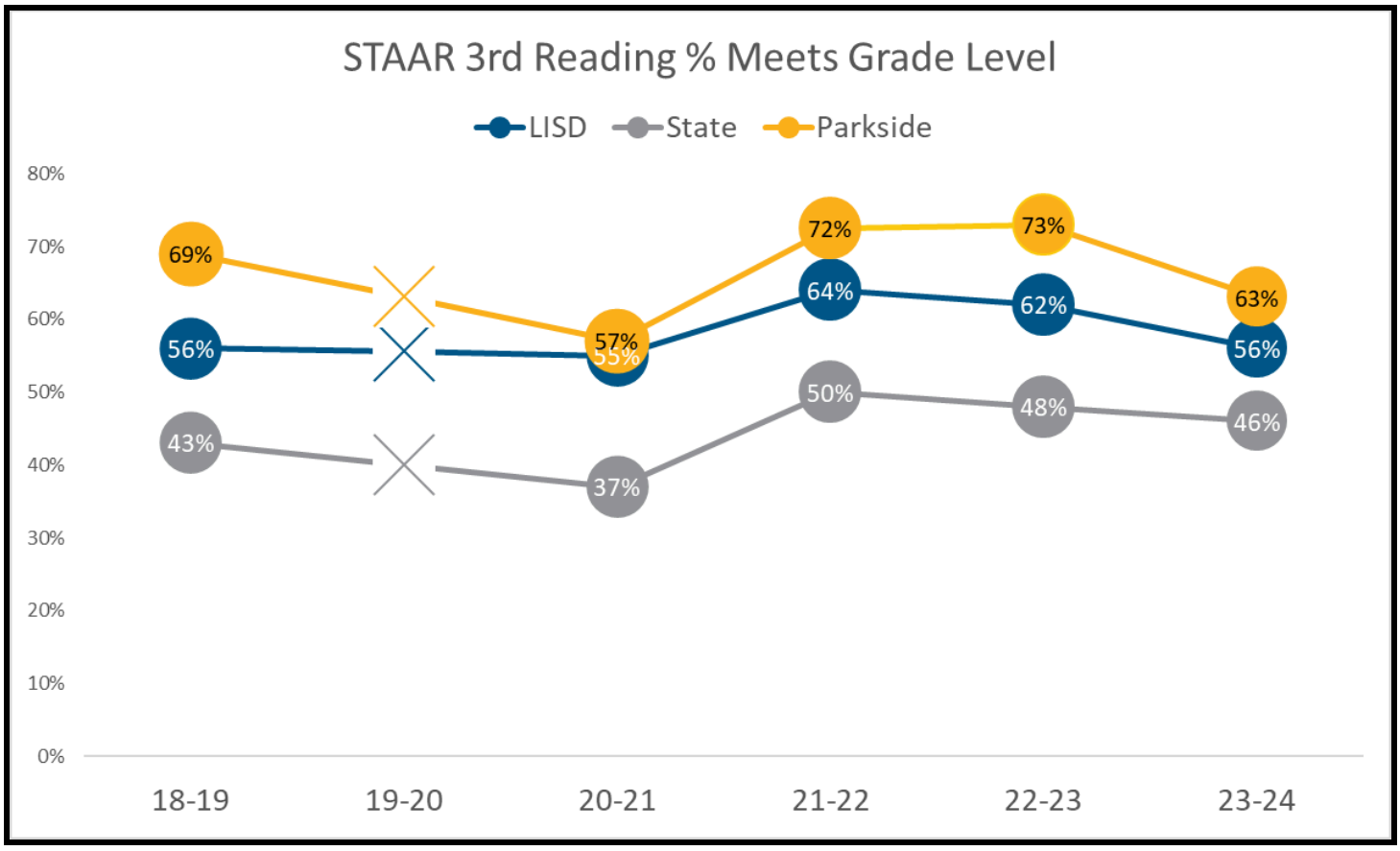
Parkside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~	~~X~~				
2020-21	57%			53%	69%		36%		50%
2021-22	72%		85%	63%	81%		63%		78%
2022-23	73%		36%	71%	82%		47%		70%
2023-24	63%			53%	74%		19%		50%

Parkside Actual Reading Data through 2024
% 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%				

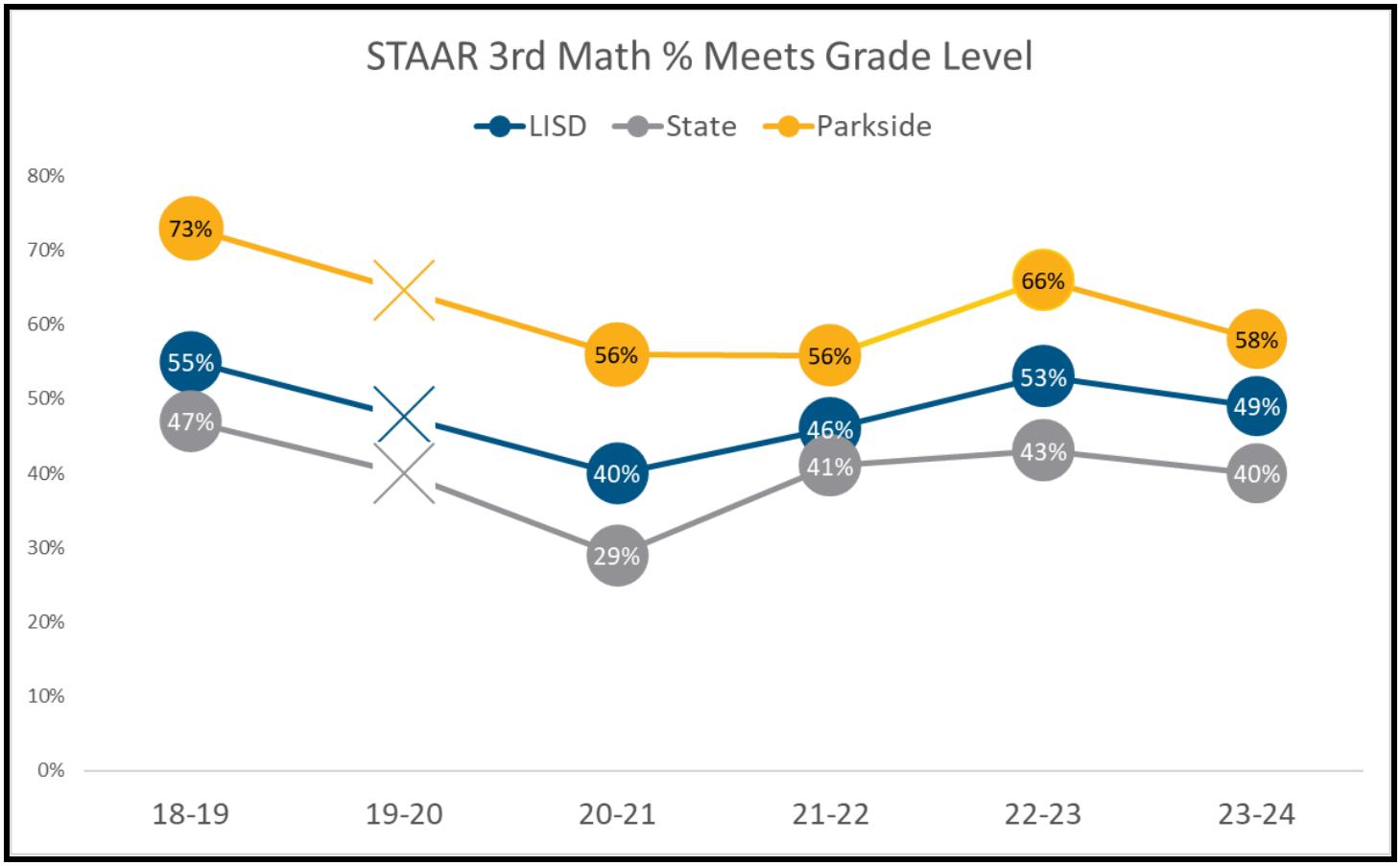
Parkside *Actual* Data - Math

% 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~~	~~X~~			~~X~~	~~X~~				
2020-21	56%			53%	62%		42%		50%
2021-22	56%		46%	39%	72%		25%		65%
2022-23	66%		36%	59%	78%		41%		70%
2023-24	58%			40%	74%		31%		61%

Parkside Actual Math Data through 2024

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



HOUSE BILL 3 LEGISLATION

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Plain Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
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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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
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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%

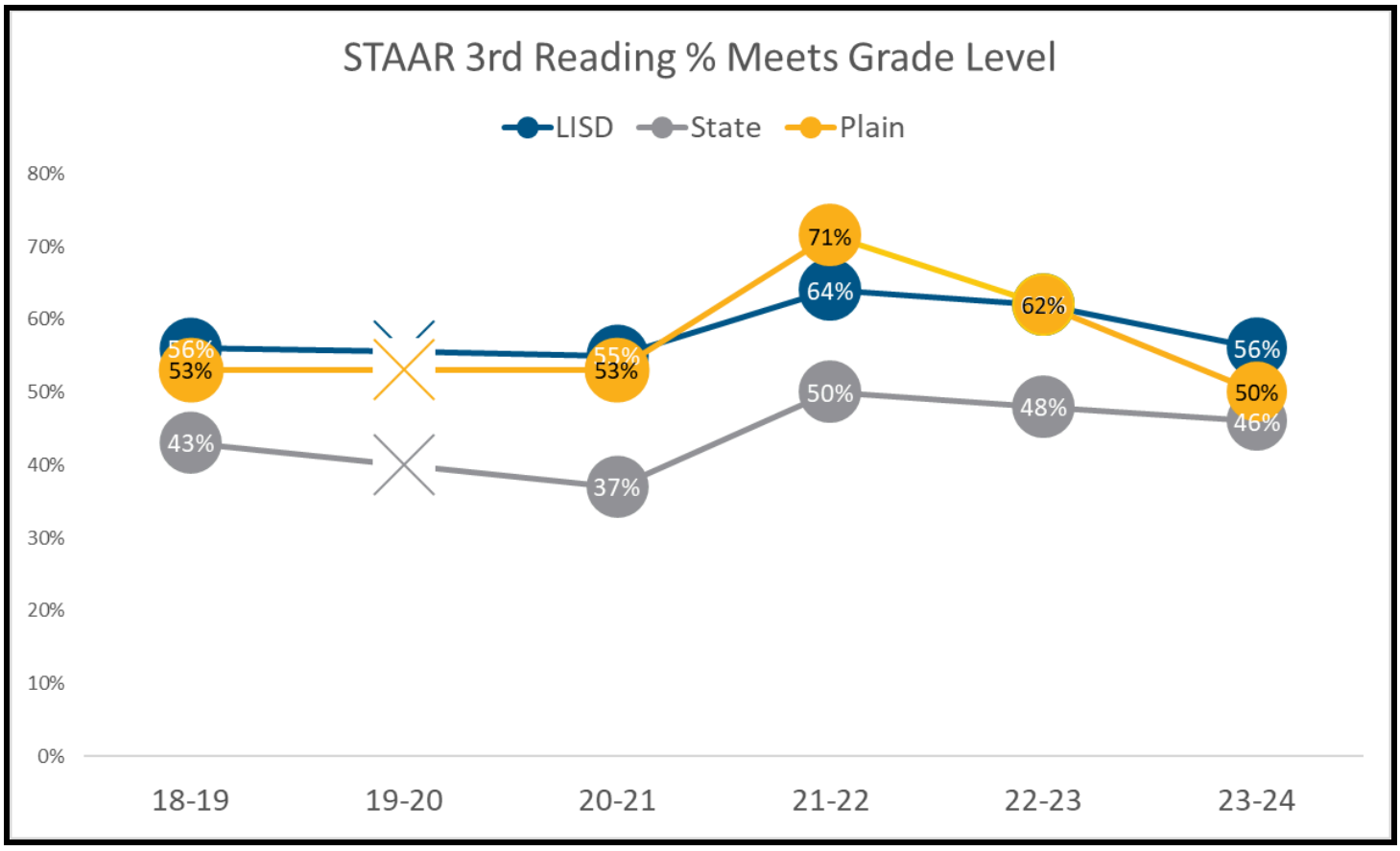
Plain Baseline Data & Proposed Annual Goals- Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	50%		39%	52%	60%	58%	14%	33%	56%

Plain Actual Reading Data through 2024
% 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%~~
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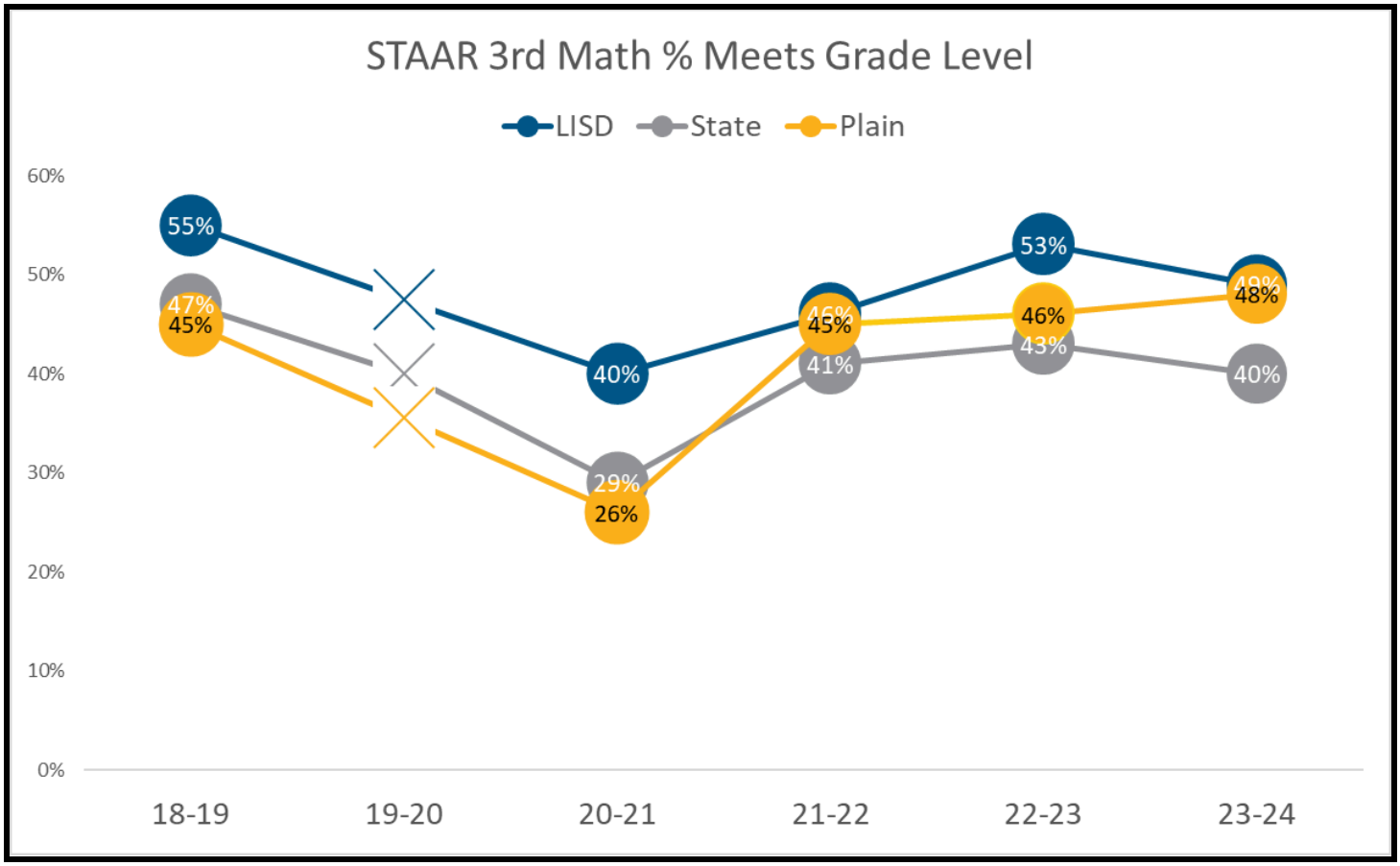
Plain Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%
2023-24	48%		41%	44%	73%	58%	28%	27%	50%

Plain Actual Math Data through 2024
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    b. Implementation of *NCTM 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%

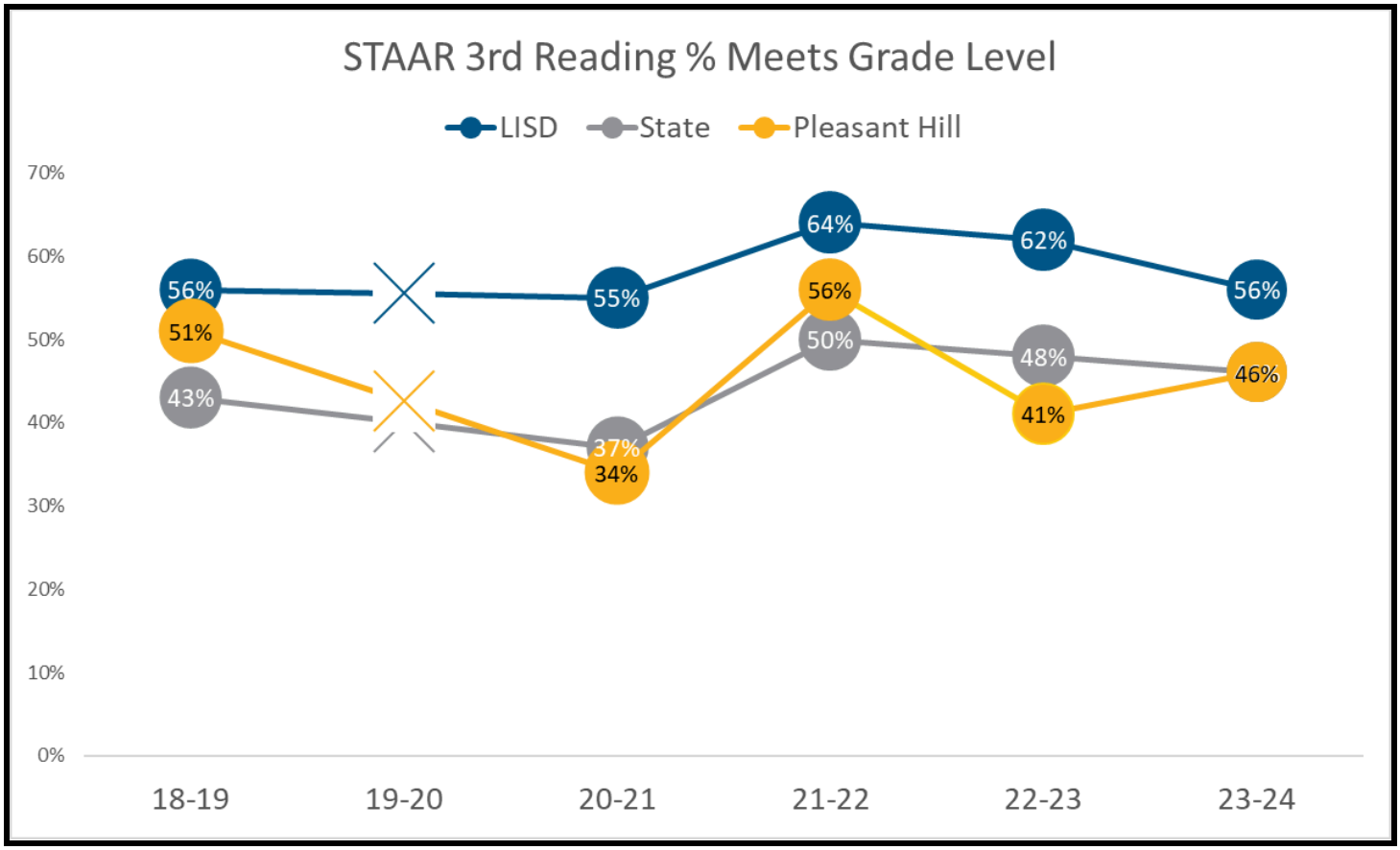
Pleasant Hill Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%	
2023-24	46%		22%	55%	57%		16%	25%	45%

Pleasant Hill Actual Reading Data through 2024
% 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%
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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%

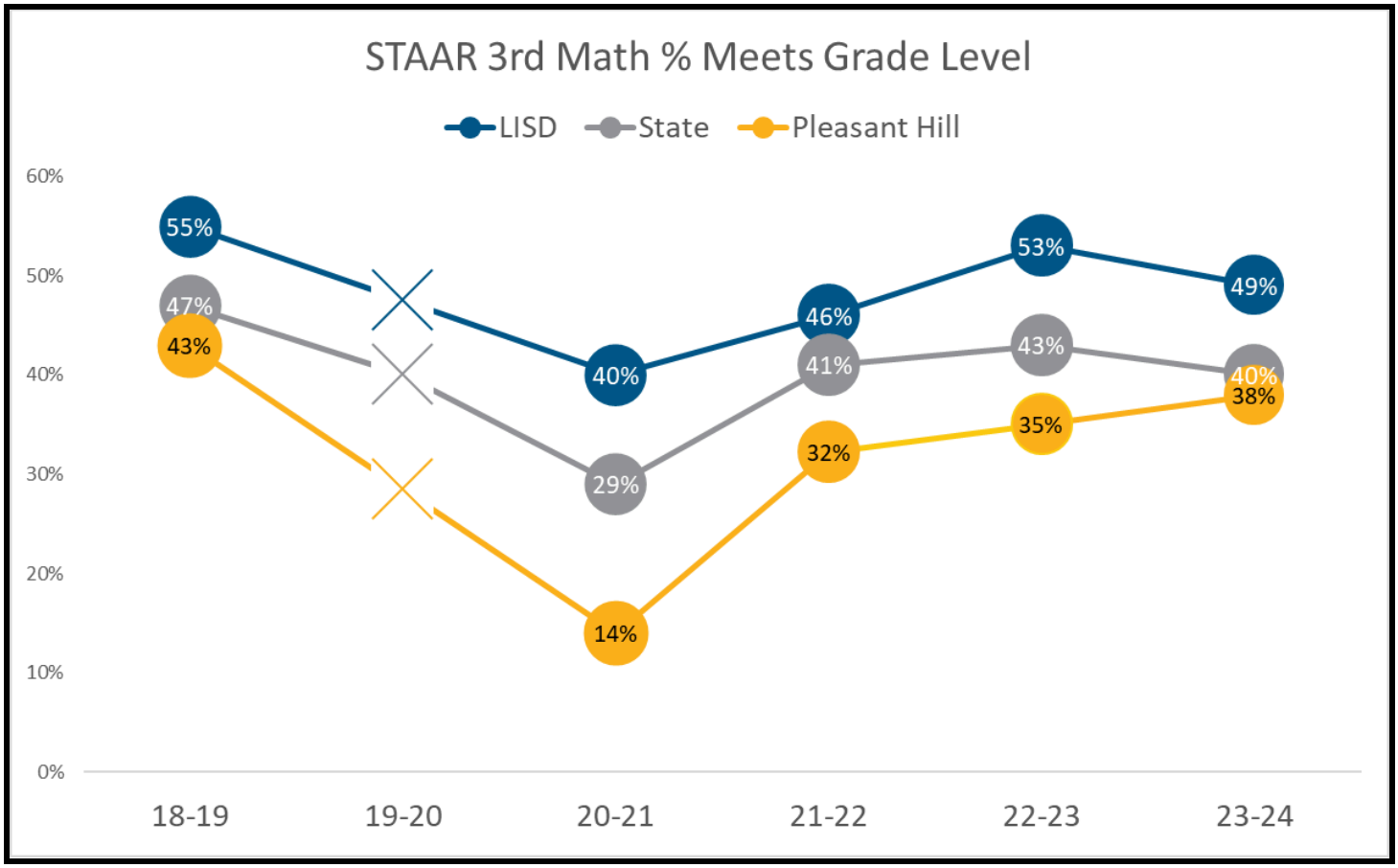
Pleasant Hill Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	14%		16%	14%			17%	19%	
2021-22	32%		21%	37%		20%	25%	26%	
2022-23	35%		27%	40%		14%	26%	43%	
2023-24	38%		10%	39%	79%		11%	21%	55%

Pleasant Hill Actual Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Reading 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.

Reagan Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

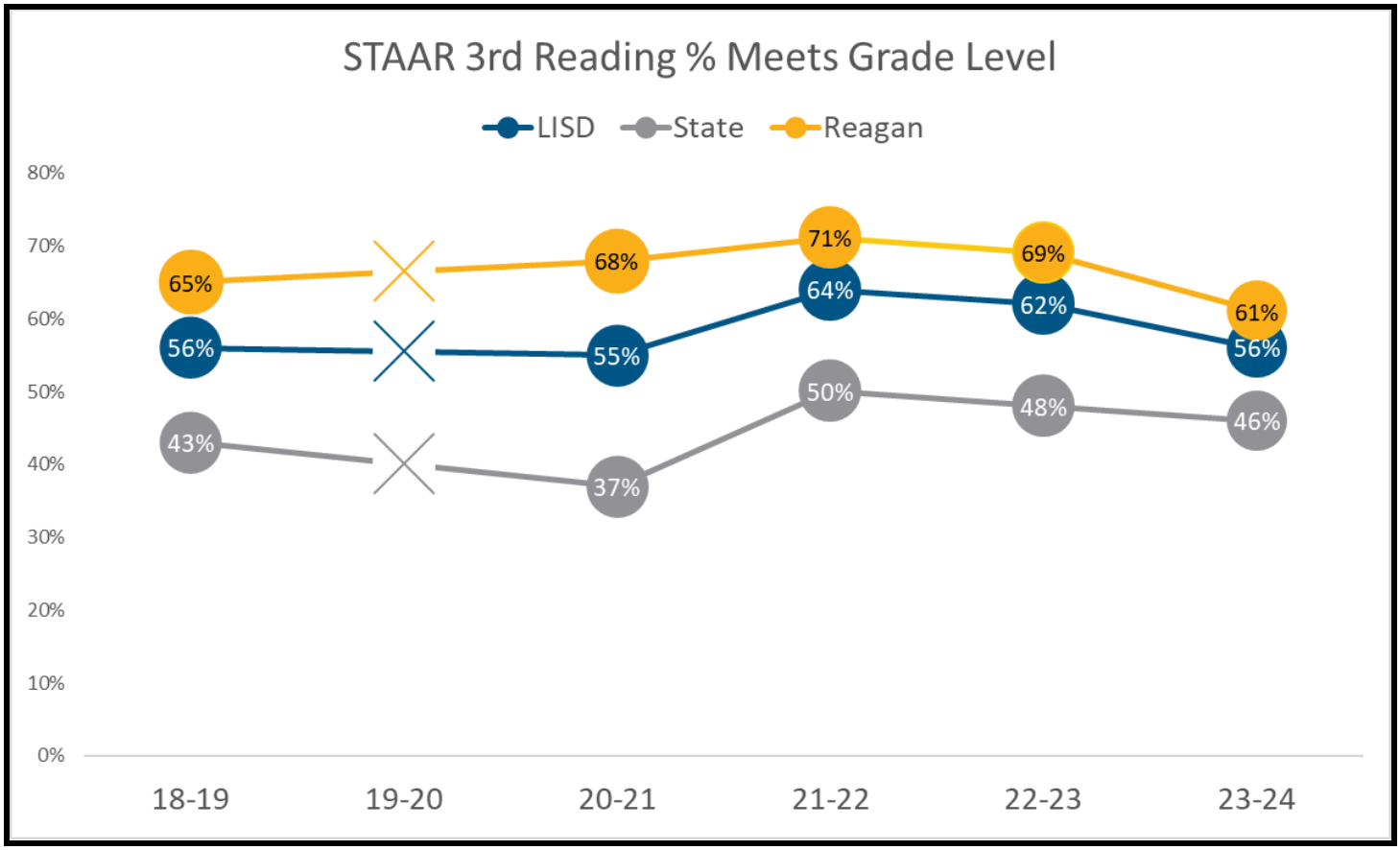
Reagan Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	61%		38%	55%	76%		24%	33%	53%

Reagan Actual Reading Data through 2024
% 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%

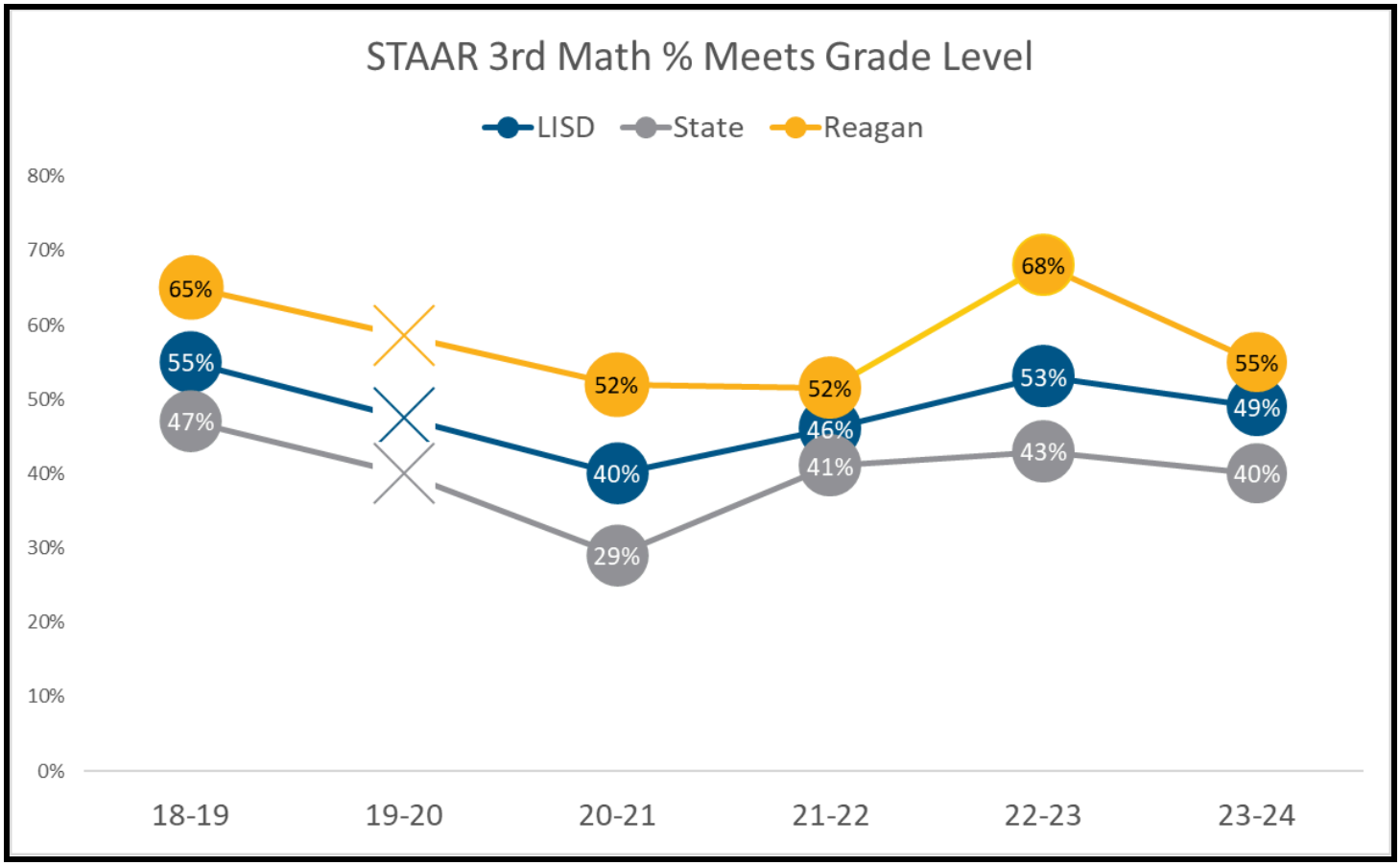
Reagan Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~					
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%
2023-24	55%		29%	48%	76%		30%	43%	59%

Reagan Actual Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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Reed Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
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    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
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Mathematics Action Plans

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    b. Implementation of *NCTM 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%

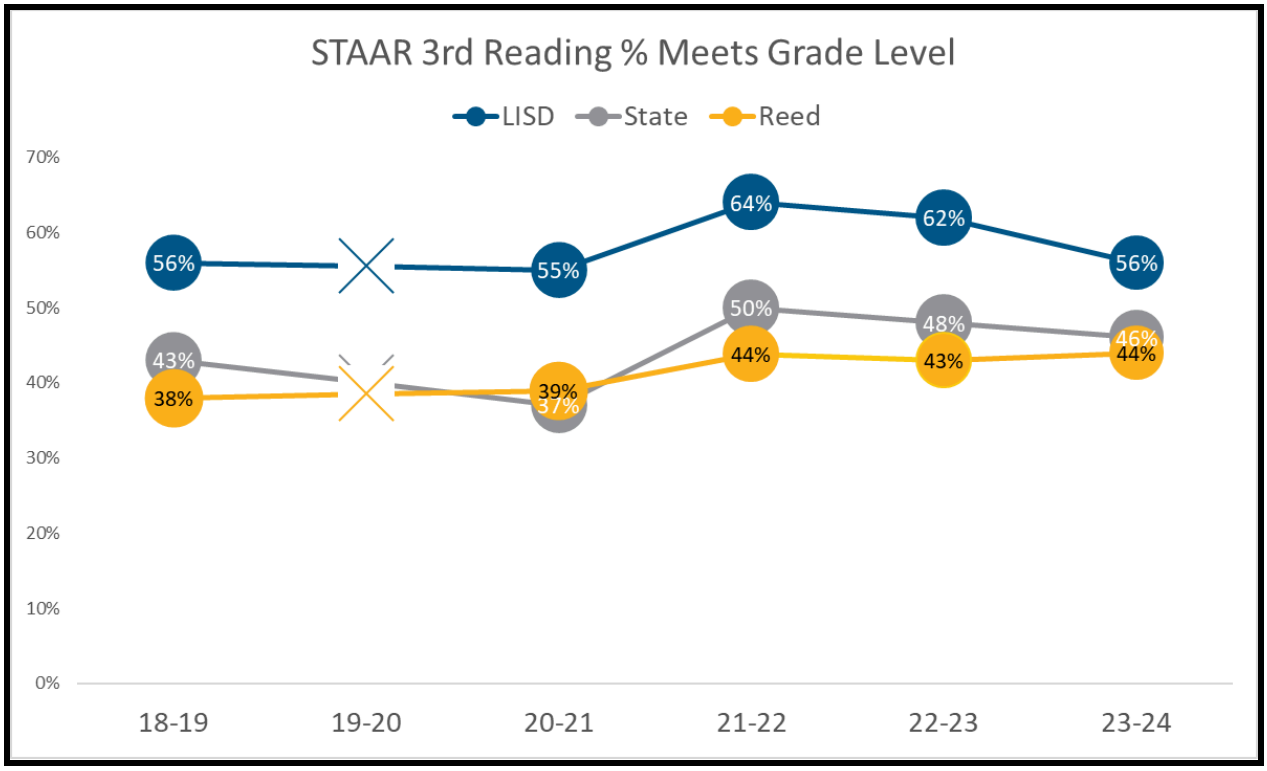
Reed Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	44%	9%	31%	83%	91%		26%	23%	24%

Reed Actual Reading Data through 2024
% 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%

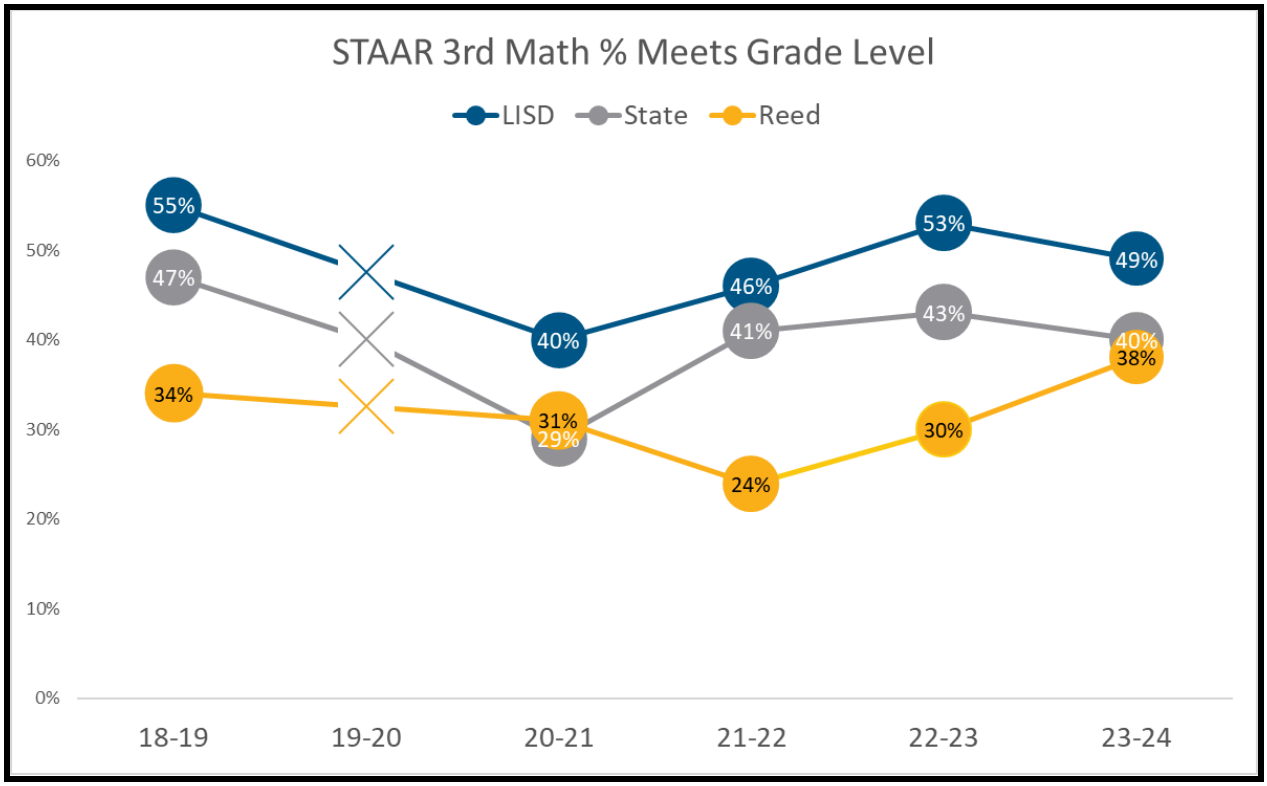
Reed Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%
2023-24	38%	9%	25%	57%	100%		22%	14%	20%

Reed Actual Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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River Place Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
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        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
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        iii. CIC RLA-focused sessions

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
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    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
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3. *Provide ongoing support for Mathematics through Professional Learning*
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    b. Implementation of *NCTM 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%

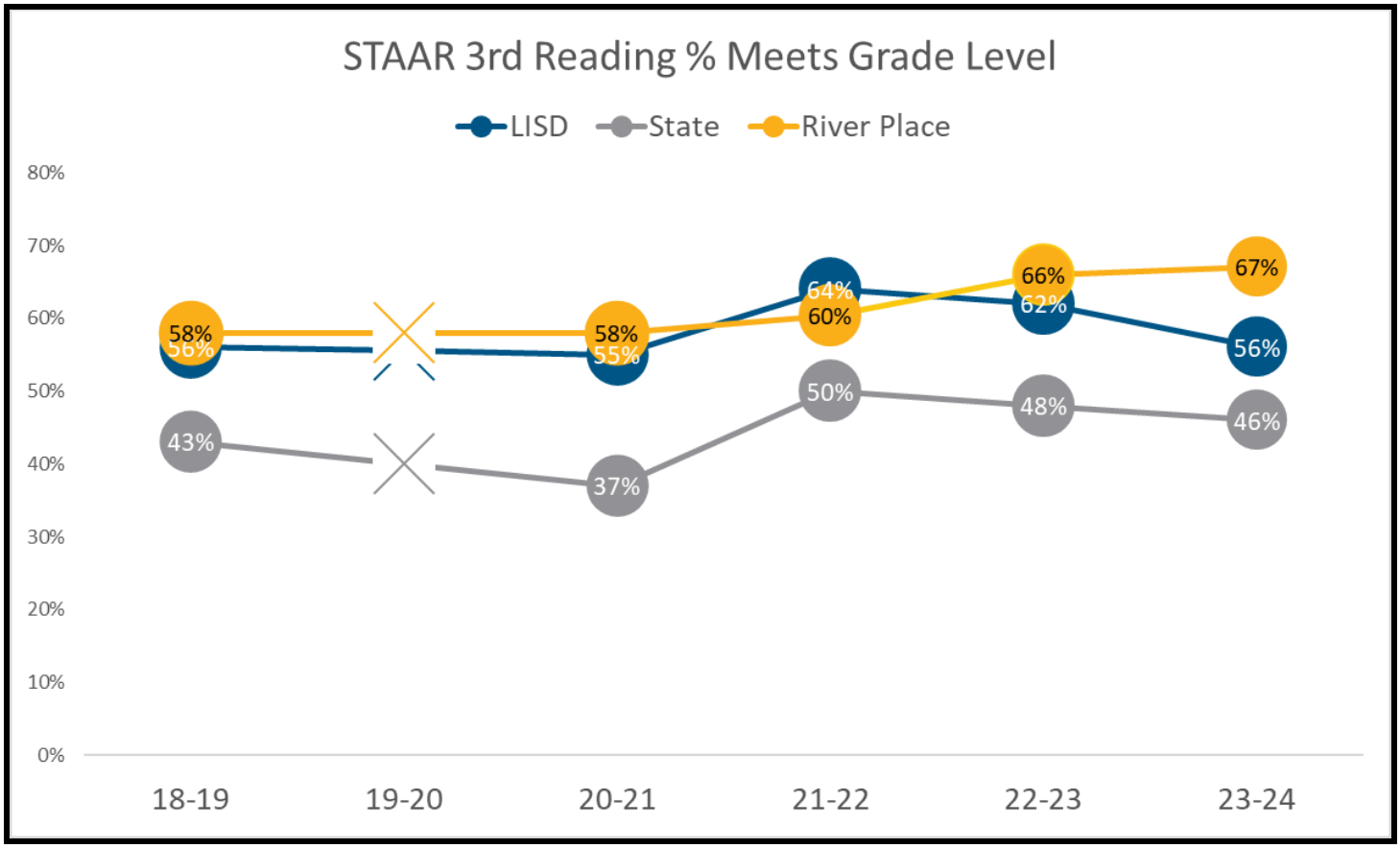
River Place Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	
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%
2023-24	67%		52%	73%	80%		25%	19%	

River Place *Actual* Reading Data through 2024
% 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%

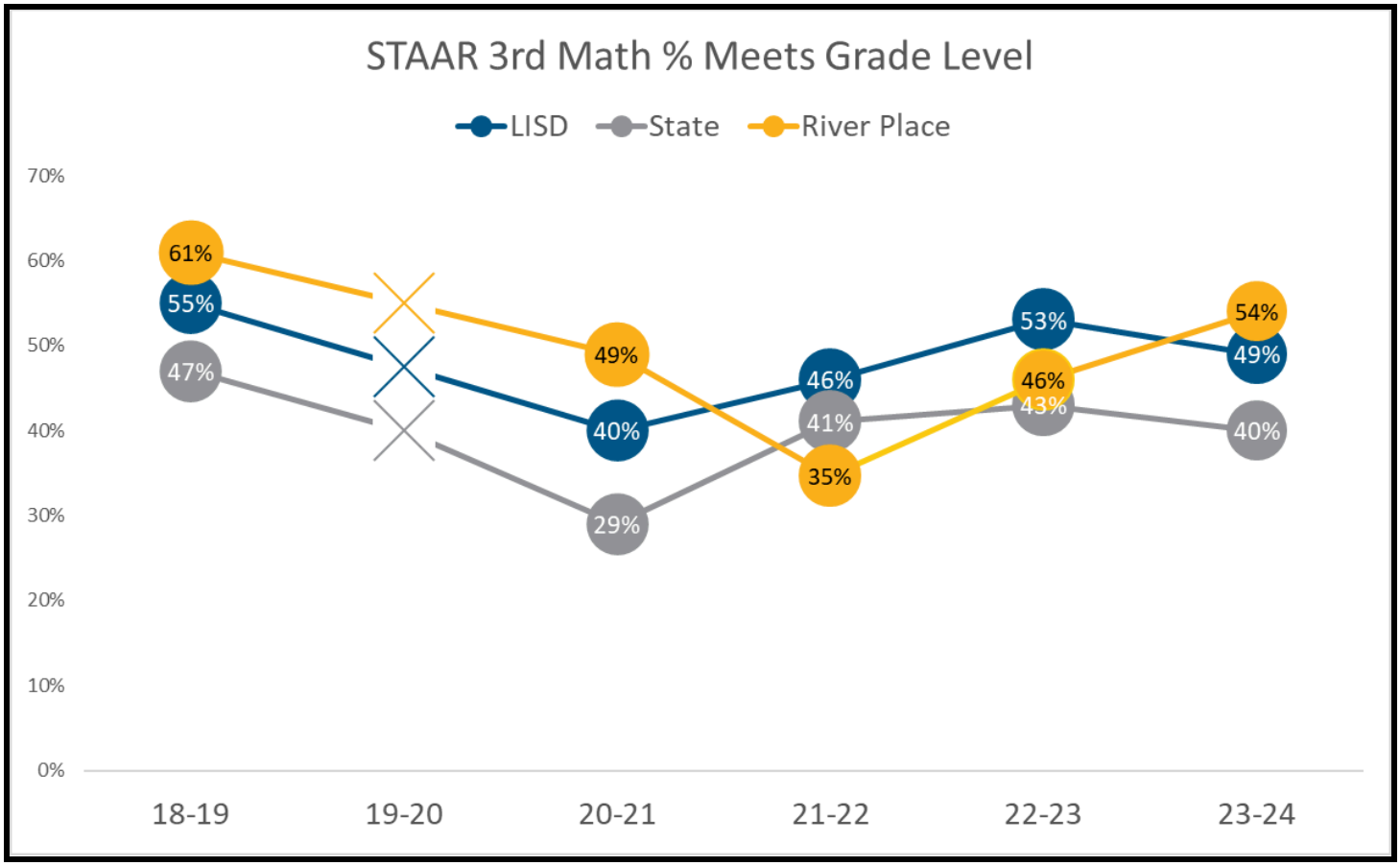
River Place Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	
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%
2023-24	54%		34%	62%	80%		32%	0%	

River Place *Actual* Math Data through 2024
% 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.

River Ridge Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

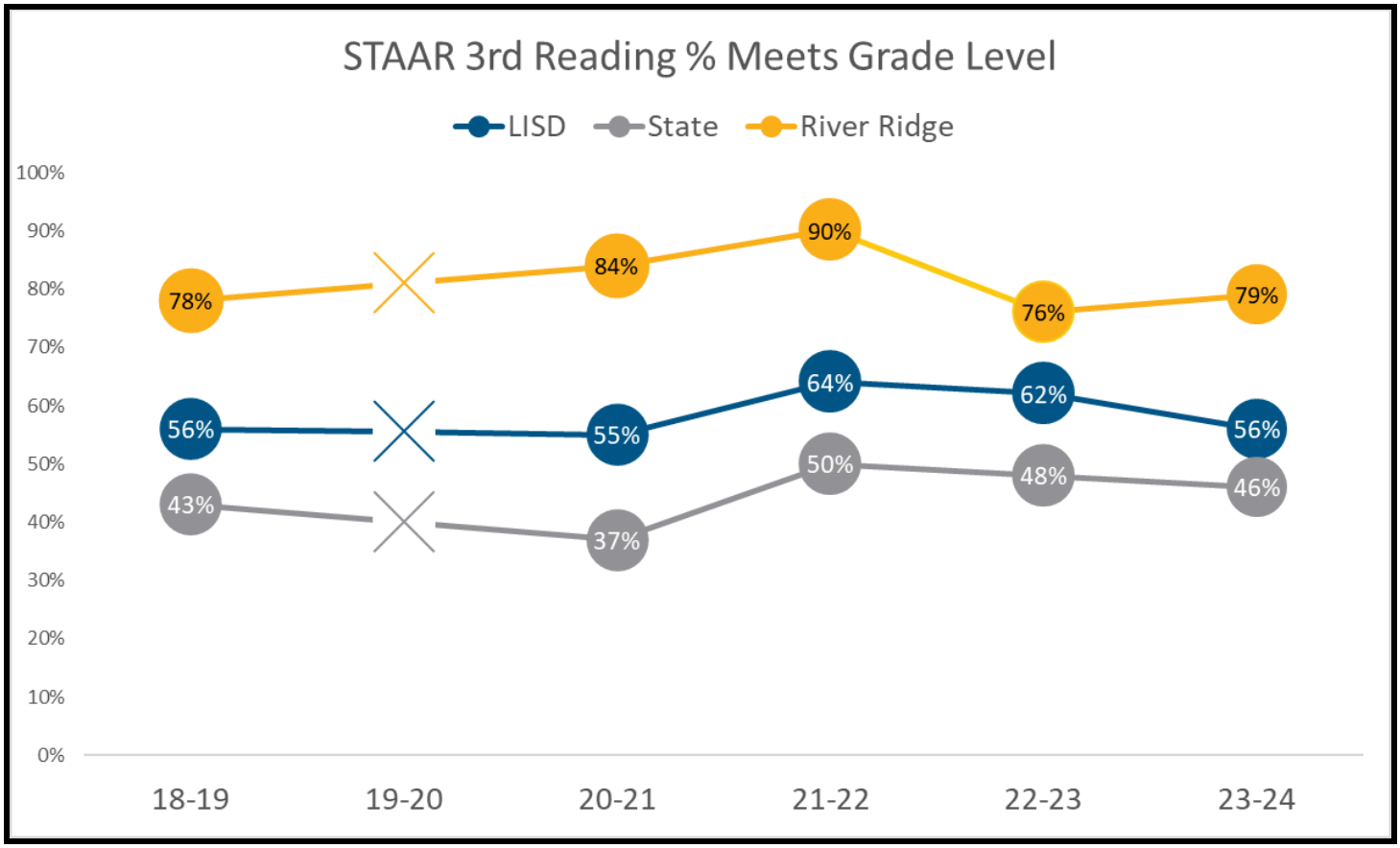
River Ridge Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	84%		100%	78%					
2021-22	90%		100%	86%	86%	100%	73%		
2022-23	76%		75%	74%	80%	86%	40%		
2023-24	79%		90%	78%	85%		42%		

River Ridge Actual Reading Data through 2024
% 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%

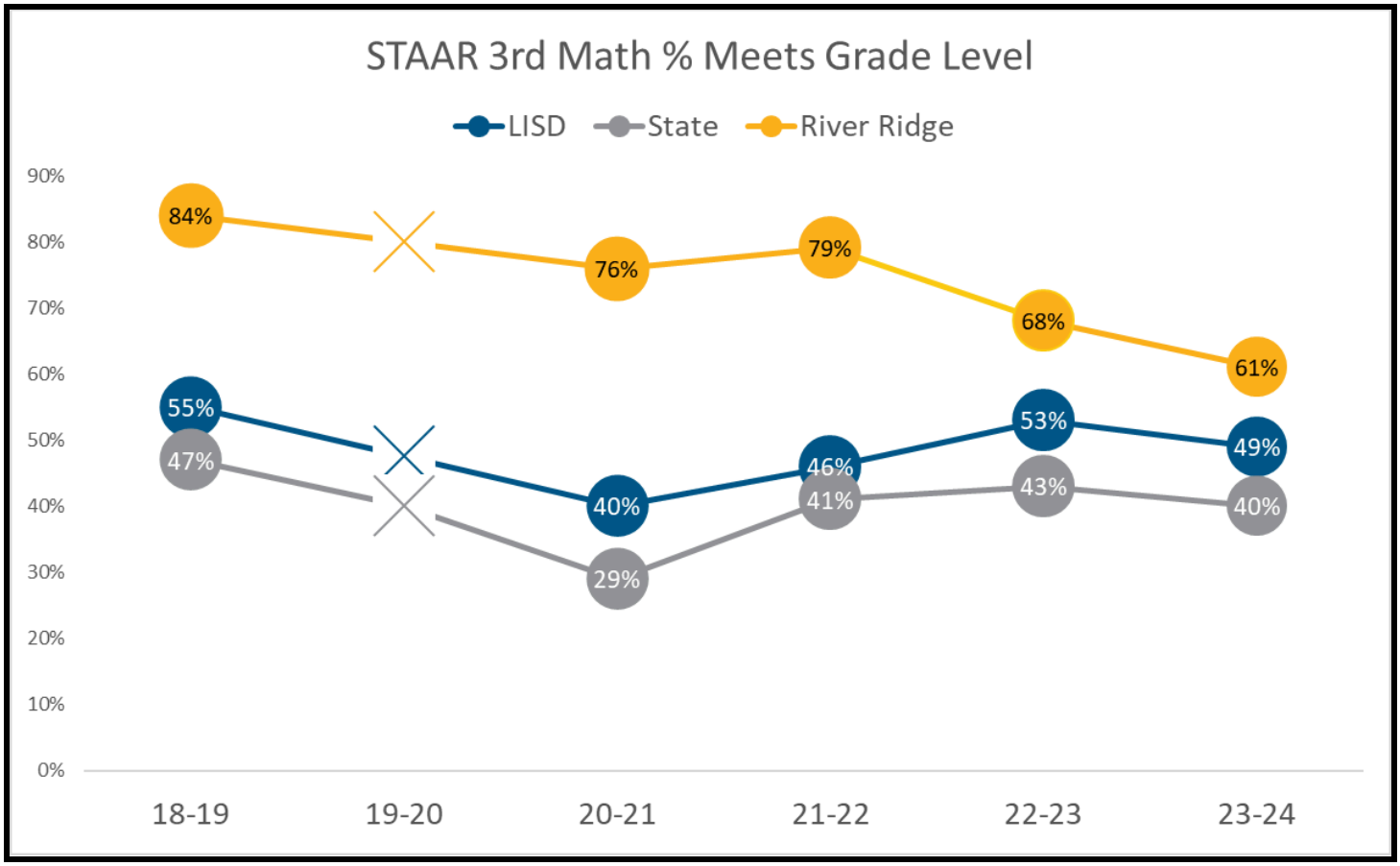
River Ridge Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%		
2023-24	61%		50%	61%	69%		42%		

River Ridge Actual Math Data through 2024
% 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.

Rouse High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs) plus Completor in aligned Program of Study:** Phase-In: A graduate earning an industry-based certification under 19 TAC §74.1003 plus a level 2 course in the aligned Program of Study (Class of 2024). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Concentrator in the aligned Program of Study (Class of 2025). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Completor in the aligned Program of Study (Class of 2026).
    - 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 and campus staff to ensure instructors are appropriately utilizing curriculum, instructional resources, equipment, technology, professional development, and regular active participation with district PLC for successful implementation of IBCs.
        - Collaboration between district CTE staff and campus staff to support campus CTE instructors in calendaring and executing IBC certification assessments.
        - Work with an appropriate industry 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.
        - Campus staff develop a plan for recognition/celebration of IBC completers.
    - 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, facility, and master schedule needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Collaboration with teachers and counseling staff to promote four-year planning to achieve Program of Study completion.
        - Collaboration between district CTE and campus staff to develop a plan to recognize/celebrate Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus stakeholders in order to facilitate data conversations with teachers and teams.
        - Campus leaders seek support from district CTE staff regarding specific areas of concern identified in the data.
        - District CTE staff and campus staff facilitate district CTE PLC and campus CTE department time to analyze data and develop opportunities for improvement.
        - Promote collaboration with industry professionals to review and discuss data and develop 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 coordinator meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
        - Ensure teachers of AP/IB courses have current professional learning (trained once every 5 years or when course updates published) provided by College Board or International Baccalaureate.
    - 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 for all students 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.
        - Use Instructional Planning Reports (IPR) in PLCs to identify areas of strength and areas of growth to set goal and adjust instruction accordingly.

- **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. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics
    - College Prep Math/ College Prep English
        - 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 Suite 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
        - Campus and district stakeholders monitor TSI completion rate month.
        - 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.
        - Continue to use district-wide communication to support TSI-incomplete 11th grade students after school day SAT in March.
    - College Readiness 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.
        - Support and promote awareness of in-district campus SAT/ACT Saturday testing opportunities.
        - Develop campus plan for TSI-A administration.

- **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 requirements 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

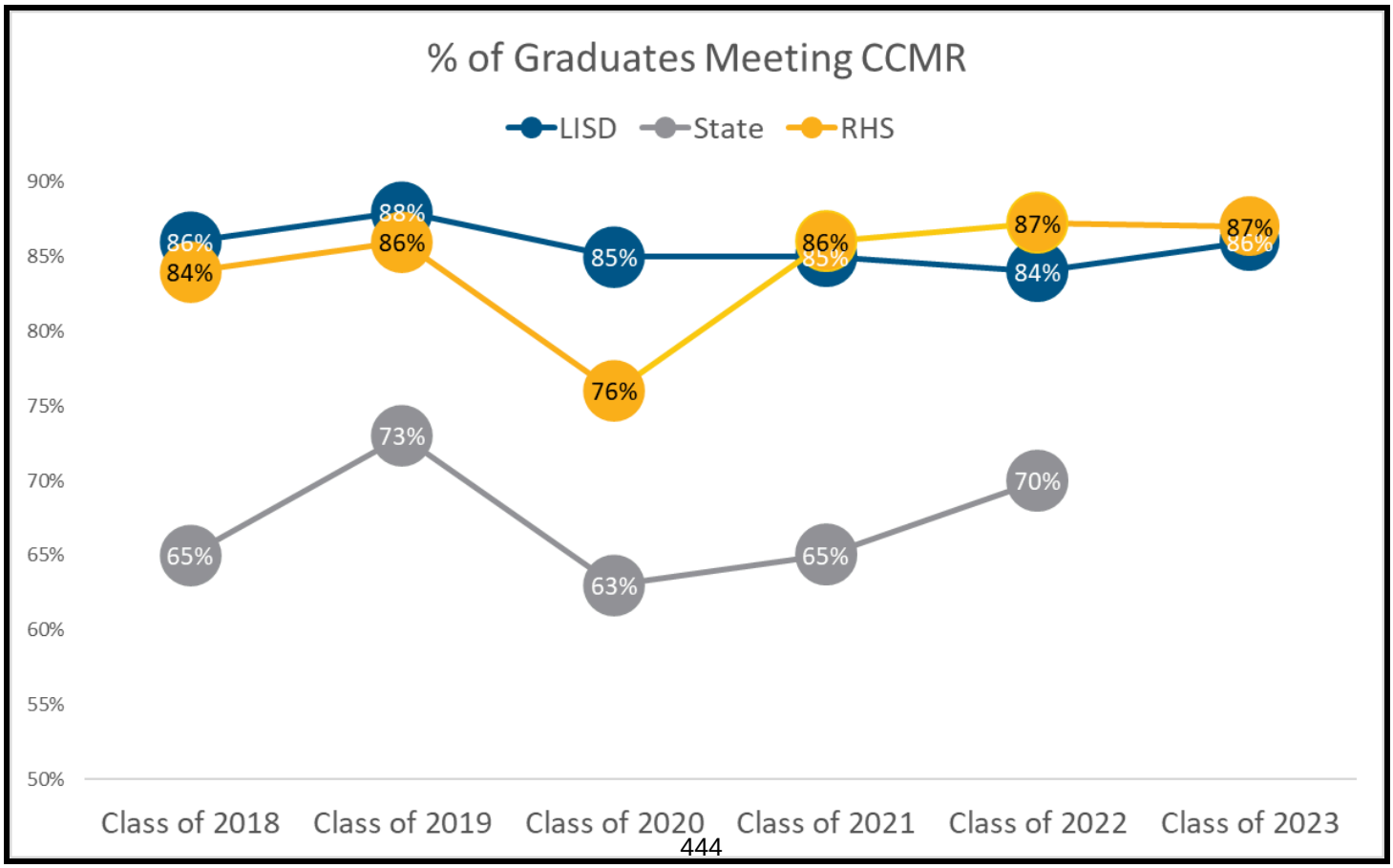
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2021 Goal	86%	83%	78%	88%	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.	EB
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%
Class of 2023 Actual	87%	91%	75%	88%	97%	88%	98%	78%	67%

Rouse High School Actual Data with Proposed Goals



HOUSE BILL 3 LEGISLATION

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Rutledge Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

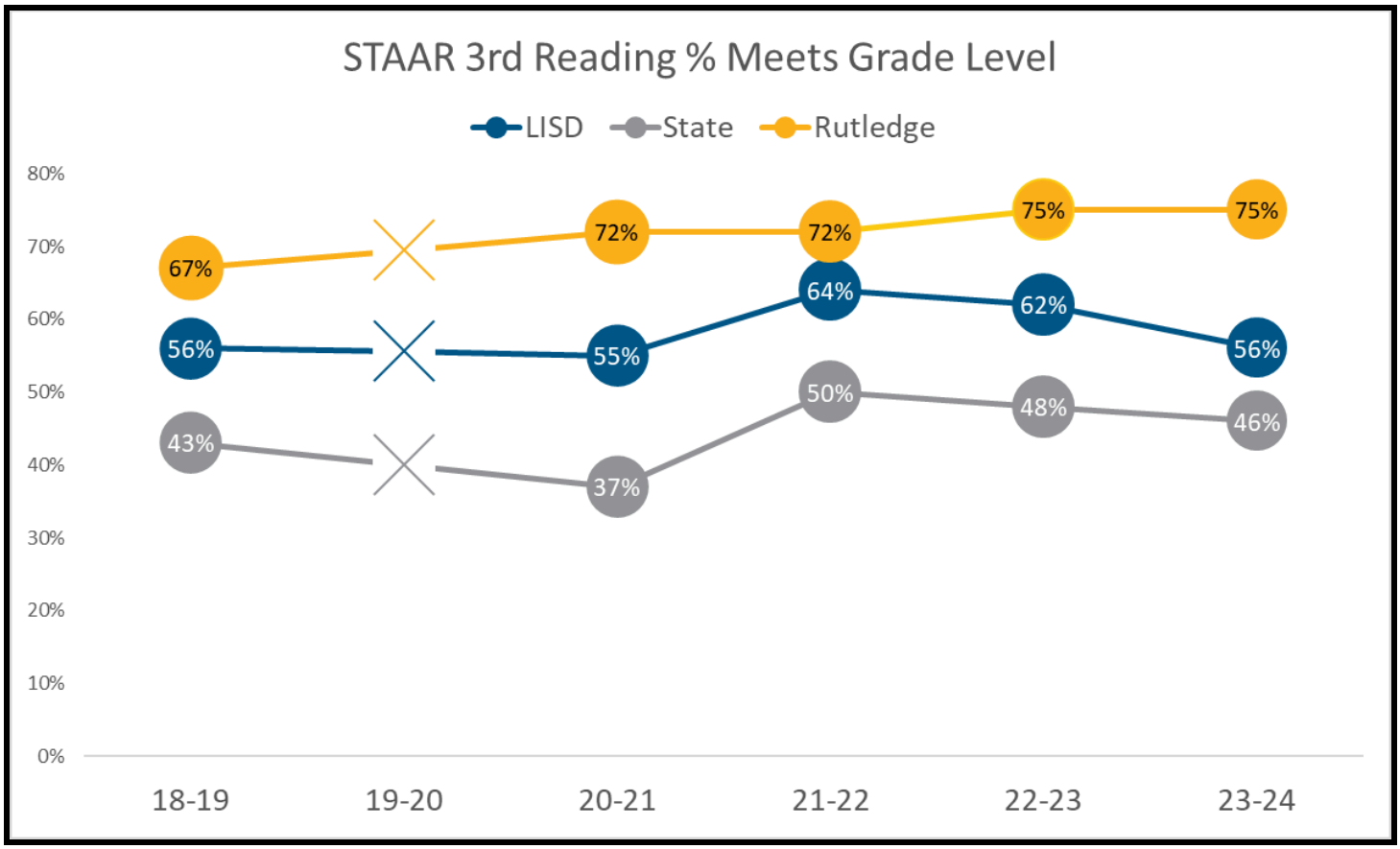
Rutledge Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2023-24	75%		77%	70%	77%		33%		72%

Rutledge Actual Reading Data through 2024
% 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%

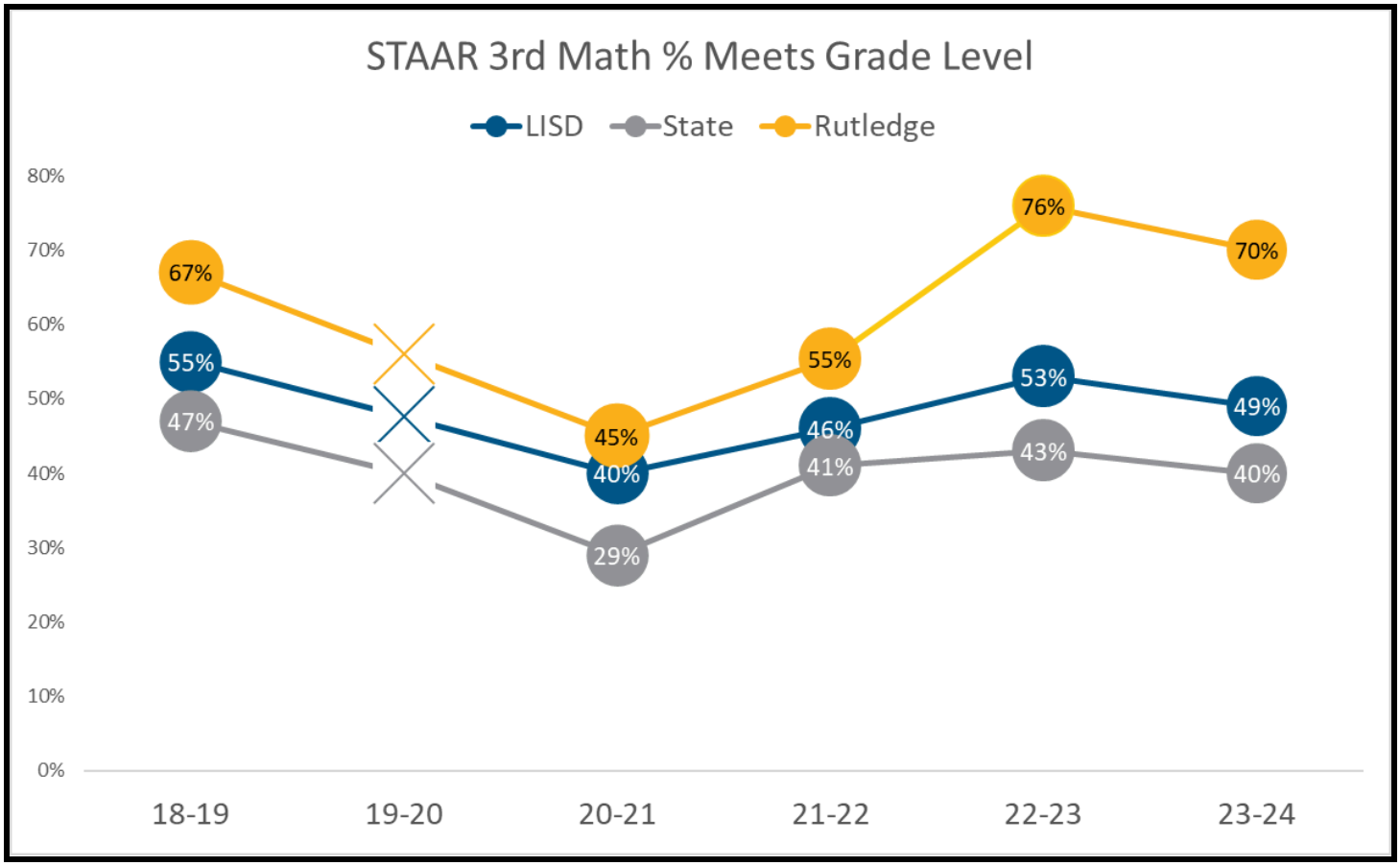
Rutledge Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%
2023-24	70%		69%	65%	75%		37%		69%

Rutledge Actual Math Data through 2024
% 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.

Steiner Ranch Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Revise 3-5 curriculum assessments with varied item types
    c. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    d. Utilize the curriculum documents and the Universal Design for Learning Framework to set firm goals and develop lessons to meet the various needs of students.
    e. Create a campus master schedule that allows for a common time across each grade level for targeted small-group instruction in reading. Support teachers in implementing a daily small group schedule.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. Share best instructional practices and discuss implementation of written curriculum within a workshop framework during weekly planning and during bi-wekly 90 minute PLCs
        ii. Plan for the use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
            1. The Reading Cadre, composed of vertical team members, specialists, and administrators, will meet monthly to review campus reading data and discuss instructional alignment and assessment practices.
            2. Review ISIP, Running Record and additional reading data sets during PLC, staff meetings, and cadres
            3. Campus will update the Kid Watch form ISIP data monthly to monitor student progress.

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, and second-grade teachers and elementary reading specialists
        i. Intentionally build the campus master schedule to allow for 25 minutes of co-teaching of phonics daily immediately before small group instruction in K-2nd grade.
        ii. 25 minutes of daily co-teaching phonics lessons in K-2nd grade.
        iii. 30-50 minute weekly co-planning sessions with reading interventionists in K-5th grade.
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
        i. Use the UDL Framework to design lessons that address learner variability and meet the unique needs of students by providing options for engagement, representation, and action/expression. Plan for flexible pathways.

c. Provide ongoing, optional professional learning for teachers
    i. Universal Design for Learning
    ii. Guided Reading
    iii. Literacy Practice Focused Book Studies
    iv. CIC RLA-focused sessions

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
        i. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
        i. Utilize high-leverage instructional strategies and develop/use targeted instructional resources for independent workstations that allows students choice as they advance in their individual pathways.

2. *Provide ongoing campus support to support the implementation of the written curriculum.*
    a. Intentional math walks to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    b. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics
    c. Create a campus master schedule that allows for a common time across each grade level for targeted small-group instruction in math. Support teachers in implementing a daily small group schedule.

3. *Provide ongoing support for Mathematics through Professional Learning*
    a. Implementation of *NCTM Eight Effective Practices in Mathematics* within all professional learning opportunities
    b. support the utilization of MAP data with campus leadership teams and teachers to include growth and instructional area data
        i. The Math Cadre, composed of vertical team members, specialists, and administrators, will meet monthly to review and discuss instructional alignment and assessment practices across the campus
        ii. 3rd-5th grade teachers will participate in a book study, Building Thinking Classrooms in Mathematics, to support their cadre work.

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%

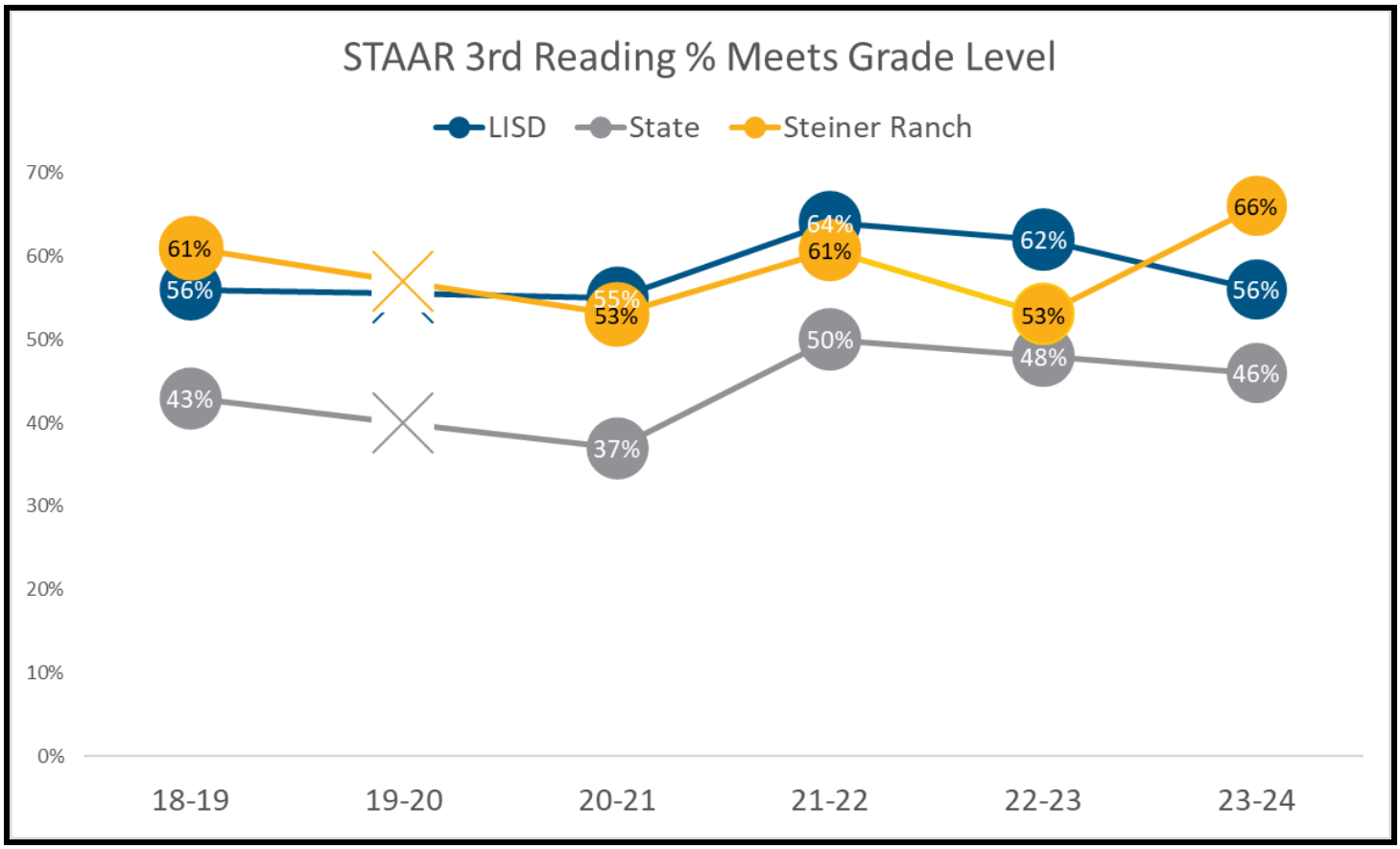
Steiner Ranch Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~					
2020-21	53%		50%	56%					46%
2021-22	61%		44%	61%	91%	67%	42%		
2022-23	53%		39%	49%	91%	50%	8%		71%
2023-24	66%		53%	68%			38%	36%	

Steiner Ranch *Actual* Reading Data through 2024
% 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%

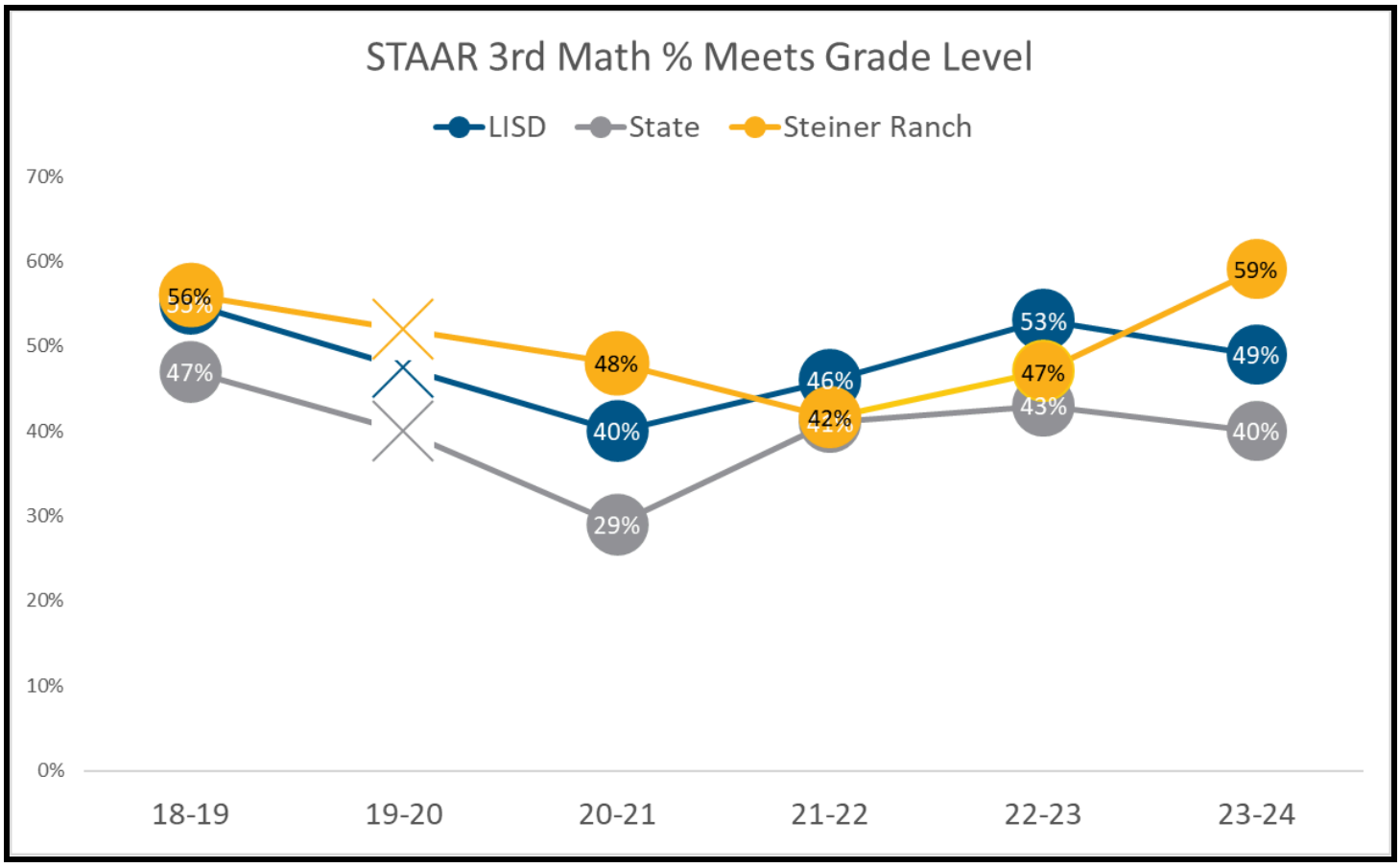
Steiner Ranch Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~					
2020-21	48%		45%	47%					62%
2021-22	42%		31%	33%	91%	58%	17%		
2022-23	47%		33%	42%	91%	33%	25%		57%
2023-24	59%		42%	60%			31%	36%	

Steiner Ranch *Actual* Reading Data through 2024
% 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.

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

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

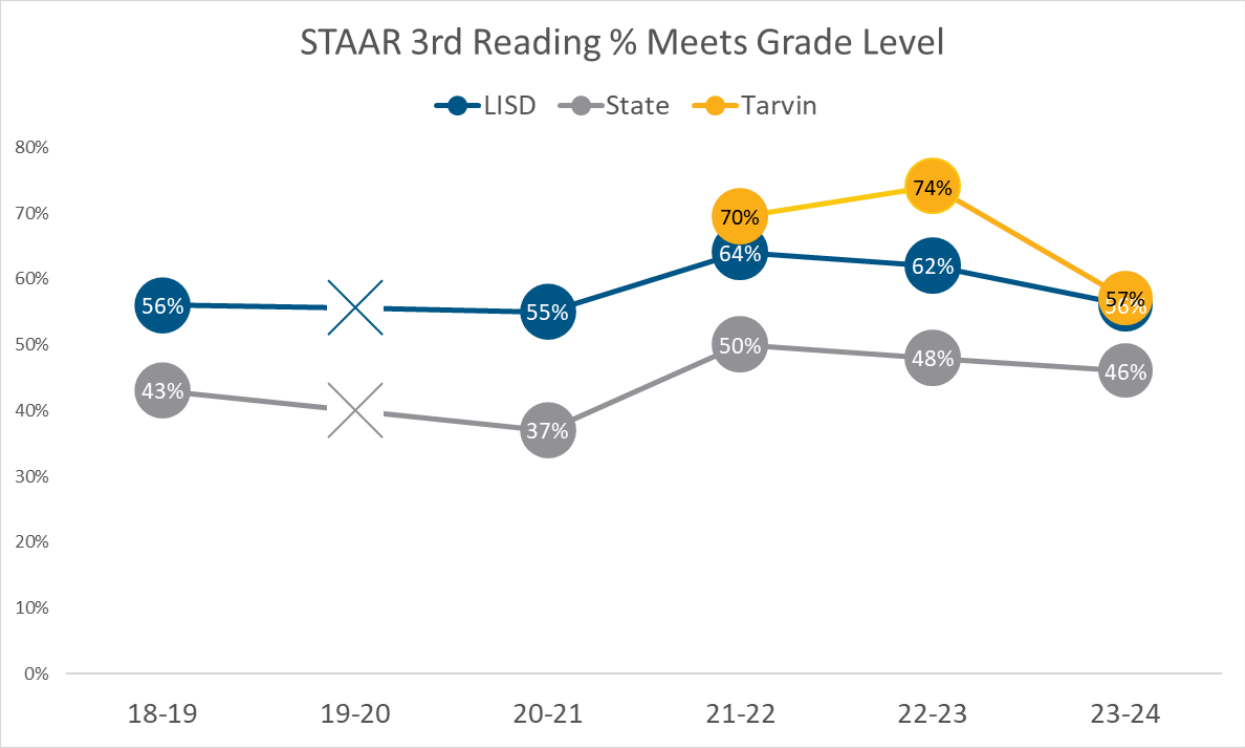
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%				

Tarvin *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									
~~2019-20~~	~~X~~			~~X~~	~~X~~				
2020-21									
2021-22	70%		55%	71%	81%				70%
2022-23	74%	60	71%	71%	79%	80%	60%	71%	73%
2023-24	57%		19%	53%	75%		14%	18%	40%

Tarvin Actual Reading Data
% 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%

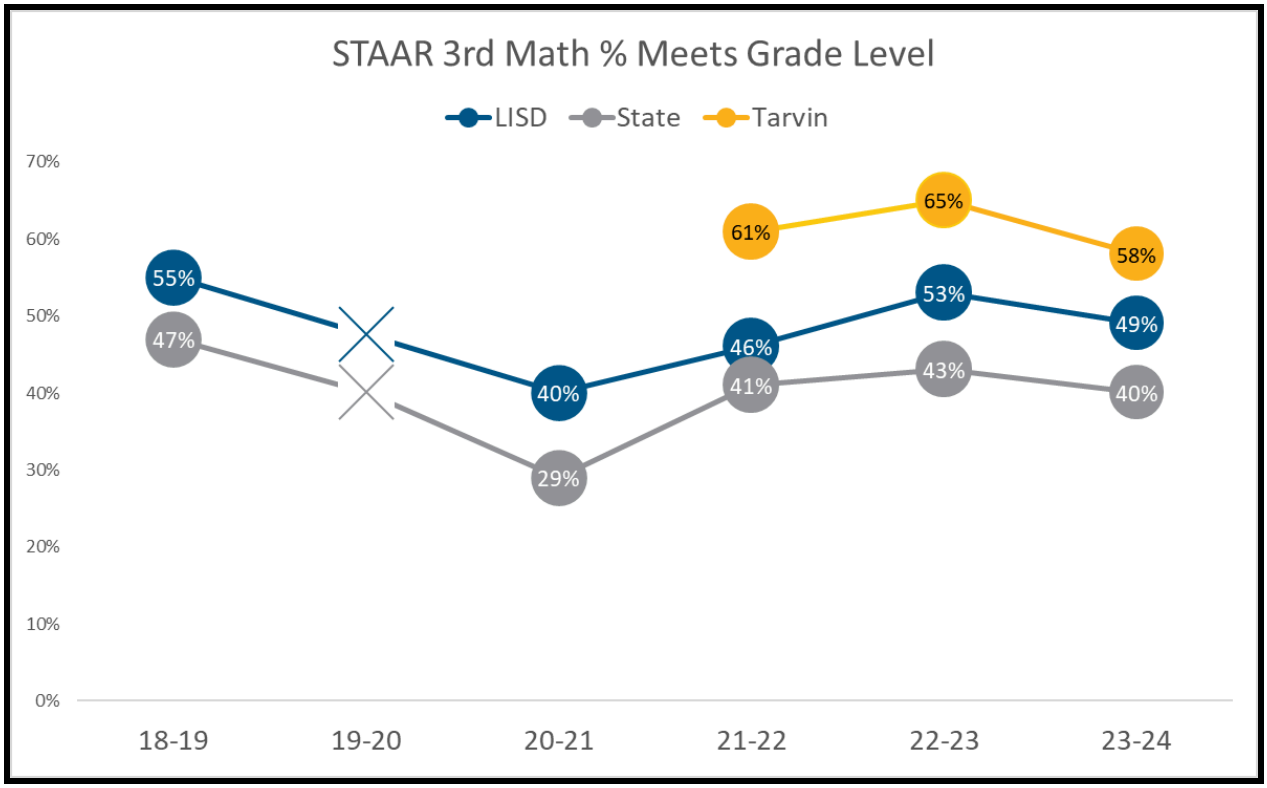
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%				

Tarvin 21-22 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									
~~2019-20~~	~~X~~			~~X~~	~~X~~				
2020-21									
2021-22	61%		55%	50%	77%				80%
2022-23	65%		57%	66%	74%	60%	50%	71%	53%
2023-24	58%		19%	48%	78%		8%	9%	47%

Tarvin (21-22 and beyond) Actual ReadMathing Data
% 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.

Vandegrift High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs) plus Completor in aligned Program of Study:** Phase-In: A graduate earning an industry-based certification under 19 TAC §74.1003 plus a level 2 course in the aligned Program of Study (Class of 2024). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Concentrator in the aligned Program of Study (Class of 2025). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Completor in the aligned Program of Study (Class of 2026).
    - 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 and campus staff to ensure instructors are appropriately utilizing curriculum, instructional resources, equipment, technology, professional development, and regular active participation with district PLC for successful implementation of IBCs.
        - Collaboration between district CTE staff and campus staff to support campus CTE instructors in calendaring and executing IBC certification assessments.
        - Work with an appropriate industry 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.
        - Campus staff develop a plan for recognition/celebration of IBC completers.
    - 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, facility, and master schedule needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Collaboration with teachers and counseling staff to promote four-year planning to achieve Program of Study completion.
        - Collaboration between district CTE and campus staff to develop a plan to recognize/celebrate Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus stakeholders in order to facilitate data conversations with teachers and teams.
        - Campus leaders seek support from district CTE staff regarding specific areas of concern identified in the data.
        - District CTE staff and campus staff facilitate district CTE PLC and campus CTE department time to analyze data and develop opportunities for improvement.
        - Promote collaboration with industry professionals to review and discuss data and develop 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 coordinator meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
        - Ensure teachers of AP/IB courses have current professional learning (trained once every 5 years or when course updates published) provided by College Board or International Baccalaureate.
    - 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 for all students 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.
        - Use Instructional Planning Reports (IPR) in PLCs to identify areas of strength and areas of growth to set goal and adjust instruction accordingly.

- **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. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics
    - College Prep Math/ College Prep English
        - 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 Suite 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
        - Campus and district stakeholders monitor TSI completion rate month.
        - 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.
        - Continue to use district-wide communication to support TSI-incomplete 11th grade students after school day SAT in March.
    - College Readiness 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.
        - Support and promote awareness of in-district campus SAT/ACT Saturday testing opportunities.
        - Develop campus plan for TSI-A administration.

- **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 requirements 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

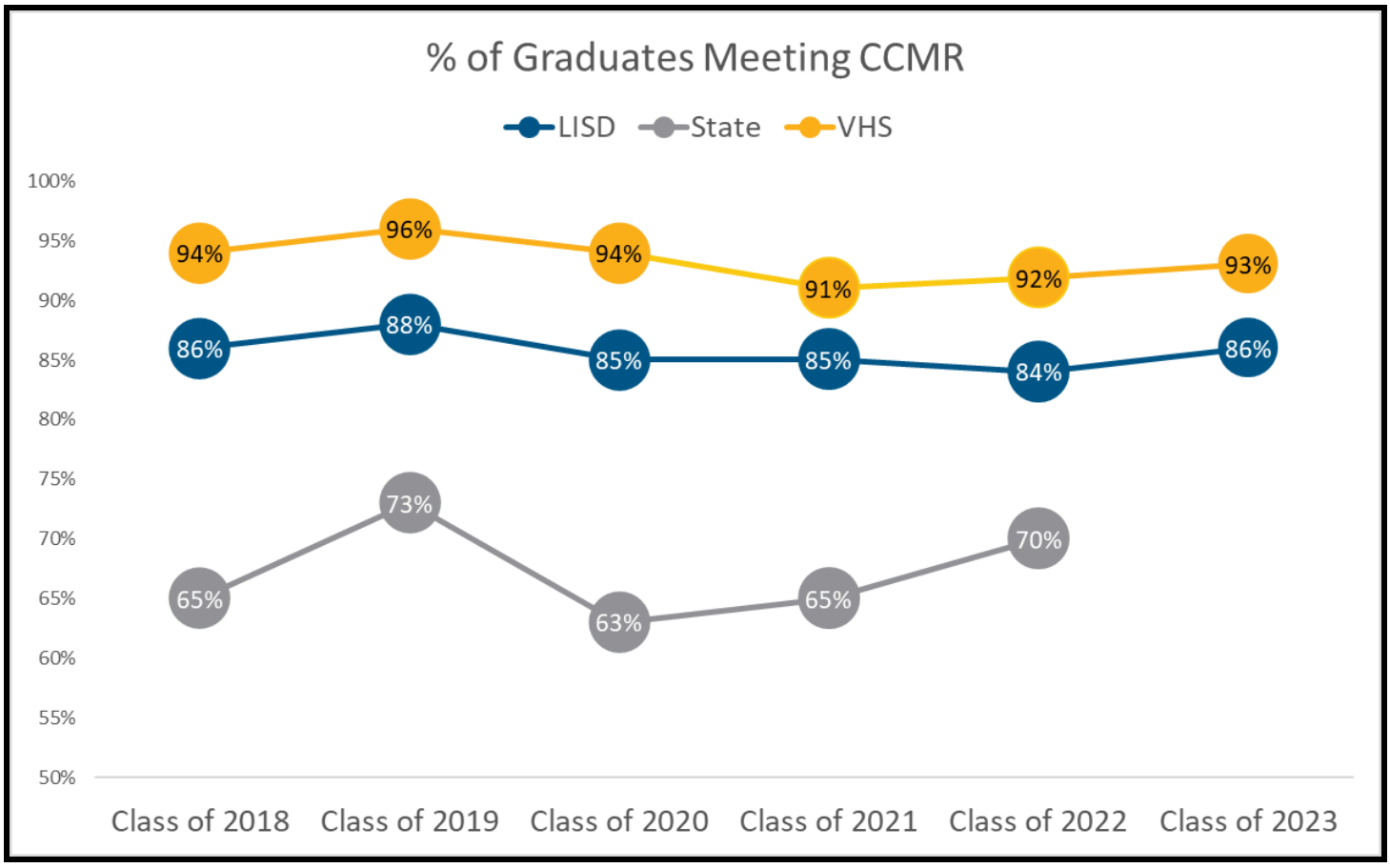
% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

	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%
Class of 2023 Actual	93%	91%	89%	94%	98%	88%	98%	77%	82%



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.

Vista Ridge High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs) plus Completor in aligned Program of Study:** Phase-In: A graduate earning an industry-based certification under 19 TAC §74.1003 plus a level 2 course in the aligned Program of Study (Class of 2024). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Concentrator in the aligned Program of Study (Class of 2025). A graduate earning an industry-based certification under 19 TAC §74.1003 plus Completor in the aligned Program of Study (Class of 2026).
    - 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 and campus staff to ensure instructors are appropriately utilizing curriculum, instructional resources, equipment, technology, professional development, and regular active participation with district PLC for successful implementation of IBCs.
        - Collaboration between district CTE staff and campus staff to support campus CTE instructors in calendaring and executing IBC certification assessments.
        - Work with an appropriate industry 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.
        - Campus staff develop a plan for recognition/celebration of IBC completers.
    - 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, facility, and master schedule needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Collaboration with teachers and counseling staff to promote four-year planning to achieve Program of Study completion.
        - Collaboration between district CTE and campus staff to develop a plan to recognize/celebrate Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus stakeholders in order to facilitate data conversations with teachers and teams.
        - Campus leaders seek support from district CTE staff regarding specific areas of concern identified in the data.
        - District CTE staff and campus staff facilitate district CTE PLC and campus CTE department time to analyze data and develop opportunities for improvement.
        - Promote collaboration with industry professionals to review and discuss data and develop 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 coordinator meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
        - Ensure teachers of AP/IB courses have current professional learning (trained once every 5 years or when course updates published) provided by College Board or International Baccalaureate.
    - 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 for all students 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.
        - Use Instructional Planning Reports (IPR) in PLCs to identify areas of strength and areas of growth to set goal and adjust instruction accordingly.

- **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. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics
    - College Prep Math/ College Prep English
        - 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 Suite 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
        - Campus and district stakeholders monitor TSI completion rate month.
        - 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.
        - Continue to use district-wide communication to support TSI-incomplete 11th grade students after school day SAT in March.
    - College Readiness 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.
        - Support and promote awareness of in-district campus SAT/ACT Saturday testing opportunities.
        - Develop campus plan for TSI-A administration.

- **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 requirements to counselors, students, and parents.
        - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four year plans.
        - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
        - Promote participation by communicating Dual Credit success district-wide.
        - Promote participation by communicating course transferability, cost-savings, and student preparation.
    - Data analysis and action planning
        - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
        - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
        - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

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

Vista Ridge HS Baseline Data & Proposed Annual Goals

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

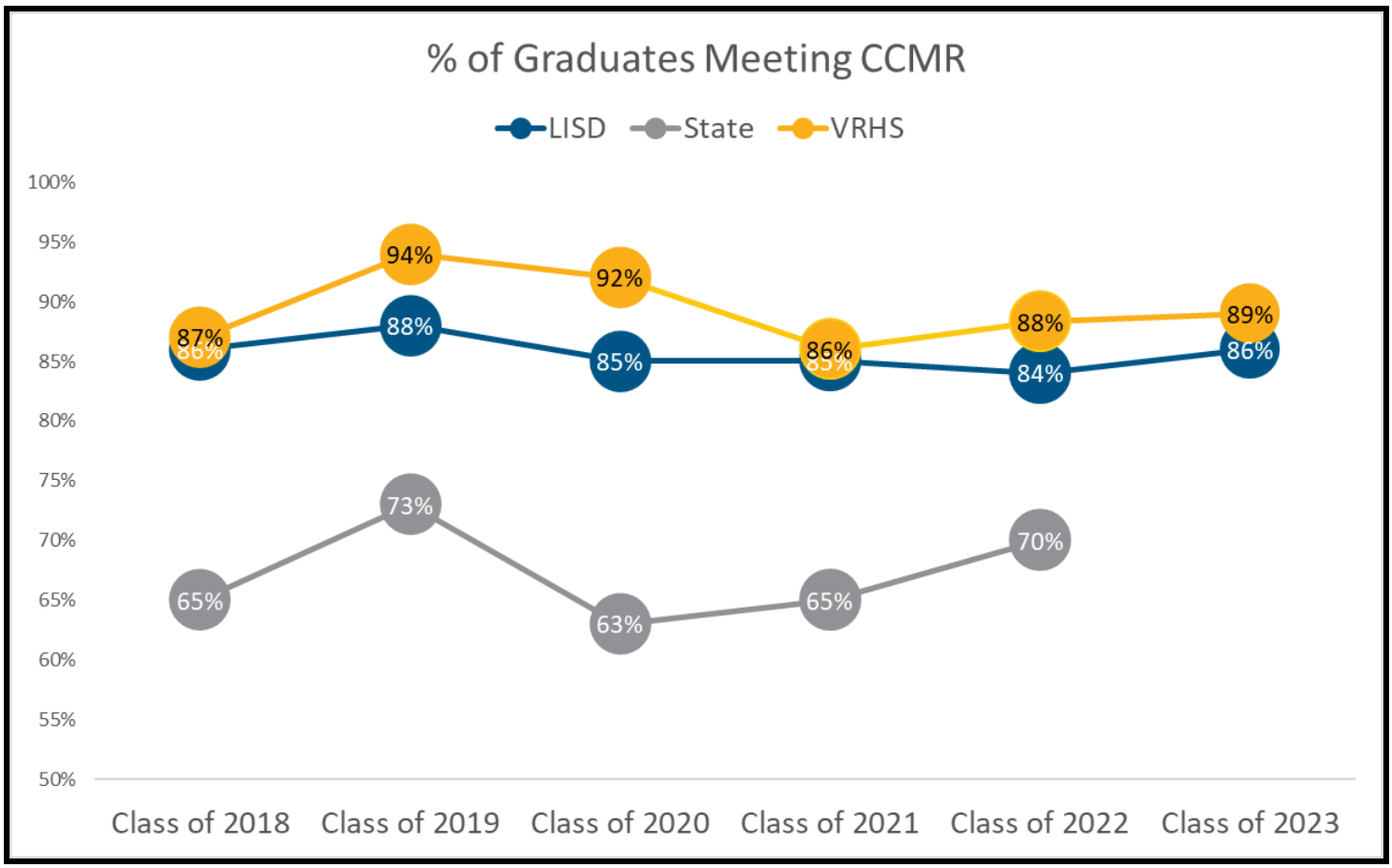
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2021 Goal	89%	67%	84%	93%	93%	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.	EB
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%
Class of 2023 Actual	89%	66%	89%	90%	97%	76%	95%	80%	72%

Vista Ridge HS Actual Data



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.

Westside Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

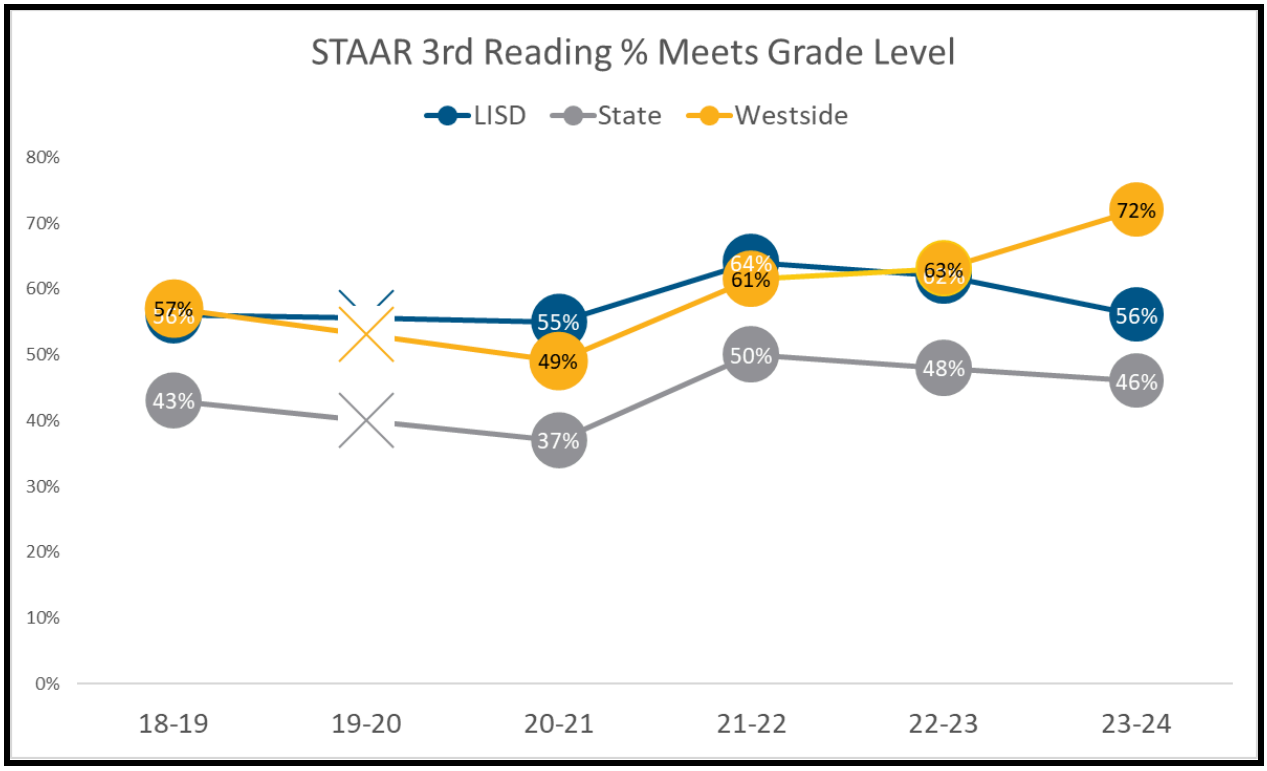
Westside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	49%			48%			21%		
2021-22	61%		44%	66%			33%		
2022-23	63%		52%	68%			38%		
2023-24	72%		62%	75%	92%		40%	54%	

Westside Actual Reading Data through 2024
% Meets Grade Level or Better on 3rd Grade Reading STAAR



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%

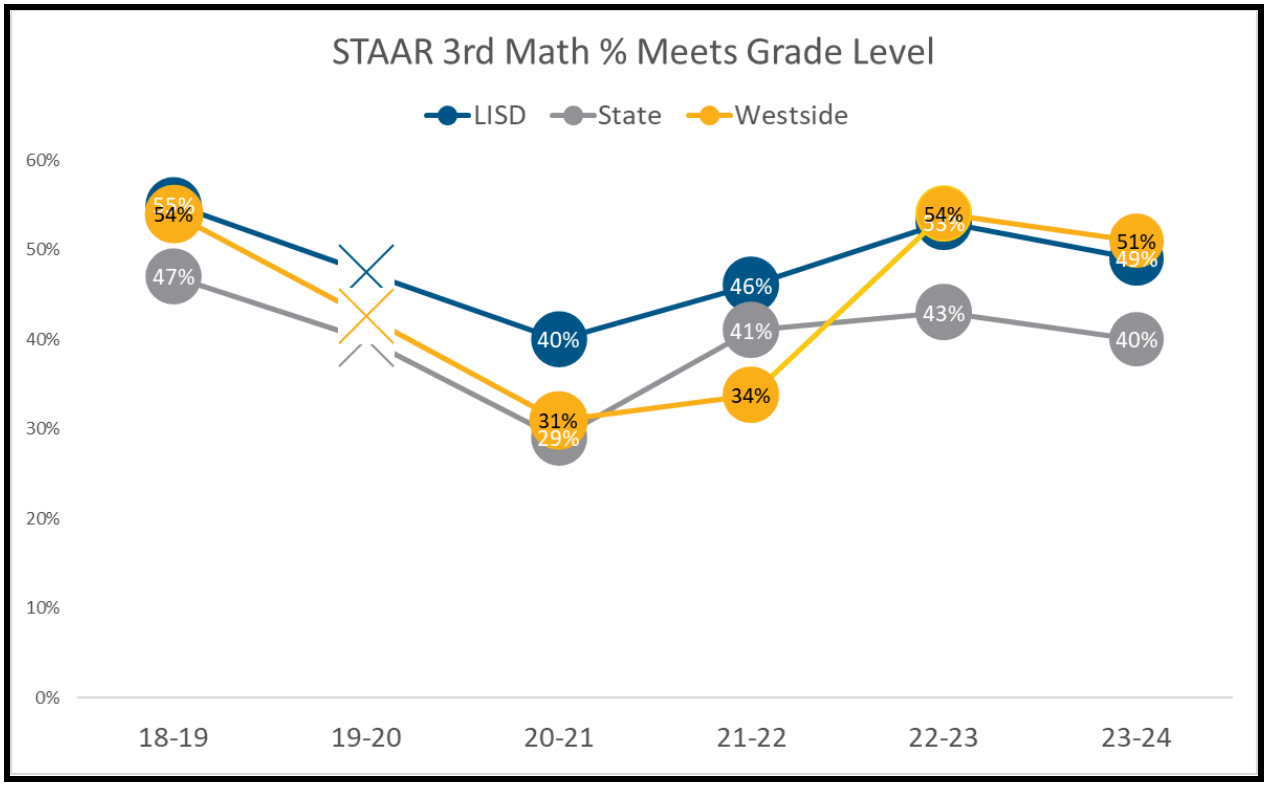
Westside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	31%		10%	34%			21%		
2021-22	34%		25%	34%			25%		
2022-23	54%		40%	59%			38%		
2023-24	51%		31%	51%	67%		33%	38%	

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



HOUSE BILL 3 LEGISLATION

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

Whitestone Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
    e. Early Childhood EUS documents to include instruction and assessment strategies based on language and communication and emergent literacy reading and writing developmental progressions within the new student progress monitoring tool, COR Advantage Kaymbu.

2. *Provide ongoing campus support to support the implementation of the EC-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 Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
        i. best instructional practices and implementation of written curriculum within a workshop framework
        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
        vi. In Early Childhood, by supporting the creation of cross-disciplinary deeper learning experiences to increase the use of reading and writing during creative and critical thinking activities

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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics

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. Implementation of *NCTM 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%

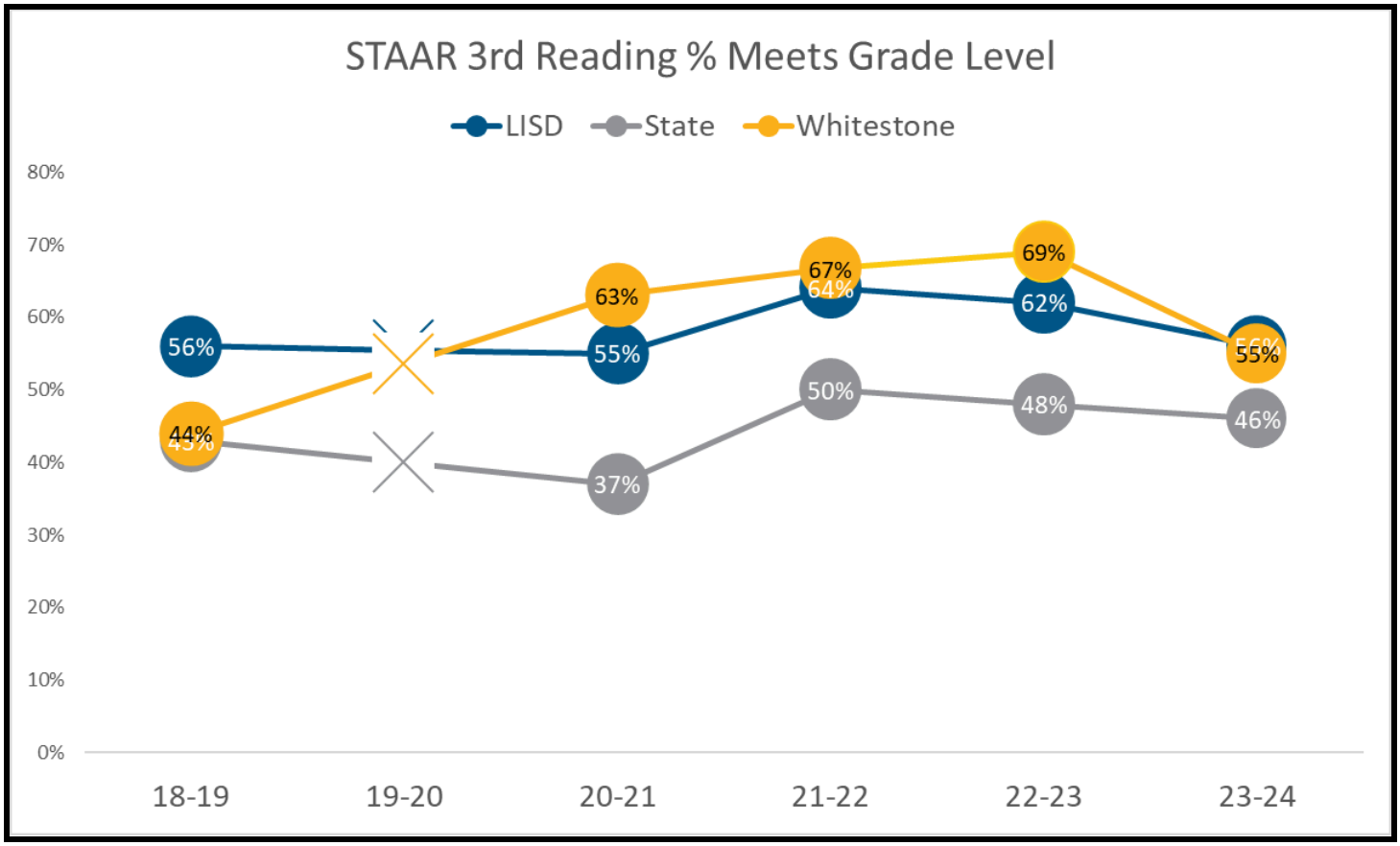
Whitestone *Baseline* Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~		~~X~~	~~X~~				~~X~~	~~X~~
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%
2023-24	55%		36%	63%	76%	67%	19%	28%	18%

Whitestone *Actual* Reading Data through 2024
% 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%

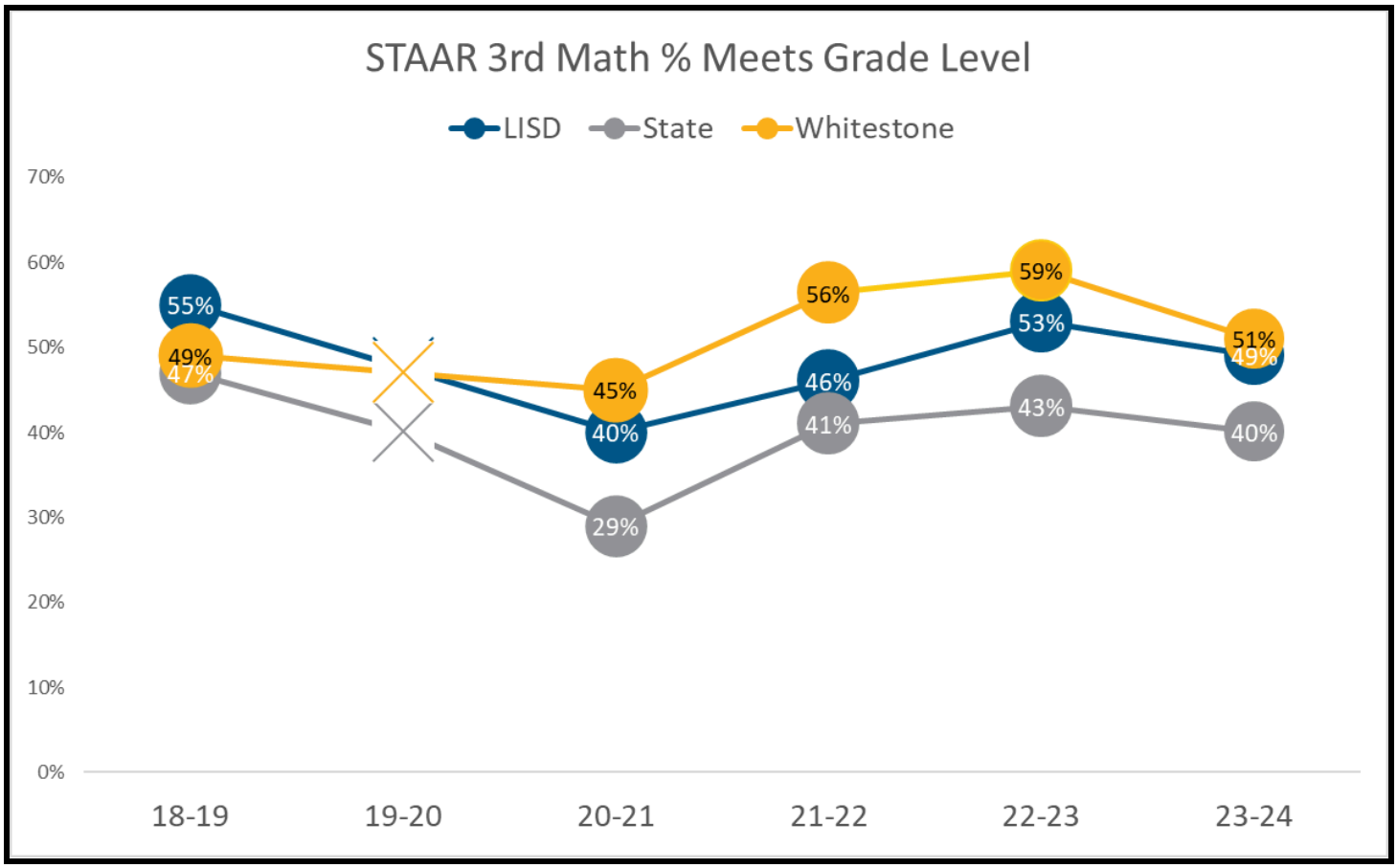
Whitestone Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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%
2023-24	51%		40%	54%	67%	50%	19%	28%	22%

Whitestone *Actual* Math Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



HOUSE BILL 3 LEGISLATION

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Winkley Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Update K-1 EUS documents to add Heggerty PA curriculum scope and sequence.
    b. Create a PWS student booklet for grades K and 1 to increase accessibility and ease of use for both teachers and students
    c. Revise 3-5 curriculum assessments with varied item types
    d. Update 3-5 EUS documents to include writing about reading and strategies and skills lessons for short constructed response & extended constructed response connection.
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        i. Refocus and promotion of Tier 1, core instruction
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            2. Participate in campus School Support Visits through a lens of curriculum implementation
            3. Ultize Deeper Learning in LISD Language Arts one-pager
    b. Support collaborative grade-level teams in growing in PLC practices:
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        ii. use of collaborative structures to facilitate increased opportunities for student discourse,
        iii. support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        iv. In Early Childhood by supporting the utilization of student portfolios to increase student ownership of learning
        v. In Early Childhood, by supporting the integration of reading and writing experiences throughout the day
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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, and second-grade teachers and elementary reading specialists
    b. Provide ongoing content-specific professional learning with instructional coaches focused on best practices
    c. Provide ongoing, optional professional learning for teachers
        i. Guided Reading
        ii. Literacy Practice Focused Book Studies
        iii. CIC RLA-focused sessions

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
        i. Updating Early Childhood EUS documents to include instruction and assessment strategies based on the developmental progression of mathematics within the new student progress monitoring tool, COR Advantage Kaymbu.
        ii. Include new unit preview videos for K-5 to allow teachers to understand and utilize all parts of the units of study.
    b. Support teachers with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
        i.
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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 co-teachers)
    c. Intentional math walks on priority campuses to collect teacher and student anecdotal data connected to the implementation of Tier 1, with feedback loops
    d. Support PLCs through building capacity of PLC leads and campus administrators in Mathematics
3.
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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. Implementation of *NCTM 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%

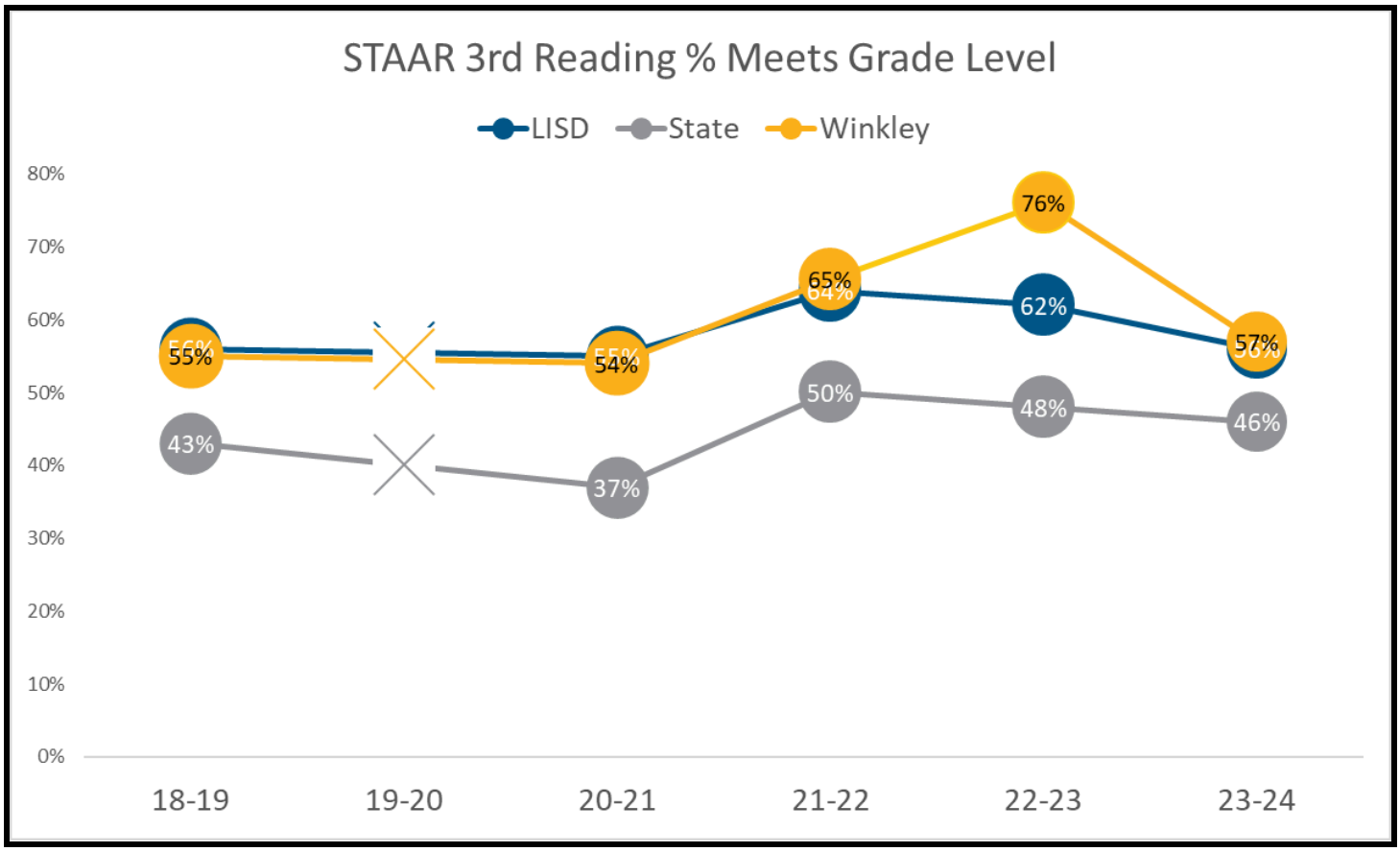
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	54%		32%	57%	64%				
2021-22	66%		59%	63%	71%	90%	28%	40%	
2022-23	76%		59%	79%	86%	80%	21%		
2023-24	57%		50%	59%	60%		26%	33%	33%

Winkley Actual Reading Data through 2024
% 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%~~
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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%

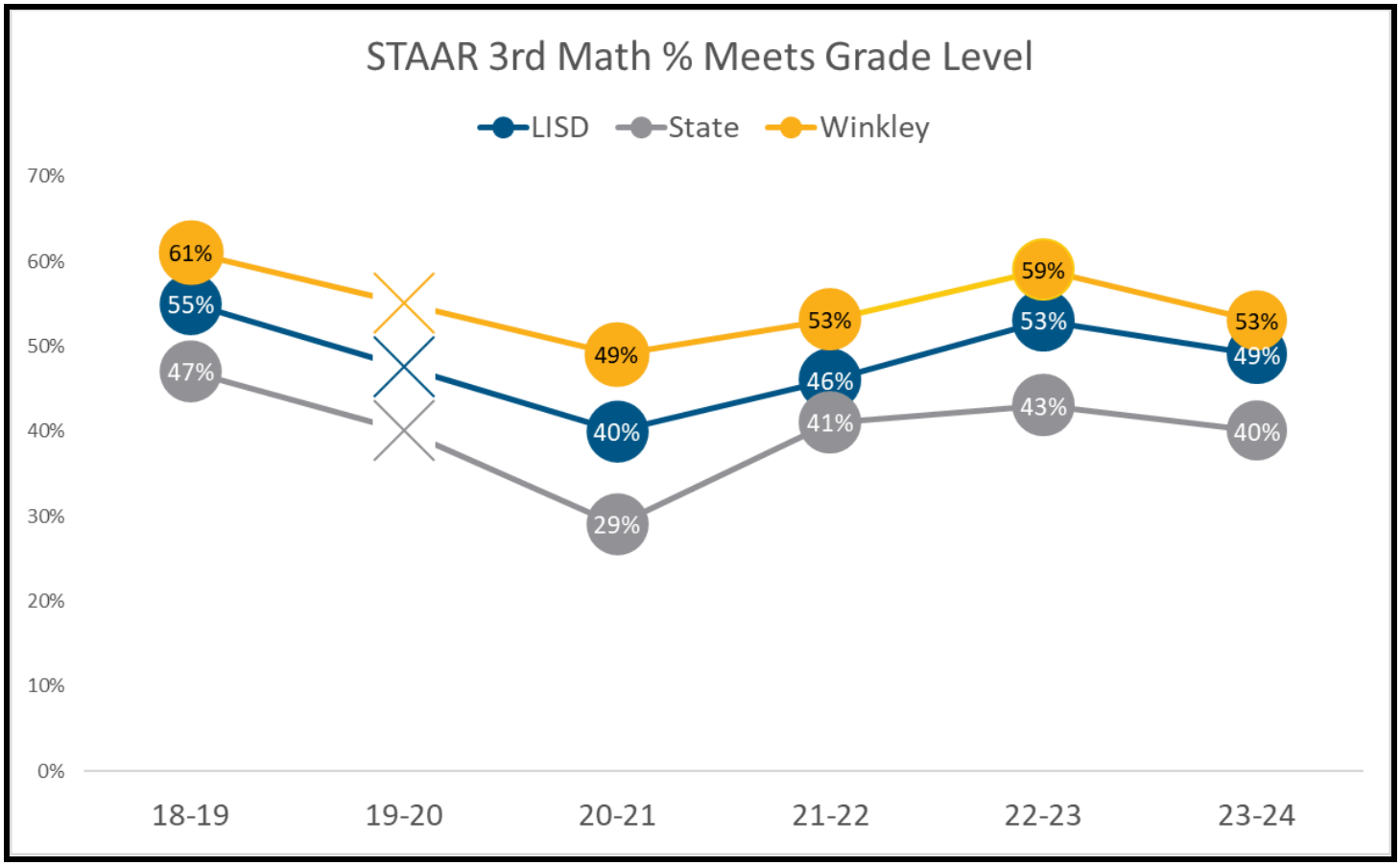
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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~~	~~X~~			~~X~~					
2020-21	49%		42%	55%	45%				
2021-22	53%		37%	54%	76%	70%	39%	40%	
2022-23	59%		27%	62%	86%	60%	5%		
2023-24	53%		32%	67%	67%		21%	25%	36%

Winkley Actual Reading Data through 2024
% Meets Grade Level or Better on 3rd Grade Math STAAR



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Legislative Committee Update
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Colby Nichols, Partner, Ancira Strategic Partners, LLP; Legislative Committee Members
Attachments:	N/A

Background Information:
Colby Nichols with Ancira Strategic Partners, LLP and members of the Legislative Committee will provide a legislative update.

Administrative Recommendation:
N/A

Sample Motion:
N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Discussion and Consider Approval of 2024-2025 Superintendent Evaluation Instrument
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services & Strategic Planning and Sarah Martinez, Ed.D., Director of Research & Program Evaluation
Attachments:	2024-2025 Superintendent Evaluation Instrument Presentation DRAFT 2024-2025 Superintendent Evaluation Instrument Atch *(Uploaded in BoardBook 09-19-24)*

Background Information:

In a continued effort to ensure system alignment to the LISD five-year strategic plan, administration is seeking input from the Board of Trustees on priorities for the 2024-2025 Superintendent Evaluation Instrument. Tonight, Administration will facilitate a reflective discussion on the 2023-2024 superintendent evaluation process and instrument. Administration is also seeking direction from the Board of Trustees on the priorities for the 2024-2025 superintendent evaluation instrument.

Administrative Recommendation:

Administration recommends that the Board approve the 2024-2025 Superintendent Evaluation Instrument as presented.

Sample Motion:

I move that the Board approve the 2024-2025 Superintendent Evaluation Instrument as presented.

September 19, 2024

Superintendent Evaluation Instrument

Discussion and Consider Approval of 2024-2025 Superintendent Evaluation Instrument

PURPOSE

- Reflect on the 2023-2024 superintendent evaluation process & instrument

494

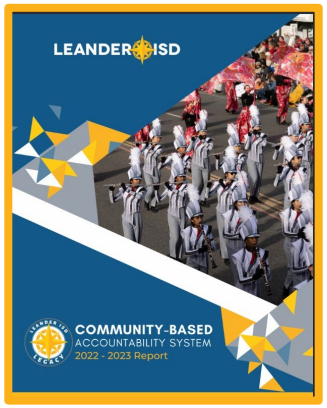
- Seek Board direction on priorities for the 2024 - 2025 superintendent evaluation instrument

System Alignment



LISD 5-Year Strategic Plan

Community-Based Accountability



495



District & Campus Improvement Plans

Board Evaluation

Superintendent Evaluation





Theory Of Action

If Board of Trustees do X

Then Superintendent will be able to do Y

So that we will realize the Vision, Mission & Graduate Profile.

496

Board Purpose, Goals & Evaluation

Board Meeting Agendas

Superintendent Evaluation



REFLECTION

497

REFLECTION

Plus/Delta

- Superintendent evaluation process
  - Quarterly Formative Review
  - Leading Measures Presentations
- Superintendent evaluation instrument

498

BOARD PRIORITIES

BOARD PRIORITIES

Part I - Student Performance (Required)

- Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR).

Part II - Key Performance Indicators

500

- Key performance indicators are developed in alignment with district goals. The superintendent develops superintendent performance targets, which are reviewed by the board.

Part III - Assessment of Ongoing Responsibilities

- Other management responsibilities are designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year.

RECOMMENDATION

501

DISCUSSION



LEANDER ISD

2024 - 2025

Leander ISD Superintendent Evaluation Instrument

DRAFT

DRAFT 2024 - 2025 Leander ISD Superintendent Evaluation Instrument

General Information

The LISD Superintendent Evaluation Instrument is built upon the TASB Recommended Instrument. This instrument was developed collaboratively with the LISD Board of Trustees and consists of two parts: 1) Report on student performance and 2) Key performance indicators based on the LISD 5-Year Strategic Plan and board priorities. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a report on the progress of multiple measures of student outcomes, including but not limited to progress towards HB3 goals.

Part Two: Key performance indicators are developed in alignment with the district goals. The superintendent develops superintendent performance targets, which are reviewed by the board.

Rating Scale:

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated
The superintendent has demonstrated significant leadership skills to ensure that the goal was attained and surpassed.	The superintendent demonstrated adept leadership to ensure the completion and full attainment of the established goal.	The superintendent demonstrated significant progress and growth toward achieving the established goal, and the goal was at least marginally attained.	The superintendent demonstrated significant progress and growth toward achieving the goal; however the goal was not attained.	The superintendent did not demonstrate significant progress or adequate growth toward achieving this goal.

Comments may be added to any item. Any rating of “Not Demonstrated” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

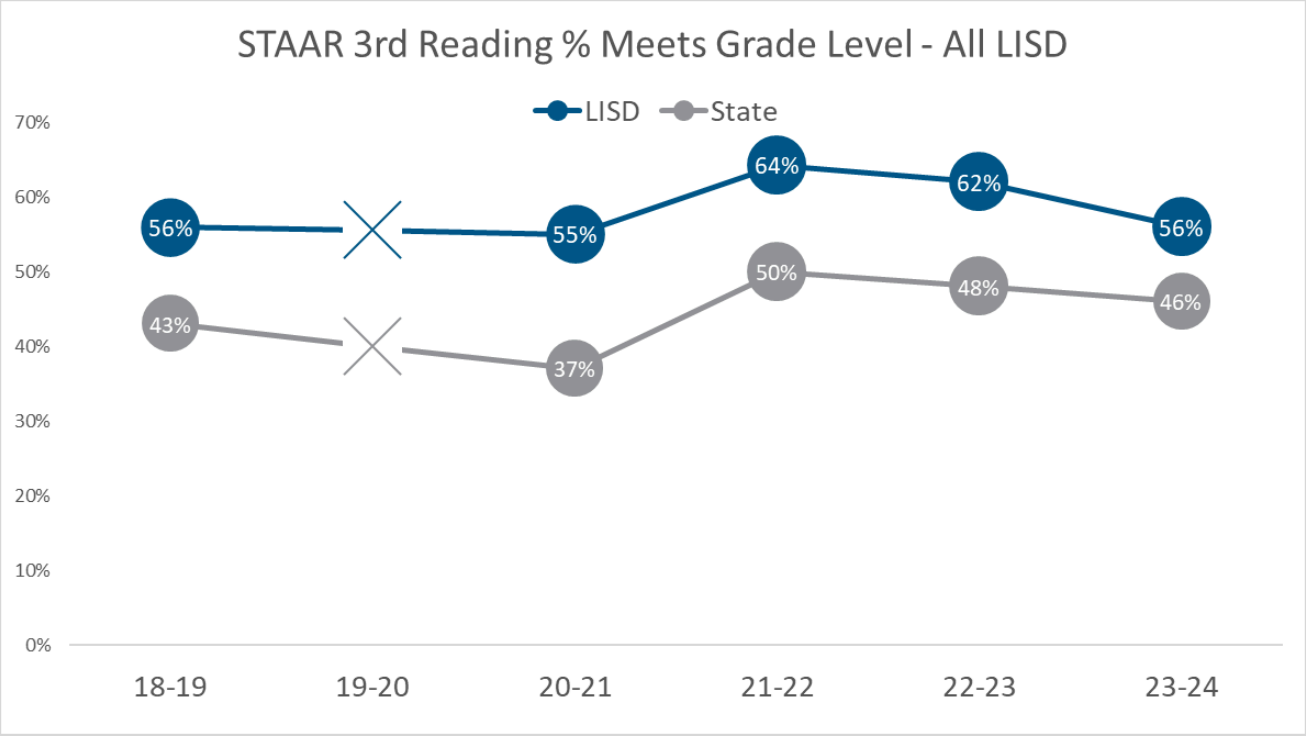
Part One: Report on Student Performance

The board reviews state assessment data and student performance leading measures related to HB3 Literacy, Mathematics, and CCMR goals and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

State Assessment:

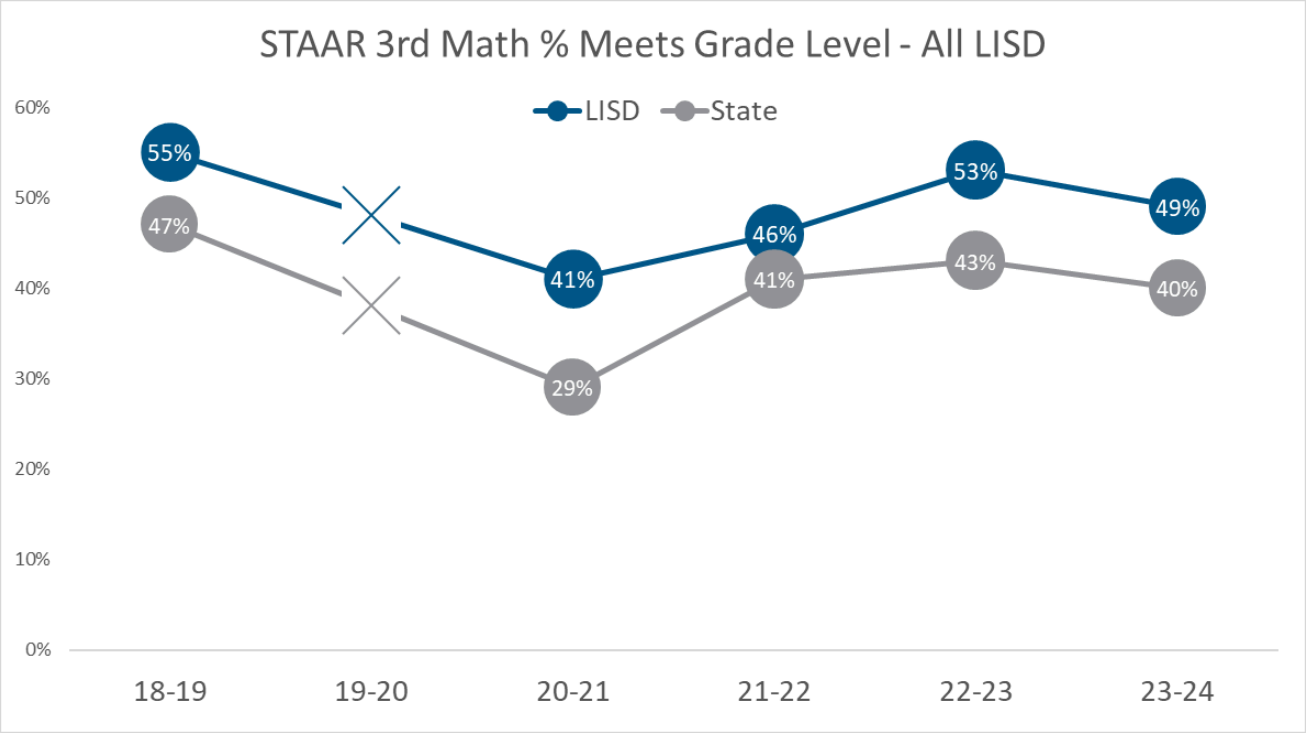
HB 3 Literacy Goal

- % of students meeting standard on 3rd grade Reading STAAR



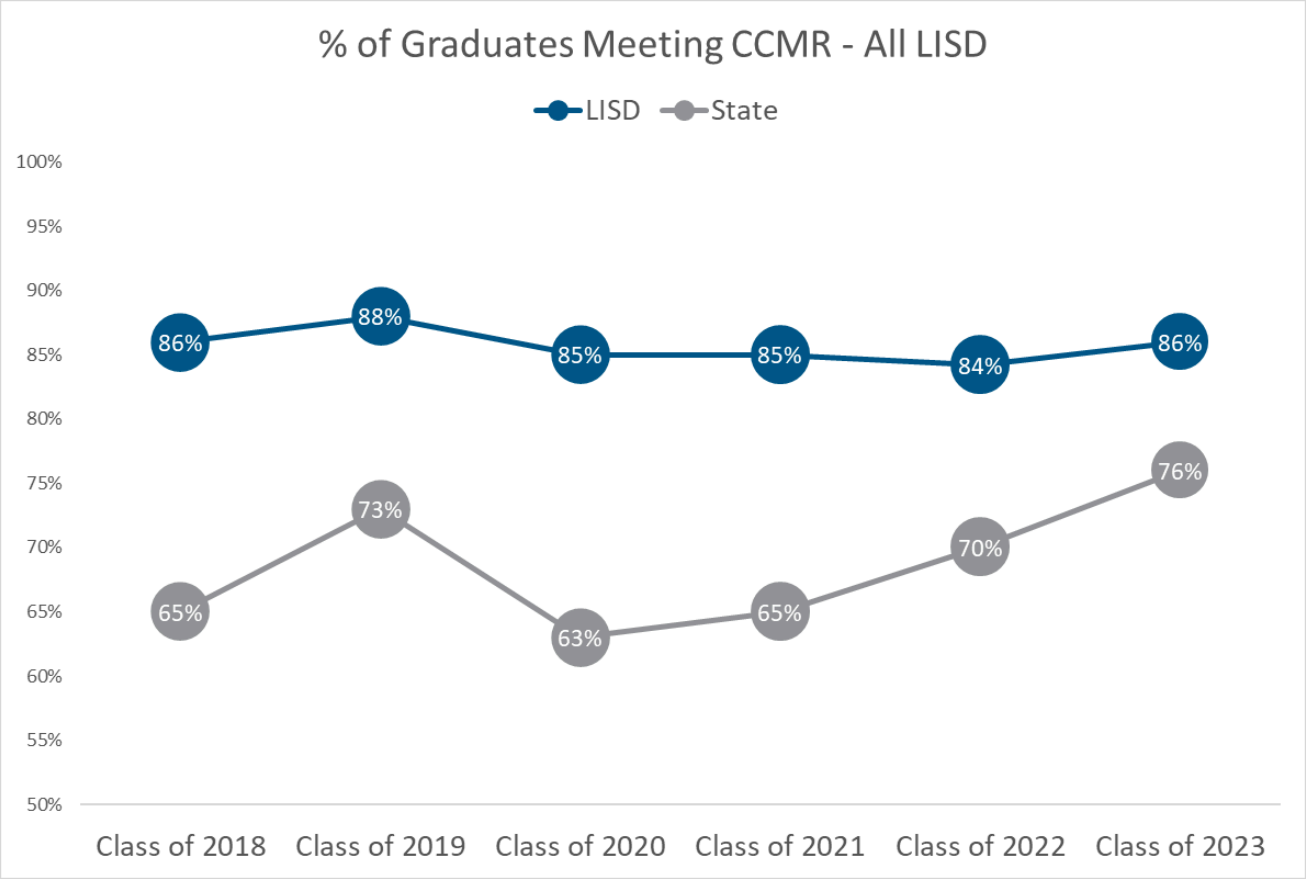
HB 3 Mathematics Goal

- % of students meeting standard on 3rd grade Math STAAR



HB 3 CCMR Goal

- % of students meeting College, Career & Military Readiness Accountability Data



Additional Student Performance Measures

- ISIP Reading at Grade Expectancy and Growth Data
- MAP Growth Data

Part Two: Key Performance Indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

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

Impact/Benefit: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

System Response: 1.1 Create and support a culture of deeper learning for all staff and students, so they achieve the attributes in the LISD Graduate Profile.

Key performance indicators

- **KPI 1:** By the end of the academic year, 90% of respondents will report, through surveys, that they can clearly define and support deeper learning aligned with the LISD Graduate Profile.
- **KPI 2:** A common look-for document has been collaboratively developed and piloted to measure learning aligned with the deeper learning definition and curriculum one-pagers.
- **KPI 3:** Improvement in PLC self-assessment ratings from the beginning- to end-of-year self-assessment as defined by the 2024-2025 PLC Implementation Guide. (Targets will be set once baseline data has been established at the beginning of the year.)

Rating:

Comments:

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

Impact/Benefit: Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.

System Response 2.3 Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile.

Key performance indicators

- **KPI 1:** At least 75% of staff participate in district-wide professional learning, as measured by attendance records and PLC documentation, with 70% of teams showing evidence of applying learning strategies in collaborative team practices.
- **KPI 2:** Increase favorable ratings on key questions from the UT Engagement Survey, indicating high staff engagement and satisfaction with professional learning opportunities. Questions include:
    - *There is a strong collaborative culture where I work.*
    - *I am inspired to own my learning and professional growth.*
    - *I am satisfied with the level of support that I receive to reach my professional goals.*
    - *Training is made available to me so that I can do my job better.*
    - *Training is made available to me for personal growth and development.*

Rating:

Comments:

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of Texas Education Agency (TEA) Certification Waiver for Teachers
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Tiffany Duncan, Chief Human Resources Officer (Interim) and Rachel Mackey, Executive Director, Human Resources
Attachments:	TEA Teacher Certification Waivers Presentation

Background Information:

Leander ISD, like other school districts throughout Texas and the nation, continues to struggle to find highly qualified, certified teachers for many of our positions.

Chapter 7 of the Texas Education Code has provided support for districts through a Certification Waiver for Teachers. The waiver allows an individual to serve as a teacher without the necessary certification requirements for the assigned position for a designed term not to exceed three years.

Leander ISD Board of Trustees approved certification waivers for teachers for the 2023-24 school year during the August 24, 2023 Regular Board Meeting. If the Board approves to continue this process, HR will continue to employ candidates deemed qualified based on their education and/or experience to serve as a teacher while working toward their certification requirements. The district would continue to provide supports to ensure high-quality classroom instruction.

Administrative Recommendation:

The administration recommends applying for Certification Waivers for Teachers due to the critical need for the 2024-2025 school year as presented.

Sample Motion:

I move the Board accept the administration's recommendation to apply for Certification Waivers for Teachers due to critical need for the 2024-2025 school year as presented.

September 19, 2024

Consider Approval of Texas Education Agency (TEA) Certification Waivers for Teachers

Purpose

The purpose of this presentation is to review TEA teacher certification waivers and request approval for the 2024-25 school year.

Background

Texas Education Code, Chapter 7

- Districts may apply for a waiver of a requirement, restriction, or prohibition imposed by education code or rule of the board or commissioner. 514
- A Certification Waiver allows a person to teach without the necessary certification requirements for up to three years, as determined by School Board.
- *A waiver is not permissible for PreK, Special Education, or Bilingual teacher positions.*

Background

Why does LISD need to utilize this option?

- There is a lack of certified candidates.
- There has been a steady reduction in people entering the field.
- We want to be transparent with our community.

515

Background

Leander ISD's Expectations for Teachers on a Certification Waiver

- Bachelor's Degree or Higher
- Related education and/or experience in the assigned area
- Enrolled in an Alternative Certification Program -or- Holds a Standard Teacher Certification Outside of Assigned Area [516]
- Does not meet criteria for a Temporary Classroom Assignment Permit (TCAP) or Emergency Teacher Permit (ETP)

Background

- Leander ISD first utilized Certification Waivers in 2023-2024 for a total of 32 positions:
  - 24 elementary teachers
  - 8 secondary teachers

517

- The majority of our teachers on certification waivers have remained in the district for the 2024-2025 school year.

- Teachers on certification waivers are at-will (non-contract) employees.

Moving Forward 518

Moving Forward

What We Learned

- TEA will only approve one-year certification waivers that can be renewed annually for up to two additional years.
- The certification process is taking longer due to increasingly stringent [519] program certification requirements.
- It is challenging for teachers to work on their certification while teaching full-time.
- Support, encouragement, & accountability are critical.

Moving Forward

How We Are Improving Our Waiver Process

- Providing additional information to campuses.
- Increasing communication between teachers and Human Resources.
- Offering online tutorial program, when possible.
- Collaborating with certification programs.
- Gathering feedback from teachers.
- Piloting UTeach partnership in Math and Science.

520

Moving Forward

Current Staff Estimated to Utilize Certification Waiver: 53

- 14 staff carrying over from 2023-2024 (e.g., Year-2 Waivers)
- 39 additional staff estimated for 2024-2025 (e.g., Year-1 Waivers)
    - 23 elementary teachers
    - 16 secondary teachers

521

ADMINISTRATION RECOMMENDATION

Administration recommends the Board approve TEA Teacher Certification Waivers for the 2024-2025 school year.

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Discussion of Long-Range Planning Committee
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services & Strategic Planning and Jeremy Trimble, Chief Operations Officer
Attachments:	Discussion of Long-Range Planning Committee Presentation *(uploaded in BoardBook on 09-19-24)*

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 consists of 65 people.

Tonight, the administration will provide an update on the work of the Long-Range Planning Committee from 2023-2024 and outline plans for 2024-2025.

Administrative Recommendation:

N/A

Sample Motion:

N/A

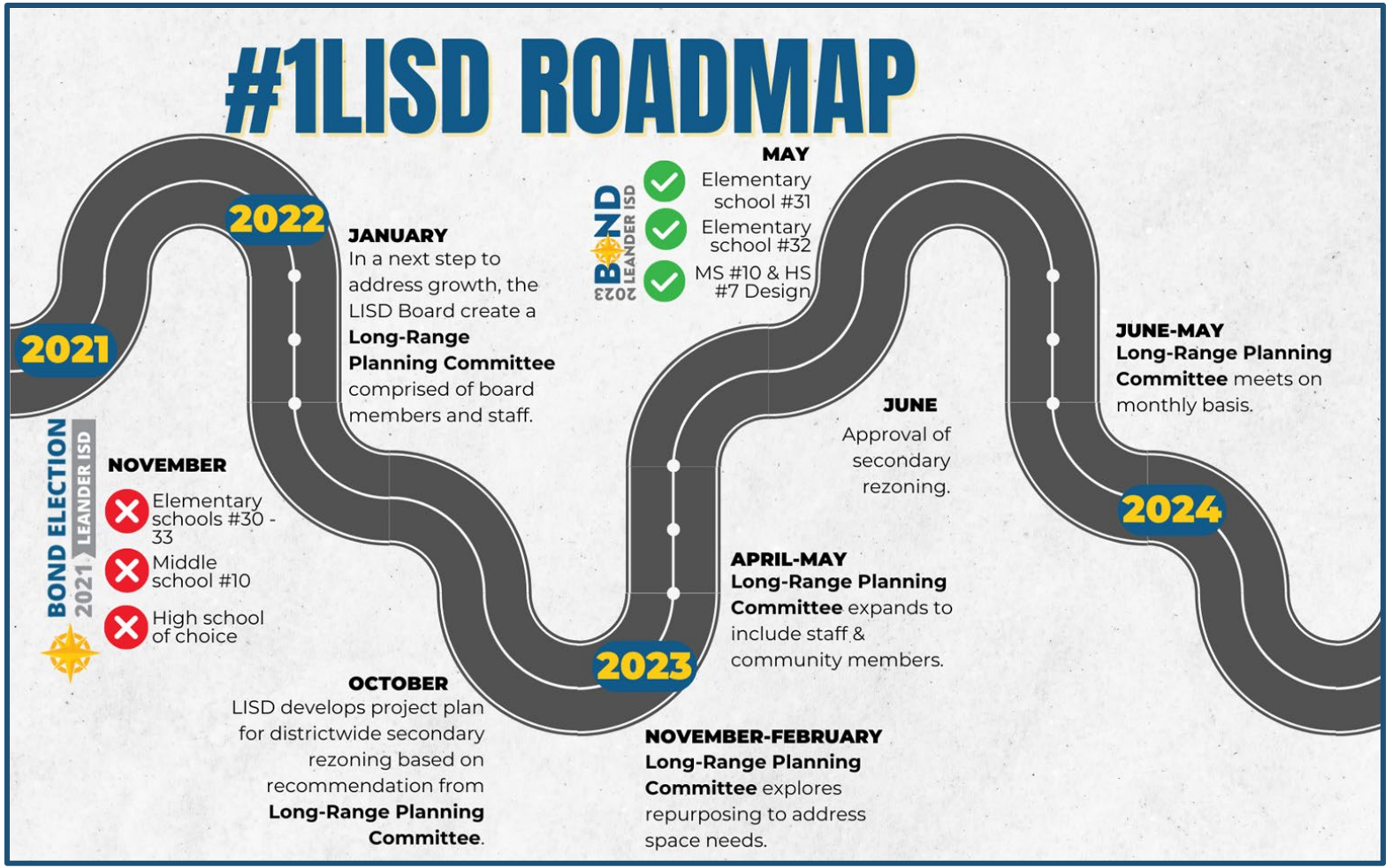
SEPTEMBER 19, 2024

DISCUSSION OF LONG-RANGE PLANNING COMMITTEE

PURPOSE

- The purpose of tonight's presentation is to provide an update on the work of the Long-Range Planning Committee (LRPC).

527


#1LISD ROADMAP
2021
2022
2023
2024
BOND ELECTION 2021 LEANDER ISD
NOVEMBER
Elementary schools #30 - 33
Middle school #10
High school of choice
JANUARY
In a next step to address growth, the LISD Board create a Long-Range Planning Committee comprised of board members and staff.
OCTOBER
LISD develops project plan for districtwide secondary rezoning based on recommendation from Long-Range Planning Committee.
NOVEMBER-FEBRUARY
Long-Range Planning Committee explores repurposing to address space needs.
APRIL-MAY
Long-Range Planning Committee expands to include staff & community members.
BOND 2023 LEANDER ISD
MAY
Elementary school #31
Elementary school #32
MS #10 & HS #7 Design
JUNE
Approval of secondary rezoning.
JUNE-MAY
Long-Range Planning Committee meets on monthly basis.

528

LONG RANGE PLAN

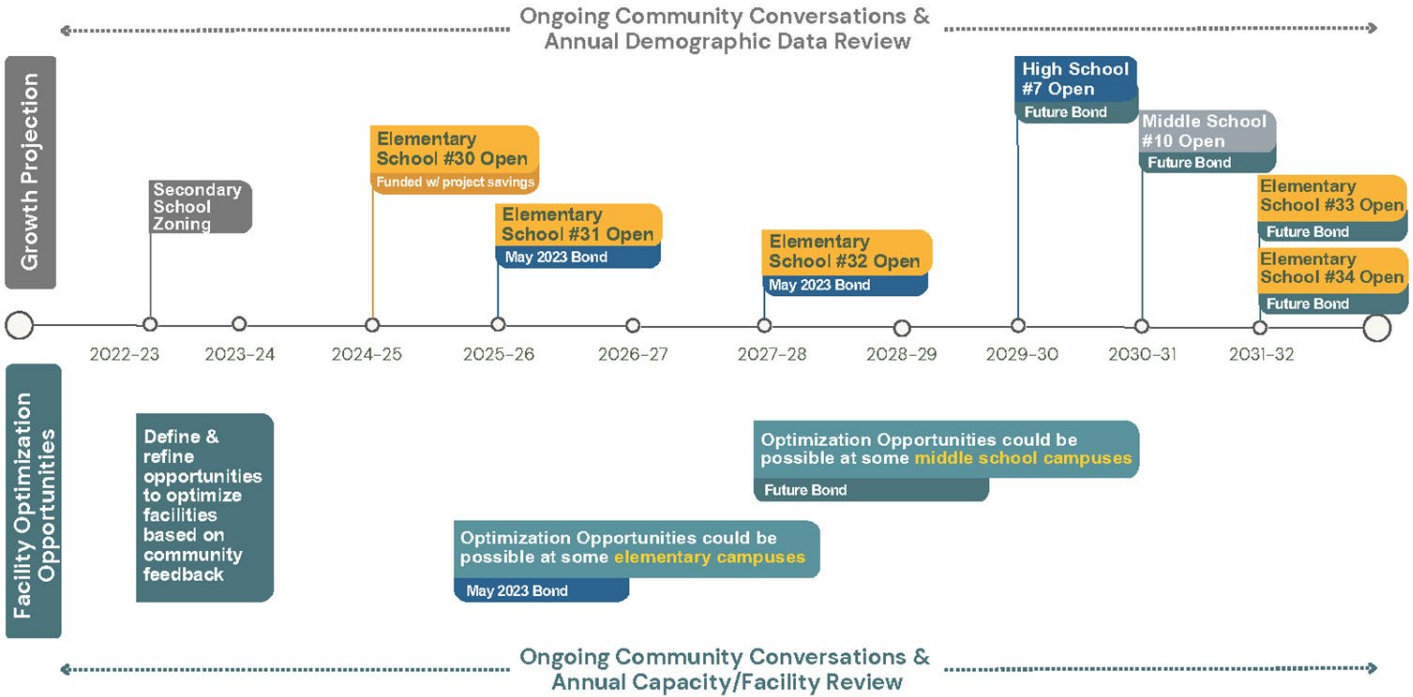
Updated: 4/18/23*

PARAMETERS

Strengthen the student experience
- Establish long-term stability
- Access to choice options
- Honor neighborhood school concept for schools where we are still able to meet the intent of the Long-Range Plan

Prioritize fiscal responsibility
- Maximize usage of district facilities
  - Strategic rezoning
  - Optimization Opportunities
- Defer timing of future construction

Click here to submit feedback



*This document is subject to change based on updated demographic data, available funding and/or community feedback.

LEANDER ISD

529

LONG RANGE PLAN

Updated: 4/18/23*

PARAMETERS

Strengthen the student experience
- Establish long-term stability
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Prioritize fiscal responsibility
- Maximize usage of district facilities
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  - Optimization Opportunities
- Defer timing of future construction

Click here to submit feedback

Ongoing Community Conversations & Annual Demographic Data Review

Growth Projection

Secondary School Zoning

Elementary School #30 Open
Funded w/ project savings

Elementary School #31 Open
May 2023 Bond

Elementary School #32 Open
May 2023 Bond

High School #7 Open
Future Bond

Middle School #10 Open
Future Bond

Elementary School #33 Open
Future Bond

Elementary School #34 Open
Future Bond

2022-23 2023-24 2024-25 2025-26 2026-27 2027-28 2028-29 2029-30 2030-31 2031-32

Facility Optimization Opportunities

Define & refine opportunities to optimize facilities based on community feedback

Optimization Opportunities could be possible at some middle school campuses
Future Bond

Optimization Opportunities could be possible at some elementary campuses
May 2023 Bond

Ongoing Community Conversations & Annual Capacity/Facility Review

*This document is subject to change based on updated demographic data, available funding and/or community feedback.

LEANDER ISD

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LONG RANGE PLAN

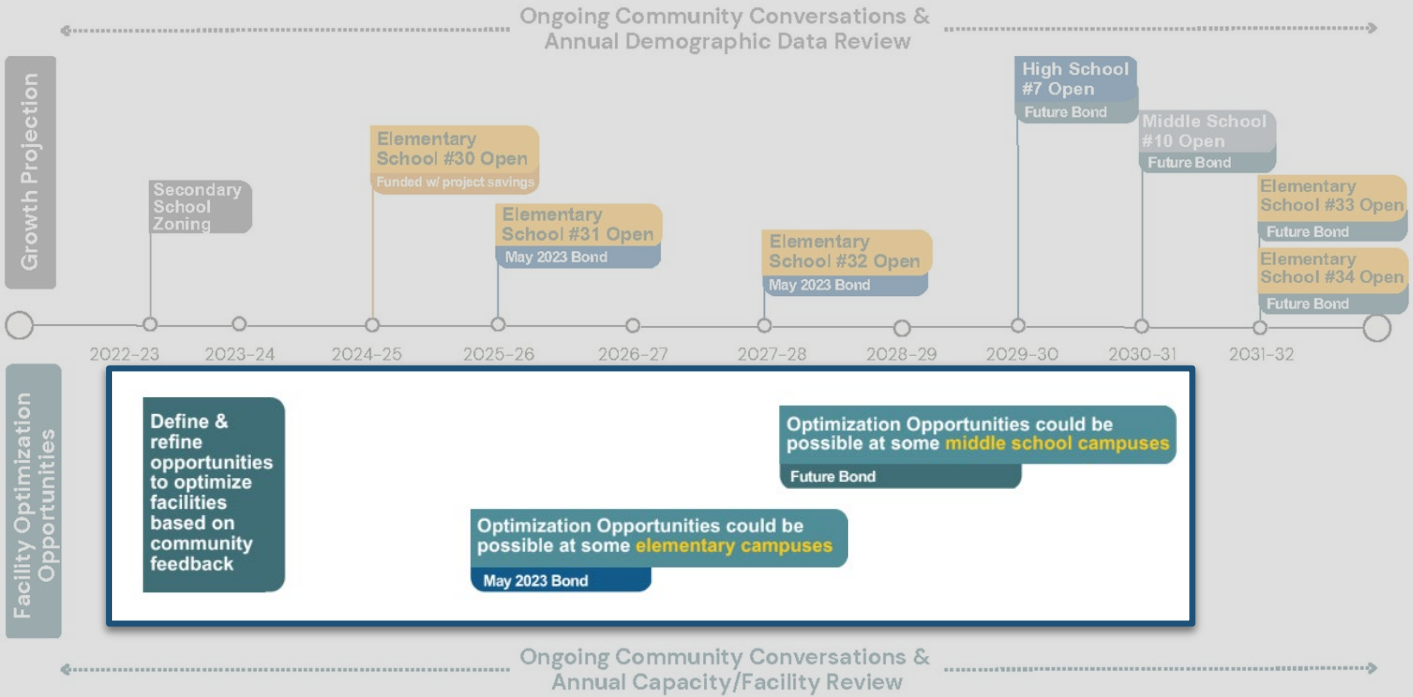
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PARAMETERS

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Click here to submit feedback



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LEANDER ISD

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LONG RANGE PLAN

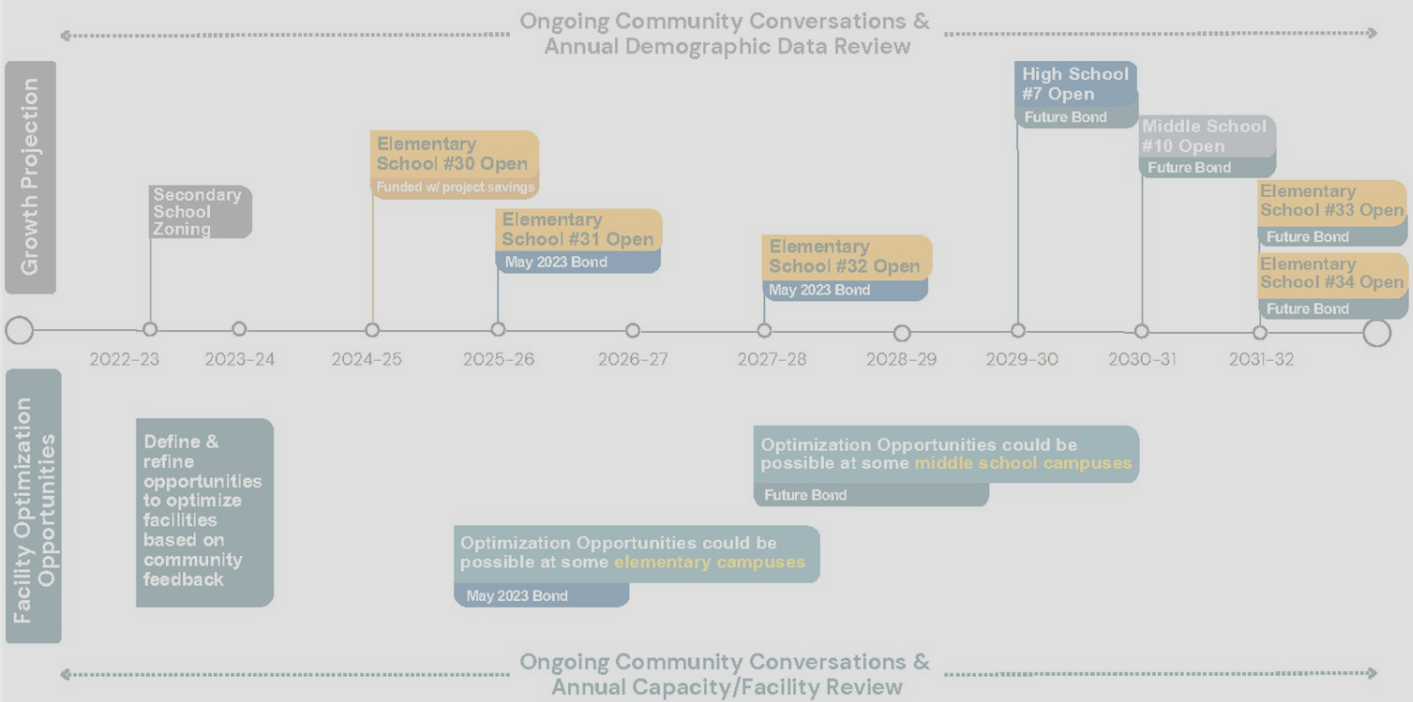
Updated: 4/18/23*

PARAMETERS

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- Establish long-term stability
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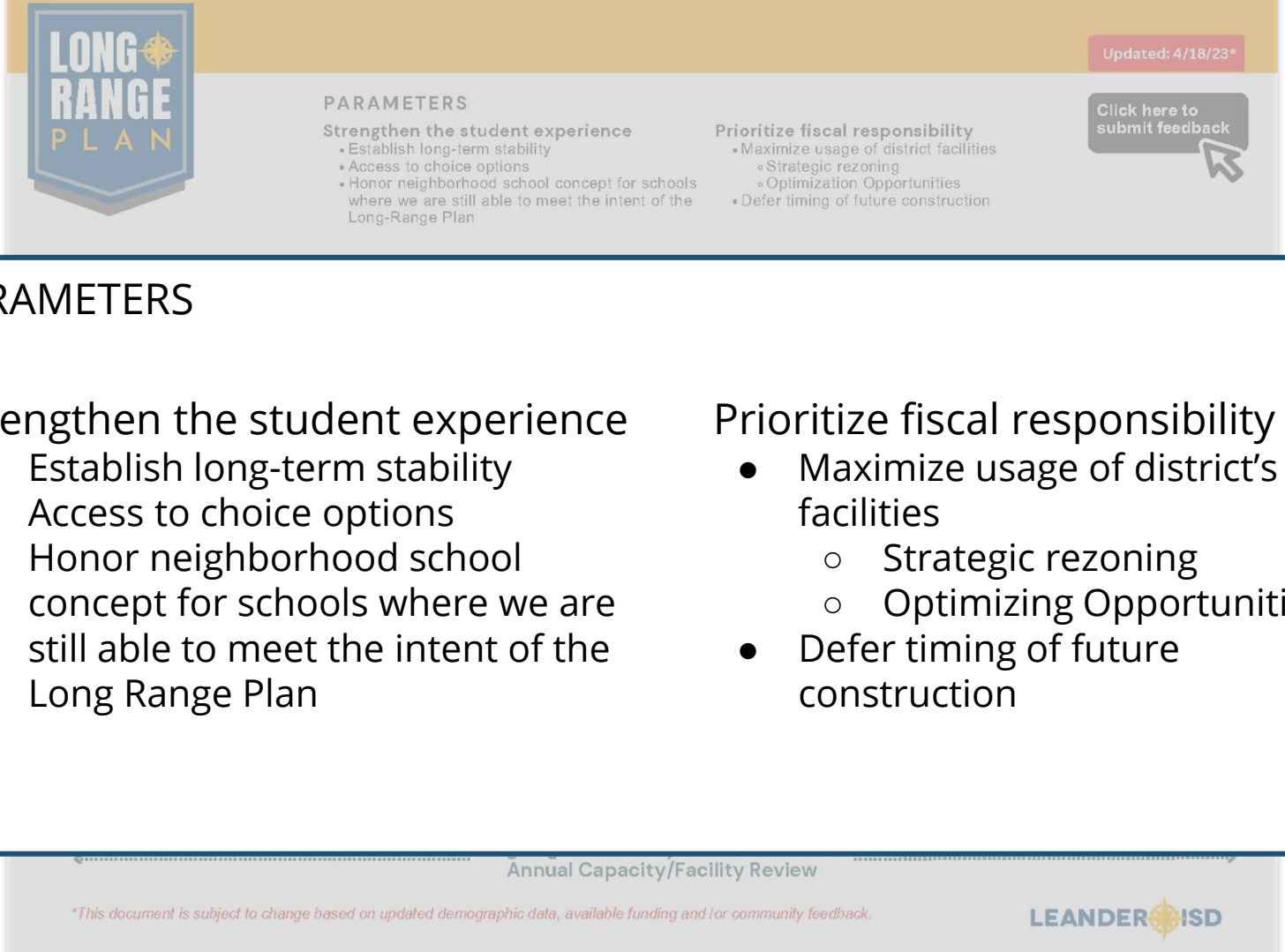
Click here to submit feedback



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LEANDER ISD

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PARAMETERS

Strengthen the student experience

- Establish long-term stability
- Access to choice options
- Honor neighborhood school concept for schools where we are still able to meet the intent of the Long Range Plan

Prioritize fiscal responsibility

- Maximize usage of district's facilities
  - Strategic rezoning
  - Optimizing Opportunities
- Defer timing of future construction

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LRPC CHARTER

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LRPC CHARTER

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

535

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.

LRPC CHARTER

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 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

2023-2024

537

2023 - 2024

- Established Norms
- Refined Charter
- Recommendation on Size of Future Elementary Schools
- Evaluated Growth in the Northern Portion
- Recommendation to Build an Early Childhood Center (ECC) & Explore Optimization in Central Portion for New Hope High School (NHHS), Leander Extended Opportunity Center (LEO)
- Evaluated Elementary Zoning
- Began Drafts of Adjusted Long-Range Plan
- Recommendation to Explore Open Enrollment
- Subcommittee Work

538

2023 - 2024

Subcommittee Work:

- Facility Optimization
  - Developed matrix to help determine which facilities would be recommended for optimization
  - Developed a process to evaluate which facility best meets the given need
- Schools of Choice
  - Researched and drafted policy
- Community Conversations
  - Drafted plan for communications around facility optimization

539

2023 - 2024

Lingering Questions:

- Combine LEO/NHHS or Not
- Comprehensive Secondary Schools or Innovative Academies
- Timing of Elementary Builds #31, #32, #33
- How to best optimize campus facilities
- Open Enrollment

540

SPACE CONSIDERATIONS

541

SPACE CONSIDERATIONS

- Space for New Hope High School (NHHS) in Central Portion
- Space for Leander Extended Opportunity Center (LEO) in Central Portion
- Early Childhood Centers (ECC)
- Space for future Police Department
- Space for Administration
- Space for Professional Learning
- Space for Elementary, Middle & High School students

542

2024 - 2025

Lingering Questions:

- Combine LEO/NHHS or Not
- Comprehensive Secondary Schools or Innovative Academies
- Timing of Elementary Builds #31, #32, #33
- How to best optimize campus facilities
- Open Enrollment

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DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Discussion of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Action Requested:	Thursday, October 10, 2024
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Board Election Letter to Entities Resolution for Vacancy

Background Information:

The Travis Central Appraisal District (TCAD) has advised the district, that due to changes that occurred with Senate Bill 2 from the fourth special session of the 88th Texas Legislature, the terms of all currently appointed members of the TCAD Board of Directors will expire at the end of this year. The election of 5 members to the TCAD Boad must be conducted this fall to select the individuals who will serve beginning January 1, 2025. Two appointed members will serve a one-year term beginning January 1, 2025, and ending December 31, 2025. Three members will serve a three-year term beginning January 1, 2025, and ending December 31, 2027.

To be eligible to serve on the Board of Directors for TCAD, an individual must be a resident of Travis County and must have resided in the TCAD District for at least two years immediately preceding the date he or she takes office.

ACTION:	DUE DATE:
Chief Appraiser calculates number of votes for each taxing unit (LISD = 155 votes)	Received September 2024
Taxing units nominates by Resolution one candidate for each position to be filled (up to 5)	Adopt and submit by October 14, 2024
Chief Appraiser prepares a ballot from candidates submitted	Receive by October 30, 2024
Taxing units determine vote by Resolution and submit to Chief Appraiser	LISD: No later than December 14, 2024

Administrative Recommendation:

Administration will seek approval of a Resolution Nominating an Individual(s) to the Travis Central Appraisal District (WCAD) Board of Directors during the October 10, 2024 Regular Board Meeting.

Sample Motion:

N/A

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS
JAMES VALADEZ
CHAIRPERSON
DEBORAH CARTWRIGHT
VICE CHAIRPERSON
NICOLE CONLEY
SECRETARY/TREASURER

LEANA MANN
CHIEF APPRAISER

BOARD MEMBERS
TOM BUCKLE
DR. OSEZUA EHIYAMEN
BRUCE ELFANT
JETT HANNA
VIVEK KULKARNI
DICK LAVINE
JIE LI
ELIZABETH MONTOYA
SHENGHAO "DANIEL" WANG
BLANCA ZAMORA-GARCIA

LEANDER ISD
GLORIA GONZALES-DHOLAKIA, PRESIDENT
C/O SUPERINTENDENTS OFFICE
PO BOX 218
LEANDER, TX 0

September 6, 2024

Senate Bill 2 from the fourth special session of the 88th Texas Legislature changed the composition and appointment method of the Board of Directors for the Travis Central Appraisal District. The terms of all currently appointed members of the Board of Directors will expire at the end of this year. Accordingly, the election of 5 members to the Board must be conducted this fall to select the individuals who will serve in this capacity for terms beginning January 1, 2025. Two members will be appointed to serve a one-year term beginning January 1, 2025 and ending December 31, 2025. Three members will be appointed to serve a three-year term beginning January 1, 2025 and ending December 31, 2027.

	Term Length	Term Beginning	Term ending
Board of Directors, Appointed Place 1	3 Years	January 1, 2025	December 31, 2027
Board of Directors, Appointed Place 2	3 Years	January 1, 2025	December 31, 2027
Board of Directors, Appointed Place 3	3 Years	January 1, 2025	December 31, 2027
Board of Directors, Appointed Place 4	1 Year	January 1, 2025	December 31, 2025
Board of Directors, Appointed Place 5	1 Year	January 1, 2025	December 31, 2025

To be eligible to serve on the Board of Directors, an individual must be a resident of Travis County and must have resided in the District for at least two years immediately preceding the date he or she takes office. An elected official may be a member of the Board; however, an employee of a taxing entity may not be a member unless they are also an elected official.

A complete list of entities entitled to nominate and vote on members of the Board of Directors, along with their voting entitlement, is enclosed. Should you desire to make a nomination to the Board, you must deliver the name of the nominee to the Chief Appraiser in the form of a resolution on or before October 14, 2024.

Before October 30, 2024, the Chief Appraiser will prepare a ballot listing all the candidates nominated and deliver a copy to the presiding officer of the governing body of each taxing entity entitled to vote. The ballot must be returned to the Chief Appraiser by December 14, 2023. Your entity is entitled to **155** votes that can be split among any of the nominees on the ballot.

Before December 31, 2024, the Chief Appraiser will count the votes submitted by each entity, declare the results, and submit the results to the governing bodies of each entity, as well as to each of the nominated candidates. According to the Property Tax Code, any ties will be resolved by a method of chance by the Chief Appraiser.

P.O. BOX 149012 850 E ANDERSON LANE AUSTIN, TEXAS 78714-9012 (512) 834 9317
WWW.TRAVISCAD.ORG

If you desire to submit a nomination, please do so by October 14, 2024 in the form of a resolution. Each taxing entity may make up to five (5) nominations. Please submit resolutions and biographies for the nominees to the following address:

Leana Mann
Travis Central Appraisal District
P.O. Box 149012
Austin, TX 78714-9012

Resolutions and biographies can also be submitted via email to Lmann@tcadcentral.org.

If you have any questions, please feel free to call me at (512) 834-9317, ext. 405.

Sincerely,



Leana Mann
Chief Appraiser
Travis Central Appraisal District

Taxing Unit ID	Taxing Unit Code	Type	Taxing Unit	Levy	% of Levy	Voting Entitlement
1001	01	School	AUSTIN ISD	$ 1,592,442,300.75	30.54%	1,525
1002	02	City	CITY OF AUSTIN	$ 990,998,728.29	19.00%	950
1003	03	County	TRAVIS COUNTY	$ 959,172,382.00	18.39%	920
1097	68	Junior College	AUSTIN COMM COLL DIST	$ 274,197,394.72	5.26%	265
1026	19	School	PFLUGERVILLE ISD	$ 272,657,626.58	5.23%	260
1006	07	School	LAKE TRAVIS ISD	$ 197,345,130.11	3.78%	190
1007	08	School	EANES ISD	$ 185,094,356.43	3.55%	175
1005	06	School	DEL VALLE ISD	$ 161,896,596.08	3.10%	155
1098	69	School	LEANDER ISD	$ 161,391,498.81	3.10%	155
1053	34	School	MANOR ISD	$ 118,963,096.64	2.28%	115
1072	5A	School	ROUND ROCK ISD	$ 107,608,571.04	2.06%	105
1035	20	City	CITY OF PFLUGERVILLE	$ 60,084,543.62	1.15%	60
1023	16	School	LAGO VISTA ISD	$ 36,000,563.68	0.69%	35
1004	05	City	CITY OF MANOR	$ 14,709,464.00	0.28%	15
1090	6F	City	CITY OF LEANDER	$ 12,234,446.61	0.23%	10
1036	21	City	CITY OF LAKEWAY	$ 11,297,713.97	0.22%	10
1071	49	City	CITY OF LAGO VISTA	$ 9,895,763.60	0.19%	10
1027	2A	School	ELGIN ISD	$ 9,655,171.37	0.19%	10
1042	3A	School	MARBLE FALLS ISD	$ 8,762,100.14	0.17%	10
1046	3F	City	CITY OF CEDAR PARK	$ 5,981,118.86	0.11%	5
1008	09	City	CITY OF WEST LAKE HILLS	$ 5,832,892.50	0.11%	5
1078	50	City	CITY OF JONESTOWN	$ 4,250,354.87	0.08%	5
1018	11	City	CITY OF ROLLINGWOOD	$ 2,994,707.73	0.06%	5
1031	2F	City	CITY OF ROUND ROCK	$ 2,422,413.31	0.05%	-
1009	1A	School	HAYS CONSOLIDATED ISD	$ 2,345,307.00	0.04%	-
1075	5F	City	CITY OF ELGIN	$ 1,544,839.47	0.03%	-
1065	40	City	CITY OF CREEDMOOR	$ 804,901.64	0.02%	-
1102	7E	City	VILLAGE OF THE HILLS	$ 671,765.86	0.01%	-
1122	83	City	CITY OF BEE CAVE	$ 635,995.23	0.01%	-
1096	61	City	CITY OF MUSTANG RIDGE	$ 554,135.83	0.01%	-
1083	55	City	VILLAGE OF BRIARCLIFF	$ 398,488.35	0.01%	-
1103	7F	City	VILLAGE OF POINT VENTURE	$ 394,360.20	0.01%	-
1076	5G	City	VILLAGE OF VOLENTE	$ 275,340.48	0.01%	-
1057	38	School	DRIPPING SPRINGS ISD	$ 274,043.84	0.01%	-
1019	12	City	VILLAGE OF SAN LEANNA	$ 272,806.97	0.01%	-
1059	4A	School	JOHNSON CITY ISD	$ 204,101.74	0.00%	-
1037	22	School	COUPLAND ISD	$ 90,158.66	0.00%	-
1077	5H	City	VILLAGE OF WEBBERVILLE	$ 74,109.95	0.00%	-

RESOLUTION NO. _____

A RESOLUTION OF THE LEANDER INDEPENDENT SCHOOL DISTRICT NOMINATING A CANDIDATE TO FILL A VACANCY ON THE TRAVIS CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS.

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

WHEREAS, the Leander Independent School District
(Entity)
Wishes to nominate the individual(s) below for the following term(s):

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

that the Leander Independent School District hereby nominates the
(Entity)
Individual(s) listed above for the Travis Central Appraisal District Board of Directors.

RESOLVED this _____ day of _____, 2024.

Signed _____
Presiding Officer, Gloria Gonzales-Dholakia, Ph.D.
Leander ISD Board of Trustees President

Attest: _____
Anna Smith, Leander ISD Board of Trustees Vice President

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Discussion of a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Action Requested:	Thursday, October 10, 2024
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Board Election Letter to Entities Resolution for Vacancy Board of Directors Requirements WCAD Taxing Units 1 Year Term Board of Directors General Information 3 Year Term Board of Directors General Information Board of Directors Election Checklist

Background Information:

The Williamson Central Appraisal District (WCAD) advised the district that due to changes that occurred with Senate Bill 2 from the fourth special session of the 88th Texas Legislature, the terms of all currently appointed members of the WCAD Board of Directors will expire at the end of this year. The election of 5 members to the WCAD Boad must be conducted this fall to select the individuals who will serve beginning January 1, 2025. Two appointed members will serve a one-year term beginning January 1, 2025 and ending December 31, 2025. Three members will serve a three-year term beginning January 1, 2025 and ending December 31, 2027.

ACTION:	DUE DATE:
Chief Appraiser calculates the number of votes for each taxing unit (LISD = 730 votes)	Received August 2024
Taxing units nominate by Resolution one candidate for each position to be filled (up to 5)	Adopt and submit by October 15, 2024
Chief Appraiser prepares a ballot from candidates submitted	Receive by October 30, 2024
Taxing units determine vote by Resolution and submit to Chief Appraiser	LISD: No later than December 15, 2024

The attached Board of Directors Requirements document lists the requirement for any nominee to be considered. The attached Board of Directors Election General Information Sheet must be completed and signed by both the nominee and an LISD Board Officer. The district may nominate up to five individuals.

The following current Board of Director members are willing to serve again: Jon Lux, Lora Weber, Harry Gibbs, Michael Wei, and Lisa Birkman.

The Leander ISD Board will need to indicate with their nomination if they would like the nominee to serve the one-year or three-year term. The district needs to submit its nomination for the WCAD Board to the Chief Appraiser, Alvin Langford, prior to the October 15, 2024, deadline.

Administrative Recommendation:

Administration will seek approval of a Resolution Nominating an Individual(s) to the Williamson Central Appraisal District (WCAD) Board of Directors during the October 10, 2024 Regular Board Meeting.

Sample Motion:

N/A

BOARD OF DIRECTORS ~ ENTITY APPOINTED
JON LUX, CHAIRMAN
LORA H. WEBER, VICE-CHAIRMAN
HARRY GIBBS
MICHAEL WEI
LISA BIRKMAN
LARRY GADDES
BOARD OF DIRECTORS ~ PUBLICLY ELECTED
HOPE HISLE-PIPER, SECRETARY
MIKE SANDERS
MASON MOSES

WCAD
Williamson Central Appraisal District

CHIEF APPRAISER
ALVIN LANKFORD
625 F.M. 1460
Georgetown, Texas 78626
Georgetown/Austin (512) 930-3787

Dear Sir of Madam,

According to Section 6.03(e) of the Texas Property Tax Code I am notifying you of the number of votes to which your unit is entitled in the election of the Board of Directors for the Williamson Central Appraisal District.

Also included is a brief outline of the election procedures in order to assist you in your scheduling of the required actions. A description of eligibility requirements and a listing of additional taxing units is also included.

Due to recent legislative changes, two appointed members will serve a one-year term and three members will serve a three-year term. Please indicate with your nomination if you would like the nominee to serve the one-year or three-year term. We will need a total of two nominations for a one-year term and three nominations for a three-year term.

Nominations must be made by resolution and returned to me **before October 15, 2024**. A sample resolution has been provided for your reference. We ask that the general information sheet be completed for each nomination. For your information, the following current Board of Director members are willing to serve again: **Jon Lux**, **Lora Weber**, **Harry Gibbs**, **Michael Wei** and **Lisa Birkman**. Larry Gaddes, the Tax Assessor-Collector, will now serve as a voting member of the Board.

Please complete, sign, and return the attached checklist **before October 15, 2024**.

The answers to our most frequently asked questions are located on our website at: https://www.wcad.org/entity-portal/. If you have any additional questions, or if I can be of assistance, please feel free to call.

With Kindest Regards,

Alvin Lankford
Chief Appraiser

ARL/cam

RESOLUTION NO. _____

A RESOLUTION OF THE LEANDER INDEPENDENT SCHOOL DISTRICT NOMINATING A CANDIDATE TO FILL A VACANCY ON THE WILLIAMSON CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS.

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

WHEREAS, the Leander Independent School District
(Entity)
Wishes to nominate the individual(s) below for the following term(s):

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

that the Leander Independent School District hereby nominates the
(Entity)
Individual(s) listed above for the Williamson Central Appraisal District Board of Directors.

RESOLVED this _____ day of _____, 2024.

Signed _____
Presiding Officer, Gloria Gonzales-Dholakia, Ph.D.
Leander ISD Board of Trustees President

Attest: _____
Anna Smith, Leander ISD Board of Trustees Vice President

The Williamson Central Appraisal District is governed by a Board of nine Directors. Five Directors are appointed by the taxing units that participate in the District. Three Directors are elected by majority vote at the general election by the voters in the county. The tax assessor-collector serves as an ex-officio member.

Eligibility

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

Sec. 6.035. RESTRICTIONS ON ELIGIBILITY AND CONDUCT OF BOARD MEMBERS AND CHIEF APPRAISERS AND THEIR RELATIVES. (a) An individual is ineligible to serve on an appraisal district board of directors and is disqualified from employment as chief appraiser if the individual:

(1) is related within the second degree by consanguinity or affinity, as determined under Chapter 573, Government Code, to an individual who is engaged in the business of appraising property for compensation for use in proceedings under this title or of representing property owners for compensation in proceedings under this title in the appraisal district; or

(2) owns property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless:

(A) the delinquent taxes and any penalties and interest are being paid under an installment payment agreement under Section 33.02; or

(B) a suit to collect the delinquent taxes is deferred or abated under Section 33.06 or 33.065.

(a-1) An individual is ineligible to serve on the board of directors of an appraisal district if the individual:

(1) has served as a member of the board of directors for all or part of five terms, unless:

(A) the individual was the county assessor-collector at the time the individual served as a board member; or

(B) the appraisal district is established in a county with a population of less than 120,000;

(2) has engaged in the business of appraising property for compensation for use in proceedings under this title at any time during the preceding three years;

(3) has engaged in the business of representing property owners for compensation in proceedings under this title in the appraisal district at any time during the preceding three years; or

(4) has been an employee of the appraisal district at any time during the preceding three years.

Term of Office

Members of the Board of Directors appointed by the taxing units will serve staggered four-year terms beginning in January of every other even-numbered year. Elected members serve staggered four-year terms beginning in January of every other odd-numbered year.

Selection

Section 6.03 of the Property Tax Code establishes the selection process for Appraisal District Directors. Members of the Board are selected by certain taxing entities participating in the district. The Appraisal District is governed by a board of nine directors. Five directors are appointed by taxing units entitled to vote. Three directors are elected by majority vote at a general election. The tax assessor-collector serves as an ex-officio voting member.

Vacancies on the Board

Section 6.0301 of the Property Tax Code (Board of Directors) provides that in the event of a vacancy in an appointive position on the Board, the governing body of the taxing unit or units shall nominate a candidate. The Board of Directors shall elect, by majority vote of its members, one of the nominees to fill the vacancy. If a vacancy occurs in an elective position, the Board shall appoint by majority vote of its members a person to fill the vacancy.

Recall

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

Code	Description	Type
CAD	Williamson CAD	Appraisal District
CAU	City of Austin	City
CBA	City of Bartlett	City
CCO	City of Coupland	City
CCP	City of Cedar Park	City
CFL	City of Florence	City
CGR	City of Granger	City
CGT	City of Georgetown	City
CHU	City of Hutto	City
CJA	City of Jarrell	City
CLE	City of Leander	City
CLH	City of Liberty Hill	City
CPF	City of Pflugerville	City
CRR	City of Round Rock	City
CTA	City of Taylor	City
CTD	City of Thorndale	City
CTH	City of Thrall	City
CWE	City of Weir	City
J01	Aus Comm Coll	Community College
J02	EWC Higher Ed Center	Community College
GWI	Williamson CO	County
RFM	Wmsn CO FM/RD	County
F00	Wmsn ESD #3	Fire
F01	Wmsn ESD #4	Fire
F02	Wmsn ESD #5	Fire
F03	Wmsn ESD #6	Fire
F07	Wmsn ESD #7	Fire
F08	Wmsn ESD #8	Fire
F09	Wmsn ESD #9	Fire
F10	Wmsn ESD #10	Fire
F11	Wmsn ESD #11	Fire
F12	Wmsn ESD #12	Fire
F90	Wmsn ESD #1	Fire
F91	Wmsn ESD #2	Fire
I00	Wmsn Co WSID # 3	Irrigation
DBC	Br Crk MUD DA	MUD
M10	Block House MUD	MUD
M100	Prairie Crossing Municipal Utility District No. 1	MUD
M101	Prairie Crossing Municiapl Utility District No. 2	MUD
M102	Shell Road Municipal Utility	MUD
M103	Williamson County Municipal Utility District No. 44	MUD
M104	Woodside Municipal Utility District No. 1	MUD
M105	Williamson County Municipal Utility District No. 21	MUD
M106	Williamson County Municipal Utility District No. 35	MUD
M107	Williamson Co MUD #37	MUD
M108	Solana Ranch MUD No. 1	MUD
M11	And Mill MUD	MUD

Code	Description	Type
M12	Brushy Creek MUD	MUD
M15	N Aus MUD # 1	MUD
M16	Mdws Chandler Cr MUD	MUD
M17	Wmsn-Trav MUD # 1	MUD
M18	Fernbluff MUD	MUD
M21	Vista Oaks MUD	MUD
M23	Wmsn Co MUD #10	MUD
M24	Wmsn Co MUD #11	MUD
M25	Ranch Cypress Cr MUD #1	MUD
M27	Wells Branch MUD	MUD
M28	Wmsn Co MUD # 12	MUD
M29	Wmsn Co MUD # 13	MUD
M30	Wmsn Co MUD # 14	MUD
M33	Walsh Ranch MUD	MUD
M34	Sonterra MUD	MUD
M35	Stonewall Ranch MUD	MUD
M36	Wmsn Co MUD # 17	MUD
M37	Wmsn Co MUD # 18	MUD
M38	Paloma Lake MUD # 1	MUD
M39	Paloma Lake MUD # 2	MUD
M40	Wmsn Co MUD # 19	MUD
M41	Parkside at Mayfield Ranch MUD	MUD
M42	Wmsn Co MUD # 15	MUD
M43	Wmsn Co MUD # 16	MUD
M44	CLL MUD # 1	MUD
M45	Wmsn Co MUD # 22	MUD
M46	Highlands at Mayfield Ranch MUD	MUD
M47	Lakeside MUD # 3	MUD
M48	W. Wmsn Co MUD # 1	MUD
M49	Lakeside MUD # 5	MUD
M50	Williamson County Municipal Utility District No. 51	MUD
M51	Wmsn Co MUD # 19A	MUD
M52	Wmsn-Liberty Hill MUD	MUD
M53	Siena MUD # 1	MUD
M54	Siena MUD # 2	MUD
M55	Wmsn Co MUD # 25	MUD
M56	WILLIAMSON COUNTY MUD #19B	MUD
M57	WILLIAMSON COUNTY MUD #26	MUD
M58	Watch Hill MUD	MUD
M59	Northwest Williamson Co MUD #1	MUD
M60	Palmera Ridge MUD	MUD
M61	Leander MUD #1	MUD
M62	Leander MUD #2	MUD
M63	Leander MUD #3	MUD
M64	Leander TODD MUD #1	MUD
M65	Lakeside WC&ID #2A	MUD
M66	Williamson Co MUD #28	MUD

Code	Description	Type
M67	Williamson Co MUD #23	MUD
M68	Williamson Co MUD #29	MUD
M69	Southeast Williamson Co MUD #1	MUD
M70	West Williamson Co MUD #2	MUD
M71	Williamson CO MUD #30	MUD
M72	Williamson Co MUD #31	MUD
M73	Williamson Co MUD #32	MUD
M74	WILLIAMSON CO MUD #34	MUD
M75	Northwest Williamson Co MUD #2	MUD
M76	Williamson Co MUD #19C	MUD
M77	North San Gabriel MUD #2	MUD
M78	Cool Water MUD	MUD
M79	Berry Creek Highlands MUD	MUD
M80	North San Gabriel MUD #1	MUD
M81	North San Gabriel MUD #3	MUD
M82	Round Rock MUD #1	MUD
M83	CLL MUD 1A	MUD
M84	Parkside on the River MUD #1	MUD
M85	Williamson Co MUD #19D	MUD
M86	Williamson Co MUD #19E	MUD
M87	Round Rock MUD #2	MUD
M88	Williamson County MUD 19F	MUD
M89	Williamson County MUD 19G	MUD
M90	Williamson County MUD 19H	MUD
M91	Rancho Del Cielo MUD	MUD
M92	South Fork Ranch MUD	MUD
M93	Lakeside Municipal Utility District No. 9	MUD
M94	Theon Ranches Municipal Utility No. 1	MUD
M95	Williamson County Municipal Utility District No. 37	MUD
M96	Williamson County Municipal Utility district No. 45	MUD
M97	7S Ranch Municipal Utility District	MUD
M98	East Williamson County Municipal Utility District No. 1	MUD
M99	Parkside on the River Municipal Utility District No. 2	MUD
L01	And Mill Limited Dist	Other
P00	Gtown Vill PID 1	Other
P01	Cimarron Hills PID	Other
P03	Clearwater PID	Other
P04	Clearwater Ranch PID #2	Other
P05	Oak Creek PID	Other
P06	Liberty Parke	Other
P07	Deerbrooke PID	Other
P08	Crystal Springs PID	Other
P09	Hutto CO-OP PID	Other
P10	Summerlyn West PID	Other
P11	Cross Creek PID	Other
P12	Mustang Creek PID	Other
P13	Parks at Westhaven PID	Other

Code	Description	Type
P14	Butler Farms PID	Other
P15	Emory Crossing	Other
P16	Durango Farms PID	Other
P17	Cottonwood Creek PID	Other
P18	BLUFFVIEW PID	Other
REF	Reference Account	Other
T03	TIF - Georgetown - CBD	Other
T04	TIF - City of Taylor # 1	Other
T05	TIRZ - Leander	Other
T06	TIRZ - Georgetown - Gateway	Other
T07	TIRZ - Georgetown - Rivery Park	Other
T08	CEDAR PARK TAX INCREMENT REINVESTMENT ZONE #2	Other
T10	Round Rock Reinvestment Zone # 25	Other
T11	Round Rock Reinvestment Zone #26	Other
T12	Round Rock Reinvestment Zone #28	Other
T13	Round Rock Reinvestment Zone #29	Other
T14	TIFF #1 CITY OF HUTTO	Other
T15	TIRZ - Georgetown - Wolf Lakes	Other
T16	City of Liberty Hill Butler Farms TIRZ #3	Other
T17	City of Liberty Summerlyn West TIRZ #2	Other
T18	TIRZ - City of Taylor #2	Other
T20	Liberty Hill Downtown TIRZ	Other
T21	North Georgetown TIRZ	Other
T22	Taylor ISD TIRZ 2022-01	Other
R02	Avery Ranch Rd Dist # 1	Road
R03	Somerset Hills Rd Dist # 3	Road
R04	Somerset Hills Rd Dist # 4	Road
R05	Avery Centre Rd Dist # 1	Road
R06	Avery Centre Rd Dist # 2	Road
R07	Pearson Place Rd Dist	Road
R08	Northwoods Rd Dist #1	Road
SBA	Bartlett ISD	School
SBU	Burnet CISD	School
SCO	Coupland ISD	School
SFL	Florence ISD	School
SGR	Granger ISD	School
SGT	Georgetown ISD	School
SHU	Hutto ISD	School
SJA	Jarrell ISD	School
SLE	Leander ISD	School
SLH	Liberty Hill ISD	School
SLX	Lexington ISD	School
SPF	Pflugerville ISD	School
SRR	Round Rock ISD	School
STA	Taylor ISD	School
STA313IS	Taylor ISD - 3.13 I&S	School
STA313MO	Taylor ISD - 3.13 M&O	School

Code	Description	Type
STD	Thorndale ISD	School
STH	Thrall ISD	School
W01	Donahoe Cr WS	Water
W05	Wmsn-Trav WCID 1D	Water
W09	Upper Brushy Creek WCID	Water
W10	Wmsn Co WCID # 2	Water
W11	Wmsn Co WCID # 3	Water
W12	Lakeside WCID # 2-A	Water
W13	Lower Brushy Creek WC&ID	Water

2025 (1-year term)
BOARD OF DIRECTORS ELECTION
GENERAL INFORMATION SHEET

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

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

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

Pursuant to Section 6.03 of the Texas Property Tax Code:

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

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

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

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

Pursuant to Government Code Chapter 573:

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

If yes:

Relative's Name:_____

Relative's Address:_____

Degree of Relationship:_____

WCAD Position:_____

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

Pursuant to Section 6.03 of the Texas Property Tax Code:

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

5. **How long, in years, have you resided in Williamson County?** _____

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

(Continued on next page)

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

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

7. **Have you owned property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date you knew or should have known of the delinquency unless?**
   - **The delinquent taxes and any penalties and interest are being paid under an installment payment agreement**
   - **A suit to collect the delinquent taxes is deferred or abated**

   Yes ☐ **No** ☐

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

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

   Yes ☐ **No** ☐

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

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

_____ _____

Signature of Applicant **Date**

(Continued on next page)

Applicant Information:

Home Address: _____

_____

Business Address: _____

_____

Home Phone: _____ **Email:** _____

Business Phone: _____

Cellular Phone: _____

Emergency Contact Name: _____

Phone: _____

Relationship: _____

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

_____

IF ELECTED, where do you want to receive mail? _____

_____

IF ELECTED, do you want your address and phone number kept confidential?
Yes ☐ **No** ☐

_____ _____

Signature of Presiding Officer **Date**

2025-2027 (3-year term)
BOARD OF DIRECTORS ELECTION
GENERAL INFORMATION SHEET

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

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

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

Pursuant to Section 6.03 of the Texas Property Tax Code:

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

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

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

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

Pursuant to Government Code Chapter 573:

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

If yes:

Relative's Name:_____

Relative's Address:_____

Degree of Relationship:_____

WCAD Position:_____

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

Pursuant to Section 6.03 of the Texas Property Tax Code:

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

5. **How long, in years, have you resided in Williamson County?** _____

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

(Continued on next page)

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

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

7. **Have you owned property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date you knew or should have known of the delinquency unless?**
   - **The delinquent taxes and any penalties and interest are being paid under an installment payment agreement**
   - **A suit to collect the delinquent taxes is deferred or abated**

   Yes ☐ **No** ☐

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

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

   Yes ☐ **No** ☐

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

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

_____ _____

Signature of Applicant **Date**

(Continued on next page)

Applicant Information:

Home Address: _____

_____

Business Address: _____

_____

Home Phone: _____ **Email:** _____

Business Phone: _____

Cellular Phone: _____

Emergency Contact Name: _____

Phone: _____

Relationship: _____

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

_____

IF ELECTED, where do you want to receive mail? _____

_____

IF ELECTED, do you want your address and phone number kept confidential?
Yes ☐ **No** ☐

_____ _____

Signature of Presiding Officer **Date**

Williamson Central Appraisal District
625 FM 1460
Georgetown, Texas 78626
Phone: (512) 930-3787

Taxing Unit Checklist for Board Election

☐ **BEFORE OCTOBER 15, 2024**, I checked my candidate's requirements pertaining to serving on the Williamson Central Appraisal District Board of Directors? *(See **Board Requirements**)*

- ☐ A member MUST be a resident of the district and must have resided in the district for at least two years immediately preceding the date of appointment. *(Property Tax Code, Section 6.03.(a))*
- ☐ A member MUST NOT own property on which delinquent taxes have been owed to a taxing unit for more than 60 days after the date the individual knew or should have known of the delinquency unless: *(Property Tax Code, Section 6.035.(a)(2))*
  - The delinquent taxes and any penalties and interest are being paid under an installment payment agreement.
  - A suit to collect the delinquent taxes is deferred or abated.
- ☐ A member may NOT serve if they are an employee of a taxing unit participating in the appraisal district unless they are also a member of the governing body or an elected official of a taxing unit participating in the district. *(Property Tax Code, Section 6.035.(a))* *(See list of **taxing units**).*
- ☐ A member may NOT serve if he or she appraise property for compensation for use in property tax proceedings (to include appraisal district employees) or tax agents who represent owners for compensation until the expiration of three (3) years after such activity. *(Property Tax Code, Section 6.035.(a)(1)(2))*
- ☐ A member may NOT serve if he or she is related to a person who operates for compensation as a tax agent, a member of the Appraisal Review Board or a property tax appraiser in the appraisal district. *(Property Tax Code, Section 6.035.(a)(1))*
- ☐ A member may NOT serve on the Board if they contract with the appraisal district, or if they contract on a tax related matter with a taxing unit served by the appraisal district, or if they have a substantial interest in a business that contracts with the appraisal district or a taxing unit served by the appraisal district. *(Property Tax Code, Section 6.036.(a))*
- ☐ A member MUST fill out, sign, and return the applicable ***General Information sheet*** – either ***1-year term*** or ***3-year term***.

☐ **BEFORE OCTOBER 15, 2024,** If we choose to nominate, have I submitted, by ***resolution***, the name(s) of my taxing unit's nominee(s)? *(See **Board Election Procedures**)*

Nominating Entity: *(Entity Name)*	*(Signature)*	*(Date)*
Nominee: *(Printed Name)*	*(Signature)*	*(Date)*

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Consider Approval of FY25 Budget Amendment - #3
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	FY25 Budget Amendment - #3

Background Information:

The Board of Trustees adopted the 2024-2025 budget during the June 27, 2024 Regular Board Meeting. Budgets for the General Operating, Child Nutrition, and Debt Service Funds were included in the official district budget. Budgets are prepared and approved at fund and function levels to comply with the state's required level of control.

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

The attached document summarizes the effect of budget transfers and amendments being proposed. Submitted for approval are the budget revisions/amendments for the items listed below.

The amendments for the **General Operating Fund** (Funds 181,197 and 199) are as follows:

- Increase to expenditure budgets in General Funds (Funds 197-199) and Fund 181-New Instructional Facility Allotment (NIFA) funds of $3,027,753 due to 2023-2024 rolled purchase orders (POs), detailed as follows:
  - Fund 181 – NIFA - $84,385 (rounded to nearest dollar)
  - Fund 197 - Athletics - $6,712 (rounded to nearest dollar)
  - Fund 199 - General Fund - $2,936,657 (rounded to nearest dollar)
    - Purchase Orders represent legal obligations entered into by the District. Items not received by the fiscal year end (June 30) represent obligations to be fulfilled in the following fiscal year. Many orders remained open on June 30, including orders for ongoing repairs, legal services, instructional materials, and technology equipment.
- Increase to the NIFA (Fund 181) budget of $50,000 for Hisle Elementary start-up expenses.
- Increase of $85,758 to revenue and expenditure budgets in Fund 197 for athletic tournaments and camps. The increase to estimated revenue and expenditures has no impact on the total operating deficit/surplus.
- Increase of $6,613 to revenue and expenditure budgets in Fund 199 for bus repairs. The increase to estimated revenue and expenditures has no impact on total operating deficit/surplus.
- Transfers among functions with no effect on the total operating deficit/surplus.

The amendments to expenditure budgets due to rolling 2023-2024 purchase orders and additional NIFA funding increases the overall operating deficit by $3,077,753.

The amendments presented this month for the **Child Nutrition Fund** (Fund 240) are as follows:

- Increase to expenditure budgets due to 2023-2024 rolled purchase orders (POs) totaling $983,079.

There are no amendments to the **Debt Service Fund**.

Administrative Recommendation:
Administration recommends that the Board approve FY25 Budget Amendment - #3 as presented.

Sample Motion:
I move that the Board of Trustees approve FY25 Budget Amendment - #3 as presented.

Leander Independent School District
General Fund - Fund 199
Budget Amendments/Transfers as of September 9, 2024

	2024-2025 Original Budget	Previously Amended Budget	Proposed Amendments 09/09/24	Proposed Amended Budget
Revenues:				
Local Sources	$ 346,031,030	$ 346,031,030	$ 92,371	$ 346,123,401
State Sources	96,578,545	99,819,175	-	99,819,175
Federal Sources	5,890,000	5,890,000	-	5,890,000
TOTAL REVENUES	**$ 448,499,575**	**$ 451,740,205**	**$ 92,371**	**$ 451,832,576**
Expenditures:				
Function 11 - Instruction	$ 272,220,415	$ 272,717,431	$ 1,267,126	$ 273,984,557
Function 12 - Instructional Resources & Media	4,892,740	4,918,369	7,470	4,925,839
Function 13 - Staff Development	11,031,670	11,164,909	87,822	11,252,731
Function 21 - Instructional Administration	5,057,353	5,217,729	12,582	5,230,311
Function 23 - School Administration	25,423,912	25,540,117	5,403	25,545,520
Function 31 - Guidance & Counseling	22,435,390	22,804,619	5,753	22,810,372
Function 32 - Social Services	1,678,114	1,678,114	759	1,678,873
Function 33 - Health Services	4,363,260	4,363,945	200	4,364,145
Function 34 - Student Transportation	14,176,050	14,523,708	6,613	14,530,321
Function 35 - Food Services	11,800	16,684	44,061	60,745
Function 36 - Co-Curricular Activities	14,168,459	14,386,959	99,966	14,486,925
Function 41 - General Administration	11,209,284	11,642,823	334,392	11,977,215
Function 51 - Plant Maintenance & Operations	42,659,929	43,464,970	908,037	44,373,007
Function 52 - Security	4,303,903	4,469,921	53,045	4,522,966
Function 53 - Data Processing	9,549,638	9,649,999	296,496	9,946,495
Function 61 - Community Services	2,214,218	2,214,218	32,000	2,246,218
Function 71 - Debt Service	537,869	537,869	-	537,869
Function 81 - Capital Outlay	-	-	8,400	8,400
Function 91 - Contracted Instruction Services	11,484,229	11,484,229	-	11,484,229
Function 95 - JJAEP	230,000	230,000	-	230,000
Function 99 - Other Intergovernmental Charges	2,713,944	2,713,944	-	2,713,944
TOTAL ALL EXPENDITURES	**$ 460,362,177**	**$ 463,740,557**	**$ 3,170,124**	**$ 466,910,681**
Excess/(Deficiency) of Revenues vs. Expenditures	**$ (11,862,602)**	**$ (12,000,352)**	**$ (3,077,753)**	**$ (15,078,105)**
Other Financing Sources/Uses				
Sale of Assets	$ 270,000	$ 270,000	$ -	$ 270,000
Transfer Out - Other	-	-	-	-
Transfer Out - Healthcare	(1,500,000)	(1,500,000)	-	(1,500,000)
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	-	-	-	-
Total Other Financing Sources/Uses	$ (1,230,000)	$ (1,230,000)	$ -	$ (1,230,000)
Net Increase/(Decrease) in Fund Balance	**$ (13,092,602)**	**$ (13,230,352)**	**$ (3,077,753)**	**$ (16,308,105)**
Beginning Fund Balance as of 7/1/2024				
Beginning Fund Balance for Fund 181	(1,026,198)	(1,026,198)		(1,026,198)
Beginning Fund Balance for Fund 196	2,933,509	2,933,509		2,933,509
Beginning Fund Balance for Fund 197	(52,175,359)	(52,175,359)		(52,175,359)
Beginning Fund Balance for Fund 199	235,486,999	235,486,999		235,486,999
Total Beginning Fund Balance of Fund 19X *	$ 185,218,952	$ 185,218,952		$ 185,218,952
Net Operating Results - Fund 199	*(13,092,602)*	*(13,230,352)*		*(16,308,105)*
Net Operating Results - All General Fund 19X	*(13,092,602)*	*(13,230,352)*		*(16,308,105)*
Projected Ending Fund Balance	**$ 172,126,350**	**$ 171,988,600**		**$ 168,910,846**

**Unaudited; subject to change based on 23-24 operations*

Leander Independent School District
Child Nutrition - Fund 240
Budget Amendments/Transfers as of September 9, 2024

	2024-2025 Original Budget	Previously Amended Budget	Proposed Amendments 09/09/24	Proposed Amended Budget
Revenues:				
Local Sources	$ 8,038,396	$ 8,038,396	$ -	$ 8,038,396
State Sources	75,000	75,000	-	75,000
Federal Sources	6,341,726	6,341,726	-	6,341,726
TOTAL REVENUES	**$ 14,455,122**	**$ 14,455,122**	**$ -**	**$ 14,455,122**
Expenditures:				
Function 11 - Instruction	$ -	$ -	$ -	$ -
Function 12 - Instructional Resources & Media	-	-	-	-
Function 13 - Staff Development	-	-	-	-
Function 21 - Instructional Administration	-	-	-	-
Function 23 - School Administration	-	-	-	-
Function 31 - Guidance & Counseling	-	-	-	-
Function 32 - Social Services	-	-	-	-
Function 33 - Health Services	-	-	-	-
Function 34 - Student Transportation	-	-	-	-
Function 35 - Food Service	15,772,327	15,772,327	983,079	16,755,406
Function 36 - Co-Curricular Activities	-	-	-	-
Function 41 - General Administration	-	-	-	-
Function 51 - Plant Maintenance & Operations	-	-	-	-
Function 52 - Security	-	-	-	-
Function 53 - Data Processing	-	-	-	-
Function 61 - Community Services	-	-	-	-
Function 71 - Debt Service	-	-	-	-
Function 81 - Capital Outlay	-	-	-	-
Function 91 - Contracted Instruction Services	-	-	-	-
Function 95 - JJAEP	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-
TOTAL ALL EXPENDITURES	**$ 15,772,327**	**$ 15,772,327**	**$ 983,079**	**$ 16,755,406**
Excess/(Deficiency) of Revenues vs. Expenditures	**$ (1,317,205)**	**$ (1,317,205)**	**$ (983,079)**	**$ (2,300,284)**
Transfers In	$ -	$ -	$ -	$ -
Transfers Out			-	-
Net Increase/(Decrease) in Fund Balance	**$ (1,317,205)**	**$ (1,317,205)**	**$ (983,079)**	**$ (2,300,284)**
Beginning Fund Balance*	$ 16,162,698	$ 16,162,698		$ 16,162,698
Projected Ending Fund Balance	**$ 14,845,493**	**$ 14,845,493**		**$ 13,862,415**

**Unaudited; subject to change based on 23-24 operations*

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Monthly Bond Status Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape, Ed.D, CPA, Chief Financial Officer
Attachments:	Bond Project Status Report

Background Information:

The monthly report for August is included which reflects bond funds remaining from authorizations prior to 2017 and the full list of projects ongoing under the 2017 authorization. The report also includes a column reflecting funding sources from other areas (2007 bond funds, major maintenance, etc.) used to support bond projects. This report should reflect ALL sources of funds available, budgeted, and remaining related to construction/bond projects.

There is an additional page which now details 2021 bond funds.

The 2023 bond authorization is now a separate one-page report.

The report shows the original and current budgets for all projects and costs to date by fiscal year. The last column of the report shows the budget remaining for the specific project. As projects are finalized, the Board will be asked to reallocate any remaining balances to project savings and/or other projects allowable within the confines on the bond orders.

Administrative Recommendation:

N/A

Sample Motion:

N/A

2017 BOND PROJECT STATUS REPORT

AS OF AUGUST 31, 2024

LEANDER ISD

CAMPUS	PROJECT DESCRIPTION	PROJECT SOURCES: 2007 BOND AUTHORIZATION BUDGET	2017 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	PROJECT EXPENDITURES: 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	TOTAL EXPENDITURES TO DATE	PROJECT ENCUMBRANCE	REMAINING BUDGET
HS CAMPUS IMPROVEMENTS																	
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	$ -	$ 4,947,836	$ (105,871)	$ -	$ 4,841,965	$ 1,590	$ 3,756,402	$ 972,608	$ 37,647	$ 73,719	$ -	$ -	$ -	$ 4,841,965	(0)	(0.40)
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	-	11,150,507	(289,182)	-	10,861,325	505,712	6,109,691	3,161,020	383,351	725,406	(23,856)	-	-	10,861,325	0	0.24
Cedar Park HS	Board Approved: Major Maintenance: CPHS Renovations	-	-	-	9,855,820	9,855,820	-	7,279,652	2,576,168	-	-	-	-	-	9,855,820	-	-
Cedar Park HS	Flex Lab	3,100,000	-	(3,100,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
Vista Ridge HS	JROTC Building Additions and Renovations, Incubator Renovations	-	2,665,503	(289,133)	-	2,376,370	-	1,677,160	426,247	1,692	255,004	16,267	(7,084)	-	2,369,286	0	7,083.73
Vandegrift HS	Ag Facility	-	3,768,160	(350,839)	-	3,417,321	-	294,468	1,735,381	1,387,472	-	-	-	-	3,417,321	(0)	0.07
Vandegrift HS	Classroom Additions, Incubator Renovation	-	31,245,385	(10,719,785)	-	20,525,600	-	4,618,833	11,021,375	4,564,706	123,386	-	16,959	-	20,345,259	178,065	2,275.95
Vandegrift HS	Secondary Access Road	-	3,000,000	-	-	3,000,000	26,883	39,722	45,474	6,252	128,850	119,107	2,122	-	368,409	156,591	2,475,000.00
Glenn HS	Remaining Construction Contract (Under 2007 Auth)	408,677	-	(381,253)	-	27,424	-	-	-	27,424	-	-	-	-	27,424	-	-
Glenn HS	Remaining GHS Template (Under 2007 Auth)	763,642	-	-	-	763,642	-	-	-	621	48,141	-	-	-	48,762	0	714,880.36
Glenn HS	Ag Facility	-	3,163,960	(492,005)	-	2,671,955	148,457	2,297,596	211,760	14,142	-	-	-	-	2,671,955	-	(0.08)
Various HS	Campus Security Upgrades (High School Sites)	-	3,625,020	188,469	-	3,813,489	-	-	1,136,909	2,673,060	3,520	-	-	-	3,813,489	0	(0.43)
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	-	1,758,284	(99,822)	-	1,658,462	1,054,496	591,541	12,000	425	-	-	-	-	1,658,462	-	0.43
HS 7	New Construction (Design Only)	-	10,073,645	-	-	10,073,645	-	-	-	-	-	-	-	-	-	-	10,073,645.00
HS Land	Future HS #8	-	21,411,300	(21,411,300)	-	-	-	-	-	-	-	-	-	-	-	-	-
Leander HS	LHS Master Plan	-	-	100,000	-	100,000	-	-	-	-	-	97,000	-	-	97,000	-	571 3,000.00
	Total HS Campus Improvements	**$ 4,272,319**	**$ 96,809,600**	**$ (36,950,721)**	**$ 9,855,820**	**$ 73,987,018**	**$ 1,737,136**	**$ 26,665,065**	**$ 21,298,943**	**$ 9,096,792**	**$ 1,358,026**	**$ 208,518**	**$ 11,997**	**$ -**	**$ 60,376,477**	**$ 334,656**	**$ 13,275,885**
MS CAMPUS IMPROVEMENTS																	
Leander MS	HVAC Update, Classroom Addition	$ -	$ 21,516,101	$ (3,908,424)	$ -	$ 17,607,677	$ 3,594,061	$ 11,265,274	$ 902,173	$ 1,426,631	$ 280,767	$ 138,770	$ -	$ -	$ 17,607,677	$ 0	(0.32)
Leander MS	HVAC Update: Under 2007 Auth	692	-	(606)	882,988	883,074	-	188,707	694,281	86	-	-	-	-	883,074	$ -	-
Cedar Park MS	HVAC Update	-	15,240,743	(2,073,215)	-	13,167,528	-	6,936,074	1,940,710	2,112,431	1,612,696	252,627	-	-	12,854,539	$ 302,604	10,384.42
Danielson MS	MS New Construction	-	63,410,011	(3,731,073)	-	59,678,938	761,745	20,857,501	30,847,648	6,626,911	253,957	277,095	(39,942)	-	59,584,915	$ (0)	94,022.63
Danielson MS	MS Template (From 2007 Auth)	62,738	-	(6,952)	-	55,786	-	-	-	55,786	-	-	-	-	55,786	$ -	0.05
Various MS	Campus Security Upgrades (Middle School Sites)	-	7,250,040	(455,910)	-	6,794,130	-	-	1,406,210	5,029,283	358,638	-	-	-	6,794,130	$ 0	(0.48)
MS Land	Future MS #11	-	10,018,850	-	-	10,018,850	-	-	-	-	-	-	10,018,850	-	10,018,850	$ -	-
	Total MS Campus Improvements	**$ 63,430**	**$ 117,435,745**	**$ (10,176,180)**	**$ 882,988**	**$ 108,205,983**	**$ 4,355,807**	**$ 39,247,557**	**$ 35,791,022**	**$ 15,251,128**	**$ 2,506,059**	**$ 668,492**	**$ 9,978,908**	**$ -**	**$ 107,798,972**	**$ 302,604**	**$ 104,406**
ES CAMPUS IMPROVEMENTS																	
Mason ES	Play Area Renovation and District Standard Traffic Gates	$ -	$ 603,560	$ (163,243)	$ -	$ 440,317	$ 391,220	$ 49,098	$ -	$ -	$ -	$ -	$ -	$ -	$ 440,317	$ -	(0.47)
Giddens ES	HVAC Update and District Standard Traffic Gates	-	9,005,975	(1,696,318)	-	7,309,657	2,433,399	4,321,512	428,859	14,010	64,156	47,722	-	-	7,309,657	0	(0.03)
Steiner ES	HVAC Update	-	8,857,136	(246,468)	-	8,610,668	-	-	2,783,462	4,132,589	1,534,031	160,587	-	-	8,610,668	(0)	(0.40)
Akin ES	Remaining Construction Contract (Under 2007 Auth)	607,348	-	(562,024)	-	45,324	-	-	-	45,324	-	-	-	-	45,324	-	-
Larkspur ES 27	New construction	-	37,779,628	(24,805,180)	-	12,974,448	2,965,860	8,982,507	874,374	151,706	-	-	-	-	12,974,448	(0)	0.33
Larkspur ES 27	Board Approved: 2007 Funds: EL 27 Construction	-	-	-	18,639,920	18,639,920	-	18,168,836	471,084	-	-	-	-	-	18,639,920	-	(0.05)
Tarvin ES 28	ES New Construction	-	40,862,445	(3,415,928)	-	37,446,517	-	-	4,472,697	28,057,563	3,937,877	347,446	33,091	13,775	36,862,449	36,811	547,257.45
North ES 29	ES New Construction	-	42,496,943	-	-	42,496,943	-	-	-	1,256,605	31,019,546	6,352,020	613,565	66,697	39,308,434	802,588	2,385,921.42
Hisle ES 30	ES New Construction (Design Only)	-	2,181,032	61,120,968	-	63,302,000	-	-	-	-	-	5,919,208	43,806,361	3,164,269	52,889,838	6,902,157	3,510,005.31
Hisle ES 30	ES Template												397,662	692,753	1,090,415	167,259	(1,257,674.83)
Various ES	District Standard Traffic Gates - Bagdad ES, Block House ES, Cox ES, Cypress ES, Faubion ES, Knowles ES, Naumann ES and Whitestone ES	-	245,700	(554)	-	245,146	-	245,146	-	-	-	-	-	-	245,146	-	(0.49)
ES Land	Future Elementary Sites	6,238,719	-	-	-	6,238,719	-	-	-	33,193	4,126,708	92,569	1,902,911	-	6,155,382	83,337	(0.00)
ES Land	Future ES (34, 35, 36, 37, 38, 39, 40)	-	30,504,236	-	-	30,504,236	-	-	-	-	-	-	11,003,567	-	11,003,567	-	19,500,669.27
Various ES	ES Prototype	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total ES Campus Improvements	**$ 6,846,067**	**$ 172,536,655**	**$ 30,231,253**	**$ 18,639,920**	**$ 228,253,895**	**$ 5,790,479**	**$ 31,767,099**	**$ 9,030,475**	**$ 33,690,990**	**$ 40,682,318**	**$ 12,919,553**	**$ 57,757,157**	**$ 3,937,495**	**$ 195,575,565**	**$ 7,992,152**	**24,686,177.51**
TECHNOLOGY PROJECTS																	
Technology	Device, Hardware, Infrastructure Replacement, Disaster Recovery Hot Site	$ -	$ 38,730,000	$ 71,328	$ -	$ 38,801,328	$ 3,391,432	$ 10,679,797	$ 4,391,158	$ 7,780,357	$ 2,464,107	$ 2,906,148	$ 3,490,294	$ 2,063,622	$ 37,166,914	$ 989,930	644,483.68
Technology	IT Assessment	-	-	199,035	-	199,035	-	-	-	173,556	25,479	-	-	1	199,036	-	(1.00)
Vista Ridge HS	Disaster Recovery Site Improvements	465,062	-	(428,139)	-	36,923	-	-	-	-	-	36,923	-	-	36,923	-	0.32
	Total Technology Projects	**$ 465,062**	**$ 38,730,000**	**$ (157,776)**	**$ -**	**$ 39,037,286**	**$ 3,391,432**	**$ 10,679,797**	**$ 4,391,158**	**$ 7,953,913**	**$ 2,489,586**	**$ 2,943,070**	**$ 3,490,294**	**$ 2,063,623**	**$ 37,402,873**	**$ 989,930**	**644,483.00**
SUPPORT SERVICES PROJECTS																	
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	$ -	$ 893,000	$ -	$ -	$ 893,000	$ -	$ 100,136	$ 148,630	$ -	$ 146,975	$ 111,660	$ 385,599	$ -	$ 893,000	$ (0)	0.00
Plant Services	Water Bottle Refilling Stations	314,087	-	13,798	-	327,885	-	-	-	242,949	84,935	-	-	-	327,885	0	0.18
Transportation	88 Replacement Buses; A/C Retrofit	-	10,200,000	-	-	10,200,000	-	8,688,117	-	818,918	-	692,965	-	-	10,200,000	-	-
Transportation	Bus A/C Upgrades: 2007 Funded Portion	-	-	-	35,080	35,080	-	35,080	-	-	-	-	-	-	35,080	-	-
Transportation	North Satellite Transportation Center	-	17,800,000	(2,245,948)	-	15,554,052	773,943	14,232,376	436,119	111,614	-	-	-	-	15,554,052	-	(0.43)
Transportation	South Satellite Transportation Center	3,100,000	-	(3,100,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
Land	Initial Land Costs: Warehouse/Science Material Center	100,000	-	1,973,668	-	2,073,668	-	-	-	2,072,178	1,489	-	-	-	2,073,668	-	0.23
Plant Services	Major Maintenance Funding	-	-	12,500,000	-	12,500,000	-	-	-	-	-	1,704,007	1,567,762	457,691	3,729,459	524,789	8,245,752.72
Plant Services	Portables			2,500,000		2,500,000	-	-	-	-	179,817	2,271,230	-	-	2,451,047	24,683	24,269.98
District Wide	HVAC Design			2,200,000		2,200,000	-	-	-	-	-	2,182,000	-	-	2,182,000	-	18,000.00
District Wide	Traffic Signal			500,000		500,000	-	-	-	-	-	-	500,000	-	500,000	-	-
District Wide	Williamson County Road 175 Updates			2,000,000		2,000,000	-	-	-	-	-	-	-	-	-	-	2,000,000.00
	Total Support Service Projects	**$ 3,514,087**	**$ 28,893,000**	**$ 16,341,518**	**$ 35,080**	**$ 48,783,685**	**$ 773,943**	**$ 23,055,709**	**$ 584,749**	**$ 3,245,660**	**$ 413,217**	**$ 6,961,862**	**$ 2,453,360**	**$ 457,691**	**$ 37,946,190**	**$ 549,472**	**10,288,022.68**
PROJECT MANAGEMENT																	
2007 Funds	Bond Interest/Other Rev/Project Management	$ 1,339,002	$ -	$ -	$ 18,318	$ 1,357,320	$ -	$ -	$ -	$ 613,920	$ 575,077	$ 168,323	$ -	$ -	$ 1,357,320	$ -	(0.14)
2007 Funds	Project Management Costs (Reserve)	500,000	-	-	-	500,000	-	-	-	-	-	274,534	214,566	-	489,100	0	10,899.95
2007 Funds	Project Savings	1,558,683	-	(1,338,674)	-	220,009	-	-	-	-	-		-	-	-	-	220,009.00
2017 Funds	Bond Interest/Other Rev/Project Management	-	10,818,581	-	-	10,818,581	-	-	-	-	-		144,000	-	-	-	10,818,581.04
2017 Funds	Project Savings	-	-	2,050,580		2,050,580	-	-	-	-	-		-	-	-	-	2,050,580.00
	Total Project Management	**$ 3,397,685**	**$ 10,818,581**	**$ 711,906**	**$ 18,318**	**$ 14,946,490**	**$ -**	**$ -**	**$ -**	**$ 613,920**	**$ 575,077**	**$ 442,857**	**$ 358,566**	**$ -**	**$ 1,846,420**	**$ 0**	**13,100,069.85**
	TOTALS	**$ 18,558,650**	**$ 465,223,581**	**$ -**	**$ 29,432,126**	**$ 513,214,357**	**$ 16,048,798**	**$ 131,415,227**	**$ 71,096,347**	**$ 69,852,403**	**$ 48,024,281**	**$ 24,144,352**	**$ 74,050,282**	**$ 6,458,808**	**$ 440,946,498**	**$ 10,168,815**	**62,099,044.21**

LEANDER ISD
LEADING TO A BRIGHT FUTURE

		PROJECT SOURCES :					PROJECT EXPENDITURES :						
CAMPUS	PROJECT DESCRIPTION	2021 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET		2021-2022	2022-2023	2023-2024	2024-2025	TOTAL EXPENDITURES TO DATE	PROJECT ENCUMBRANCE	REMAINING BUDGET
TECHNOLOGY													
Technology	MS CTE Program Startup	$ 102,000	$ -	$ -	$ 102,000		$ -	$ -	$ -	$ -	$ -	$ -	$ 102,000
Technology	Document Camera Replacement	412,500	-	-	412,500		-	-	30,417	-	30,417	15,059	367,025
Technology	Elementary Device Replacement	6,703,057	-	-	6,703,057		144,359	448,968	2,556,835	168,114	3,318,276	843,836	2,540,945
Technology	Elementary Teacher Devices	460,000	-	-	460,000		-	407,866	7,546	-	415,412	-	44,588
Technology	Library Makerspaces	253,000	-	-	253,000		-	78,000	97,524	-	175,524	-	77,476
Technology	Non-Instructional Device Replacement	887,778	-	-	887,778		11,773	247,618	332,017	58,625	650,033	19,115	218,631
Technology	Interactive Panels	10,440,000	-	-	10,440,000			200,000	521,742	25,894	747,636	8,351,238	1,341,126
Technology	Printers	450,000	-	-	450,000		333	5,139	11,091	-	16,563	(0)	433,437
Technology	Secondary Device Replacement	13,589,742	-	-	13,589,742		460,510	2,000,641	4,635,965	558,479	7,655,595	55,341	5,878,807
PROJECT MANAGEMENT													
2021 Funds	Bond Interest/Other Rev/Project Management	-	-	196,956	196,956								$ 196,956
	TOTALS	**$ 33,298,077**	**$ -**	**$ 196,956**	**$ 33,495,033**		**$ 616,975**	**$ 3,388,232**	**$ 8,193,136**	**$ 811,112**	**$ 13,009,455**	**$ 9,284,588**	**$ 11,200,990**

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2023 Bond Project Status Report

		Project Sources:				Project Expenditures:					
Campus	Project Description	2023 Bond Authorization Amount	Budget Transfers/Revenue Sources	Total Project Budget		2022-2023	2023-2024	2024-2025	Total Expenditures to Date	Project Encumbrance	Remaining Budget
HS Campus Improvements											
Vista Ridge HS	Modernization	$ 69,635,000	$ -	$ 69,635,000		$ 540,500	$ 8,440,441	$ 7,956,569	$ 16,937,510	$ 36,715,310	$ 15,982,181
Cedar Park HS	Modernization, Roof Repairs, & South PAC Modernization	51,571,651	-	51,571,651		-	2,815,311	2,677,592	5,492,903	34,096,939	11,981,809
ECHS & Transition	Early College HS and Transition Facilities for Growth - Design	6,991,130	4,151,508	11,142,638		-	2,777,324	1,323,591	4,100,915	1,487,535	5,554,189
HS 7	Design Only	2,134,344	-	2,134,344		-	-	-	-	-	2,134,344
Leander HS	Phase 1 and Design of Master Plan, Roof Repirs, Band Practice Field Fence/Bollards, & Don Tew Pac Modernization	37,460,920	*32,300,000**	37,460,920		-	3,772,151	1,084,744	4,856,895	19,753,281	12,850,744
Multi HS	Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge	27,601,380	-	27,601,380		-	2,047,719	-	2,047,719	8,154,284	17,399,377
Multi HS	Musical Instrument Replacement	3,762,500	-	3,762,500		-	1,622,504	228,702	1,851,207	229,284	1,682,009
Multi HS/MS	Remote Mgmt and Monitoring of Field Lights - Ftball fields at Canyon Ridge MS, Running Brushy MS; Baseball and Softball fields at Cedar Park HS and Vista Ridge HS	82,700	-	82,700		-	-	-	-	-	82,700
Sci Matl & 18+	Science Materials Center & Special Ed 18+ Transition Services Bldg	42,154,555	-	42,154,555		-	1,787,310	17,330	1,804,640	1,340,541	39,009,374
	Total HS Campus Improvements	**$ 241,394,180**	**$ 4,151,508**	**$ 245,545,688**		**$ 540,500**	**$ 23,262,760**	**$ 13,288,528**	**$ 37,091,789**	**$ 101,777,173**	**$ 106,676,727**
MS Campus Improvements											
Canyon Ridge MS	Heat Recovery Unit	$ 3,000,000	$ -	$ 3,000,000		$ -	$ 2,970,000	$ -	$ 2,970,000	$ 30,000	$ -
Henry MS	Modernization - Design Only	3,499,584	-	3,499,584		-	-	-	-	$ -	3,499,584
MS10	Design Only	6,500,000	-	6,500,000		-	-	-	-	$ -	6,500,000
Multi MS	Musical Instrument Replacement	2,508,200	-	2,508,200		-	1,750,052	134,102	1,884,154	$ 350,121	273,925
Running Brushy MS	Modernization	31,898,758	-	31,898,758		280,000	6,919,658	3,955,007	11,154,665	$ 11,192,377	9,551,716
Running Brushy MS	Turf Field	1,186,500	-	1,186,500		-	6,100	-	6,100	$ -	1,180,400
	Total MS Campus Improvements	**$ 48,593,042**	**$ -**	**$ 48,593,042**		**$ 280,000**	**$ 11,645,811**	**$ 4,089,109**	**$ 16,014,919**	**$ 11,572,497**	**$ 21,005,625**
ES Campus Improvements											
Bagdad EL	Modernization	$ 21,259,009	$ -	$ 21,259,009		$ -	$ 3,627,136	$ 3,532,765	$ 7,159,901	$ 9,782,500	$ 4,316,608
EL 30	Roads	14,000,000	-	14,000,000		-	-	-	-	$ -	14,000,000
EL 31	New Construction	71,432,375	-	71,432,375		-	2,229,709	106,994	2,336,704	$ 699,913	68,395,758
EL 32	New Construction	79,944,260	-	79,944,260		-	-	-	-	$ -	79,944,260
Multi EL	Student Sinks - Bathrooms and in Cafeteria: Block House ES, Cypress ES, Faubion ES, Mason ES, Whitestone ES	1,356,360		1,356,360		-	881,946	-	881,946	$ -	474,414
Multi EL	Shade Structures	3,100,000		3,100,000		-	1,254,039	-	1,254,039	$ 185,000	1,660,961
	Total ES Campus Improvements	**$ 191,092,004**	**$ -**	**$ 191,092,004**		**$ -**	**$ 7,992,830**	**$ 3,639,759**	**$ 11,632,589**	**$ 10,667,414**	**$ 168,792,001**
Support Services Projects											
Plant Services	Trucks	$ 700,000	$ -	$ 700,000		$ -	$ 700,852	$ 113,056	$ 813,908	$ -	$ (113,908)
Plant Services	Utility Vehicles, Tractors, Mowers	410,000	-	410,000		-	399,330	-	399,330	$ (0)	10,670
Plant Services	Vans	818,840	-	818,840		-	461,992	-	461,992	$ (0)	356,848
Plant Services	Mechanic Shop Update	10,842,838	-	10,842,838		-	445,520	9,800	455,320	$ 298,695	10,088,823
Plant Services	Grandview Hills EL Building to Transportation Facility Renovation, Grandview Hills EL Ancillary Renovation, & Second Broadband Network Node	30,182,092	-	30,182,092		-	995,500	42,732	1,038,232	$ 698,020	28,445,840
Transportation	Bus Replacement (134 Buses: 80 General Education and 45 Special Education Replacements, 9 Growth)	18,300,000	-	18,300,000		-	9,059,902	172,796	9,232,698	$ 8,264,635	802,667
Transportation	Bus Cameras - Entire Transportation Fleet	1,200,000		1,200,000		-	1,070,443	-	1,070,443	$ (0)	129,557
	Total Support Services Projects	**$ 62,453,770**	**$ -**	**$ 62,453,770**		**$ -**	**$ 13,133,540**	**$ 338,384**	**$ 13,471,924**	**$ 9,261,350**	**$ 39,720,497**
Technology Projects											
Technology	Partial Fiber Replacement	$ 4,286,610	$ -	$ 4,286,610		$ -	$ -	$ -	$ -	$ -	$ 4,286,610
Technology	WAN Refresh	3,086,390	-	3,086,390		-	-	1,058,438	1,058,438	1,587,355	440,596
Technology	Campus, District LAN Refresh - MDF/IDF Closet Improvements	1,452,000	-	1,452,000		-	865,607	221,917	1,087,524	381,042	(16,567)
Technology	ES Cabling Replacement	2,880,000	-	2,880,000		-	-	-	-	-	2,880,000
Technology	MS Cabling Replacement	680,000	-	680,000		-	-	-	-	-	680,000
Technology	Wireless Connectivity Improvements	1,250,000	-	1,250,000		-	26,099	1,105,941	1,132,040	117,960	-
Technology	Storage/Server - Tech	1,200,000	-	1,200,000		-	-	-	-	-	1,200,000
Technology	Interactive Panel Installation	18,000,000	-	18,000,000		-	-	-	-	3,342,476	14,657,524
Technology	Interactive Panel and A/V for non classrooms	2,200,000	-	2,200,000		-	629,290	81,180	710,470	916,432	573,098
Technology	Student and Staff Device Refresh	7,864,000	-	7,864,000		-	-	-	-	-	7,864,000
Technology	2nd Grade Chromebooks	800,000	-	800,000		-	-	-	-	-	800,000
Technology	CTE Mobile Maker Labs	121,000	-	121,000		-	60,419	-	60,419	-	60,581
Technology	Firewall (Prop A)	2,000,000	-	2,000,000		-	-	-	-	1,952,387	47,613
Technology	Recovery Applicance (Prop A)	540,000	-	540,000		-	-	-	-	-	540,000
Technology	Content Filters (Prop A)	500,000	-	500,000		-	388,103	-	388,103	(0)	111,897
Technology	Second Broadband Network Node	See Plant Services GVH	-	-		-	-	-	-	-	-
	Total Technology Projects	**$ 46,860,000**	**$ -**	**$ 46,860,000**		**$ -**	**$ 1,969,519**	**$ 2,467,476**	**$ 4,436,995**	**$ 8,297,653**	**$ 34,125,352**
Campus Security Projects											
Technology	Firewall (Prop A)	See Technology	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -
Technology	Recovery Applicance (Prop A)	See Technology	-	-		-	-	-	-	-	-
Technology	Content Filters (Prop A)	See Technology	-	-		-	-	-	-	-	-
District Wide Security	Exterior TEA Requirement - Exterior Door Numbering	$ 152,000	-	152,000		-	0	-	0	(0)	152,000
District Wide Security	Exterior TEA Requirement - Fencing	160,000	-	160,000		-	-	-	-	-	160,000
District Wide Security	Exterior TEA Requirement - Forced Entry-Resistant Film	1,192,400	-	1,192,400		-	-	-	-	-	1,192,400
District Wide Security	Exterior TEA Requirement - Portable/Exterior Door Handle	200,000	-	200,000		-	-	-	-	-	200,000
District Wide Security	Exterior TEA Requirement - Exterior Lockboxes	150,000	-	150,000		-	-	-	-	-	150,000
District Wide Security	Interior TEA Requirement - Panic Alert System - Lockdown	87,000	-	87,000		-	-	-	-	-	87,000
District Wide Security	Interior TEA Requirement - Digital Mapping System	144,000	-	144,000		-	-	-	-	-	144,000
District Wide Security	Interior TEA Requirement - Alert Notification System	100,000	-	100,000		-	-	-	-	-	100,000
District Wide Security	Security Cameras - Replace Existing and Adding Cameras - Replace Camera Servers	5,235,000	-	5,235,000		-	430,606	-	430,606	3,915,000	889,394
District Wide Security	Interior Key Switching and Auto-Locking Hardware	200,000	-	200,000		-	-	-	-	-	200,000
District Wide Security	Interior Classroom Door Handles	2,700,000	-	2,700,000		-	-	-	-	-	2,700,000
District Wide Security	Energy Management - Outside Wall Packs and Canopy LED Lighting. Parking Lot Lights at SS, Central Trans, and indoor LED lighting at Central Trans	1,106,604	-	1,106,604		-	-	-	-	-	1,106,604
	Total Campus Security Projects	**$ 11,427,004**	**$ -**	**$ 11,427,004**		**$ -**	**$ 430,606**	**$ -**	**$ 430,606**	**$ 3,915,000**	**$ 7,081,398**
Campus Repurposing Projects											
Repurpose	Repurpose LEO	$ 37,000,000	$ -	$ 37,000,000		$ -	$ -	$ -	$ -	$ -	$ 37,000,000
Repurpose	Repurpose Elementary	37,000,000	(37,000,000)	-		-	-	-	-	$ -	-
Repurpose	Repurpose Elementary	37,000,000	(23,000,000)	14,000,000		-	-	3,396	3,396	$ 549,198	13,447,406
Repurpose	Repurpose Elementary	50,000,000	-	50,000,000		-	-	-	-	$ -	50,000,000
Repurpose	Early Childhood Center	-	60,000,000	60,000,000		-	19,350	12,900	32,250	$ 32,250	59,935,500
	Total Campus Repurposing Projects	**$ 161,000,000**	**$ -**	**$ 161,000,000**		**$ -**	**$ 19,350**	**$ 16,296**	**$ 35,646**	**$ 581,448**	**$ 160,382,906**
Project Management											
2023 Funds	Bond Interest/Other Rev/Project Management	$ -	$ 12,022,164	$ 12,022,164		$ -	$ 453,302	$ 110,506	$ 563,808	$ 10,350	11,448,006
2023 Funds	Project Savings	-	-	-		-	-	-	-	$ -	-
	Total Project Management	**$ -**	**$ 12,022,164**	**$ 12,022,164**		**$ -**	**$ 453,302**	**$ 110,506**	**$ 563,808**	**$ 10,350**	**$ 11,448,006**
	TOTALS	**$ 762,820,000**	**$ 16,173,672**	**$ 766,971,508**		**$ 820,500**	**$ 58,907,718**	**$ 23,950,057**	**$ 83,678,275**	**$ 146,082,884**	**$ 549,232,513**

**Per Board Approval on February 1, 2024. An additional $32,300,000 will be funded towards the LHS Master Plan with current and future Bond Interest Earnings*

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Monthly Financial Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape Ed.D, CPA, Chief Financial Officer
Attachments:	Monthly Financial Report – August 2024

Background Information:

The monthly financial reports provide a revenue and expenditure summary and compare current budget performance to the prior year through the same time period. This month, the reports reflect activity through the month of August 2024, the second month of the 2025 fiscal year.

These are unaudited figures, as the annual independent audit will be done following the closing of the books at the end of the fiscal year. All supporting documentation relative to the receipt and expenditure of funds is available in the Financial Services Office for inspection and review.

A supplemental report is also included detailing Technology and Instructional Materials Allotment (TIMA) disbursement and requisition requests.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
GENERAL FUND 181, 196-199
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE TWO MONTHS ENDING AUGUST 31, 2024

	CURRENT YEAR 2024-2025				PRIOR YEAR 2023-2024			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	346,031,030	346,031,030	2,809,540	0.81%	426,747,513	426,926,833	4,046,104	0.95%
State Program Revenues	96,578,545	99,819,175	2,606,232	2.61%	56,983,976	56,983,976	1,770,037	3.11%
Federal Program Revenues	5,890,000	5,890,000	115,621	1.96%	7,162,000	7,162,000	69,159	0.97%
Other Financing Sources	270,000	270,000	24,011	8.89%	270,000	270,000	4,394	1.63%
Total Revenues	448,769,575	452,010,205	5,555,405	1.23%	491,163,489	491,342,809	5,889,694	1.20%
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	272,220,415	273,909,760	11,846,792	4.33%	265,876,732	266,114,894	8,612,838	3.24%
12 - Instructional Resources and Media Services	4,892,740	4,925,839	203,659	4.13%	5,093,573	5,105,907	221,014	4.33%
13 - Curriculum and Instructional Staff Development	11,031,670	11,299,698	1,237,638	10.95%	10,468,918	10,580,231	1,258,995	11.90%
21 - Instructional Leadership	5,057,353	5,217,729	665,840	12.76%	5,226,065	5,239,190	612,607	11.69%
23 - School Leadership	25,423,912	25,540,117	2,559,320	10.02%	25,724,098	25,726,473	2,483,241	9.65%
31 - Guidance, Counseling and Evaluation	22,435,390	22,806,542	1,611,421	7.07%	22,067,309	22,187,792	1,418,159	6.39%
32 - Social Work Services	1,678,114	1,678,873	130,623	7.78%	1,430,967	1,430,967	122,026	8.53%
33 - Health Services	4,363,260	4,363,945	264,804	6.07%	4,133,802	4,181,652	117,544	2.81%
34 - Student (Pupil) Transportation	14,176,050	14,523,708	1,485,375	10.23%	14,413,284	14,487,394	928,829	6.41%
35 - Food Services	11,800	60,745	51,018	83.99%	71,074	71,074	11,204	15.76%
36 - Cocurricular/Extra Curricular Activities	14,168,459	14,439,867	1,513,560	10.48%	13,378,951	13,493,198	1,463,423	10.85%
41 - General Administration	11,209,284	11,977,215	1,684,944	14.07%	11,547,244	12,031,368	1,483,938	12.33%
51 - Plant Maintenance and Facility Services	42,659,929	44,371,643	4,385,530	9.88%	39,243,925	40,337,314	3,928,930	9.74%
52 - Security and Monitoring Services	4,303,903	4,517,475	188,703	4.18%	3,056,021	3,085,421	147,170	4.77%
53 - Data Processing Services	9,549,638	9,946,495	1,331,775	13.39%	9,350,999	9,516,711	1,380,423	14.51%
61 - Community Services	2,214,218	2,214,218	477,060	21.55%	2,127,153	2,146,403	495,989	23.11%
71 - Debt Administration - Principal	537,869	537,869	73,821	13.72%	525,415	525,415	85,679	16.31%
81 - Facilities and Acquisition & Construction	-	8,400	11,663	138.84%	-	-	-	-
91- Recapture Payments	11,484,229	11,484,229	-	-	57,867,040	57,867,040	-	-
95 - Payments to Juvenile Justice Alternative Program	230,000	230,000	-	-	245,000	245,000	125,694	51.30%
99 - Other intergovernmental Charges	2,713,944	2,713,944	-	-	2,789,900	2,789,900	-	-
Other Financing Uses	1,500,000	1,500,000	-	-	3,050,000	3,050,000	3,050,000	100.00%
Total Expenditures	461,862,177	468,268,310	29,723,544	6.35%	497,687,470	500,213,343	27,947,701	5.59%
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Costs	393,084,037	394,972,419	22,827,038	5.78%	382,651,587	382,559,963	18,630,772	4.87%
62XX - Professional and Contracted Services	38,823,793	40,069,294	2,314,530	5.78%	82,745,788	84,263,168	2,630,496	3.12%
63XX - Supplies and Materials	20,568,749	22,971,930	3,829,916	16.67%	20,991,885	21,837,283	2,929,121	13.41%
64XX - Other Operating Expenses	7,215,413	7,578,146	456,593	6.03%	6,496,863	6,720,647	521,220	7.76%
65XX - Debt Administration	537,869	537,869	73,821	13.72%	525,415	525,415	85,679	0.00%
66XX - Capital Outlay Expenses	132,316	638,651	221,646	34.71%	1,225,932	1,256,867	100,415	7.99%
89XX - Other Uses	1,500,000	1,500,000	-	-	3,050,000	3,050,000	3,050,000	100.00%
Total Expenditures	461,862,177	468,268,310	29,723,544	6.35%	497,687,470	500,213,343	27,947,701	5.59%
Excess (Deficiency) of Revenues Over Expenditures	(13,092,602)	(16,258,105)	(24,168,139)		(6,523,981)	(8,870,534)	(22,058,008)	
Fund Balance, July 1, beginning			**185,218,952**					
Estimated Fund Balance, August 31, ending			**161,050,813**					

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Leander Independent School District
CHILD NUTRITION FUNDS 240 and 242
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE TWO MONTHS ENDING AUGUST 31, 2024

	CURRENT YEAR 2024-2025				PRIOR YEAR 2023-2024			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	8,038,396	8,038,396	983,278	12.23%	8,515,353	8,515,353	925,841	10.87%
State Program Revenues	75,000	75,000	1,248	1.66%	75,000	75,000	-	-
Federal Program Revenues	6,341,726	6,341,726	2,611	0.00	7,598,682	7,598,682	4,636	0.06%
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	14,455,122	14,455,122	987,137	6.83%	16,189,035	16,189,035	930,477	5.75%
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional				-				-
12 - Instructional Resources and Media Services				-				-
13 - Curriculum and Instructional Staff Development				-				-
21 - Instructional Leadership				-				-
23 - School Leadership				-				-
31 - Guidance, Counseling and Evaluation				-				-
32 - Social Work Services				-				-
33 - Health Services				-				-
34 - Student (Pupil) Transportation				-				-
35 - Food Services	15,772,327	16,755,406	533,005.14	3.18%	15,689,035	15,689,035	174,686	1.11%
36 - Cocurricular/Extra Curricular Activities				-				-
41 - General Administration				-				-
51 - Plant Maintenance and Facility Services				-				-
52 - Security and Monitoring Services				-				-
53 - Data Processing Services				-				-
61 - Community Services				-				-
71 - Debt Administration - Principal				-				-
81 - Facilities and Acquisition & Construction				-				-
91- Recapture Payments				-				-
95 - Payments to Juvenile Justice Alternative Program				-				-
99 - Other intergovernmental Charges				-				-
Other Financing Uses				-				-
Total Expenditures	15,772,327	16,755,406	533,005	3.18%	14,293,811	14,293,811	22,710	0.16%
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Costs	5,481,106	5,481,106	330,717	6.03%	7,048,215	7,048,215	110,546	1.57%
62XX - Professional and Contracted Services	6,276,708	6,298,627	512	0.01%	6,267,440	6,267,440	271	0.00%
63XX - Supplies and Materials	1,552,393	1,631,779	89,926	5.51%	1,507,380	1,507,380	61,879	4.11%
64XX - Other Operating Expenses	29,150	29,150	426	1.46%	36,000	36,000	1,990	5.53%
65XX - Debt Administration	-	-	-	-	-	-	-	-
66XX - Capital Outlay Expenses	2,432,970	3,314,744	111,424	3.36%	830,000	830,000	-	0.00%
89XX - Other Uses	-	-	-	-	-	-	-	-
Total Expenditures	15,772,327	16,755,406	533,005	3.18%	15,689,035	15,689,035	174,686	1.11%
Excess (Deficiency) of Revenues Over Expenditures	(1,317,205)	(2,300,284)	454,132		1,895,224	1,895,224	907,766	
Fund Balance, July 1, beginning			16,162,698					
Estimated Fund Balance, August 31, ending			16,616,830					

Leander Independent School District
DEBT SERVICE FUND 599
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE TWO MONTHS ENDING AUGUST 31, 2024

	CURRENT YEAR 2024-2025				PRIOR YEAR 2023-2024			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	147,222,823	147,222,823	1,102,299	0.75%	149,878,792	149,878,792	1,287,720	0.86%
State Program Revenues	14,241,719	14,241,719	23,757	0.17%	2,988,508	2,988,508	-	-
Federal Program Revenues	-	-	-	0.00%	-	-	-	-
Other Financing Sources	-	-	-	0.00%	-	-	35,382,432	-
Total Revenues	161,464,542	161,464,542	1,126,056	0.70%	152,867,300	152,867,300	36,670,152	23.99%
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	-	-	-	-				-
12 - Instructional Resources and Media Services	-	-	-	-				-
13 - Curriculum and Instructional Staff Development	-	-	-	-				-
21 - Instructional Leadership	-	-	-	-				-
23 - School Leadership	-	-	-	-				-
31 - Guidance, Counseling and Evaluation	-	-	-	-				-
32 - Social Work Services	-	-	-	-				-
33 - Health Services	-	-	-	-				-
34 - Student (Pupil) Transportation	-	-	-	-				-
35 - Food Services	-	-	-	-				-
36 - Cocurricular/Extra Curricular Activities	-	-	-	-				-
41 - General Administration	-	-	-	-				-
51 - Plant Maintenance and Facility Services	-	-	-	-				-
52 - Security and Monitoring Services	-	-	-	-				-
53 - Data Processing Services	-	-	-	-				-
61 - Community Services	-	-	-	-				-
71 - Debt Administration - Principal	161,464,542	161,464,542	103,220,440	63.93%	152,867,300	152,868,100	95,386,600	62.40%
81 - Facilities and Acquisition & Construction	-	-	-	-				-
91- Recapture Payments	-	-	-	-				-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-				-
99 - Other intergovernmental Charges	-	-	-	-				-
Other Financing Uses	-	-	-	-			34,978,540	-
Total Expenditures	161,464,542	161,464,542	103,220,440	63.93%	136,338,776	136,338,776	31,744	0.02%
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Costs	-	-	-	-	-	-	-	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	-	-
63XX - Supplies and Materials	-	-	-	-	-	-	-	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Administration	161,464,542	161,464,542	103,220,440	63.93%	152,867,300	152,868,100	95,386,600	62.40%
66XX - Capital Outlay Expenses	-	-	-	-	-	-	-	-
89XX - Other Uses	-	-	-	-	-	-	34,978,540	-
Total Expenditures	161,464,542	161,464,542	103,220,440	63.93%	152,867,300	152,868,100	130,365,141	85.28%
Excess (Deficiency) of Revenues Over Expenditures	-	-	(102,094,385)		16,528,524	16,528,524	36,638,408	
Fund Balance, July 1, beginning			135,556,442					
Estimated Fund Balance, August 31, ending			33,462,057					



Allotment Report

LEANDER ISD

Current Biennium includes SY 2023-2024 & SY 2024-2025

District / Charter: 246913
School Year : 2024-2025

Transaction Type	Date	Transaction ID	Description	Amount
Adjustment	05/09/2024	0000252987	2022-23 High Enrollment Growth	$18,005.60
Allotment	05/09/2024	0000252988	Current Biennial Allotment	$7,364,859.23
Carryover Funds	05/09/2024	0000252989	Prior Biennial Carryover	$877.59
Prior Expenditure	05/09/2024	0000252990	School Year 2023-2024 Expenditure	($1,302,123.46)
Total Allotment				**$6,081,618.96**
Allotment Disbursement	07/18/2024	D000258049	Technology Services	($125,000.00)
Total Allotment Disbursements				**($125,000.00)**
	08/27/2024	D000260739	Instructional Materials	($11,700.00)
	08/27/2024	D000260744	Instructional Materials	($22,044.75)
	08/27/2024	D000260752	Instructional Materials	$0.00
Total Pending Disbursements				**($33,744.75)**
Remaining Allotment				**$5,922,874.21**

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Monthly Investment Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape, Ed., CPA, Chief Financial Officer
Attachments:	Monthly Investment Report

Background Information:

The monthly investment report reflects the District's investment activities and balances for all fund types and presents a picture of cash and investments by grouping into the categories of individually acquired securities and pooled investments. A comparison to market value is also presented in each report. Reports being presented at this meeting are the District's investments as of August 2024.

Administrative Recommendation:

N/A

Sample Motion:

N/A

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Investment Portfolio Summary

For the Month Ended

August 31, 2024

For the Month Ended
August 31, 2024

This report is prepared for Leander ISD (the "Entity") in accordance with Chapter 2256 of the Texas Public Funds Investment Act ("PFIA"). Section 2256.023(a) of the PFIA states that: "Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of the investment transactions for all funds covered by this chapter for the preceding reporting period." This report is signed by the Entity's investment officers and includes the disclosures required in the PFIA. To the extent possible, market prices have been obtained from independent pricing sources.

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The investment portfolio compiled with the PFIA and the Entity's approved Investment Policy and Strategy throughout the period. All investment transactions made in the portfolio during this period were made on behalf of the Entity and were made in full compliance with the PFIA and the approved Investment Policy.

Officer Names and Titles:

Name: Pete Pape Title: Chief Financial Officer

Name: Dana Paulson Title: Sr. Director, Financial Services

Name: Connie Wheeler Title: Controller

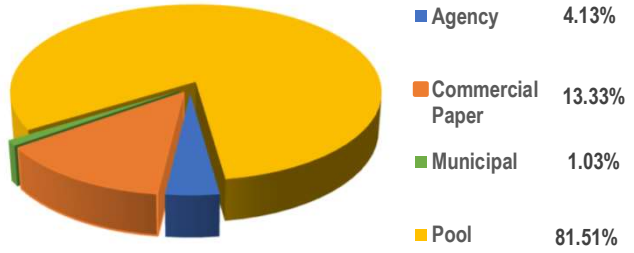
Name: Becky Garcia Title: Director, Treasury & Debt Management

Name: Cassandra Hartmann Title: Treasury Specialist

Account Summary

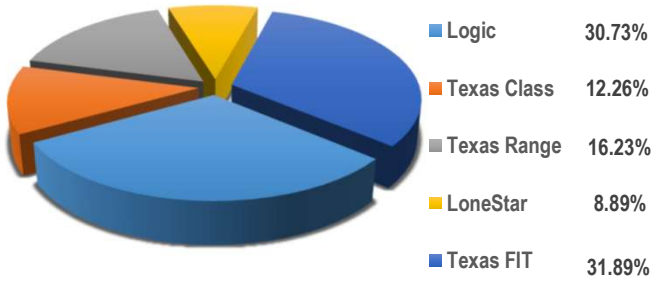
	Beginning Value as of 08/01/2024	Ending Value as of 08/31/2024
Par Value	637,278,760.73	484,960,678.73
Book Value	636,603,485.23	484,585,176.62
Market Value	636,538,320.73	484,558,395.43
Market Value %	**99.990%**	**99.994%**
Weighted Avg. DTM	22	13
Weighted Avg. YTM	5.416%	5.382%

Allocation by Security Type

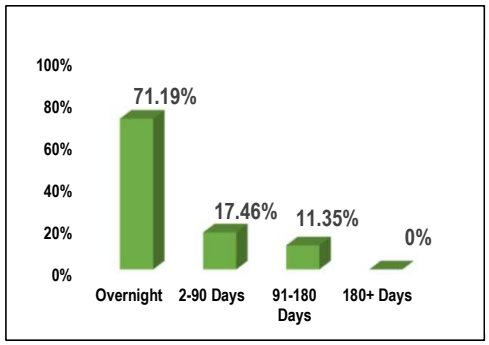


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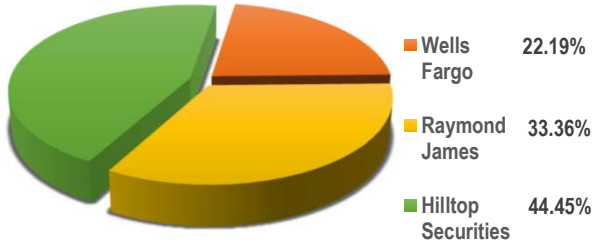
Allocation by Issuer



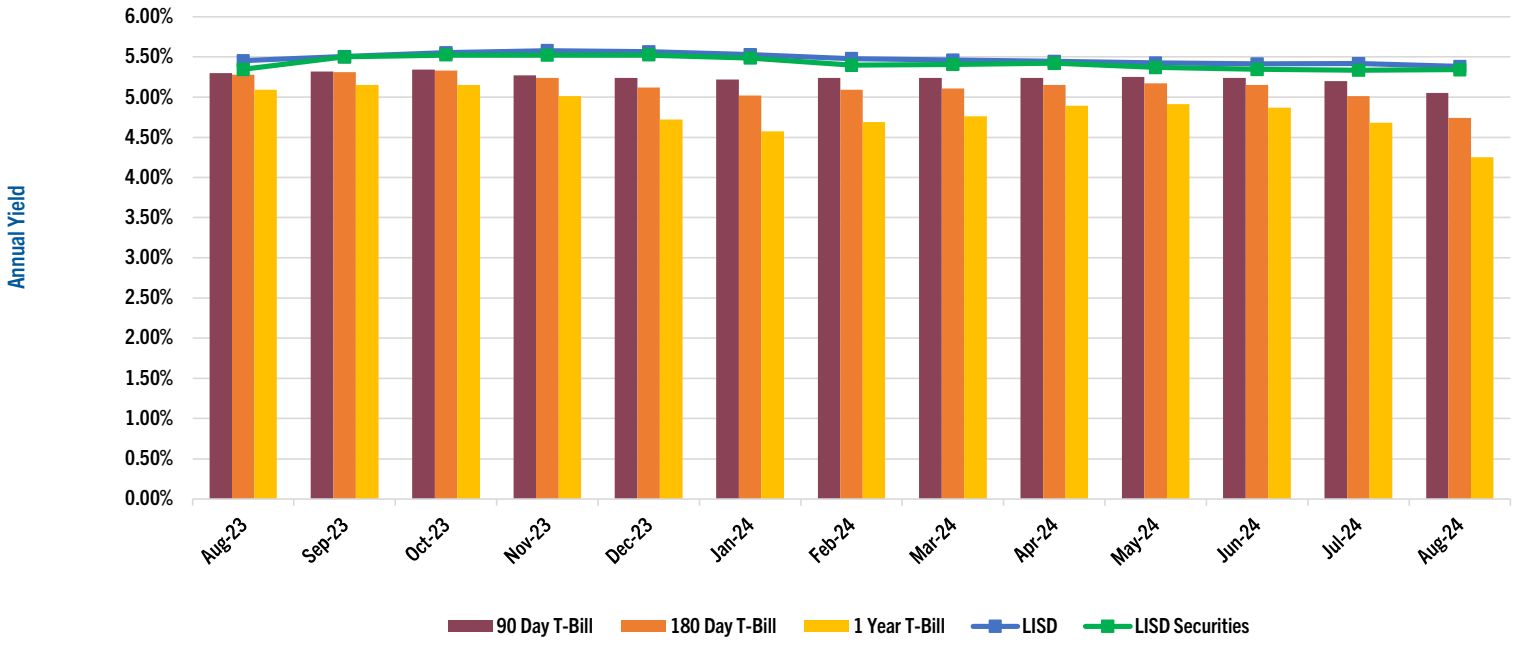
Maturity Distribution %



Allocation by Broker



Benchmark Comparsion



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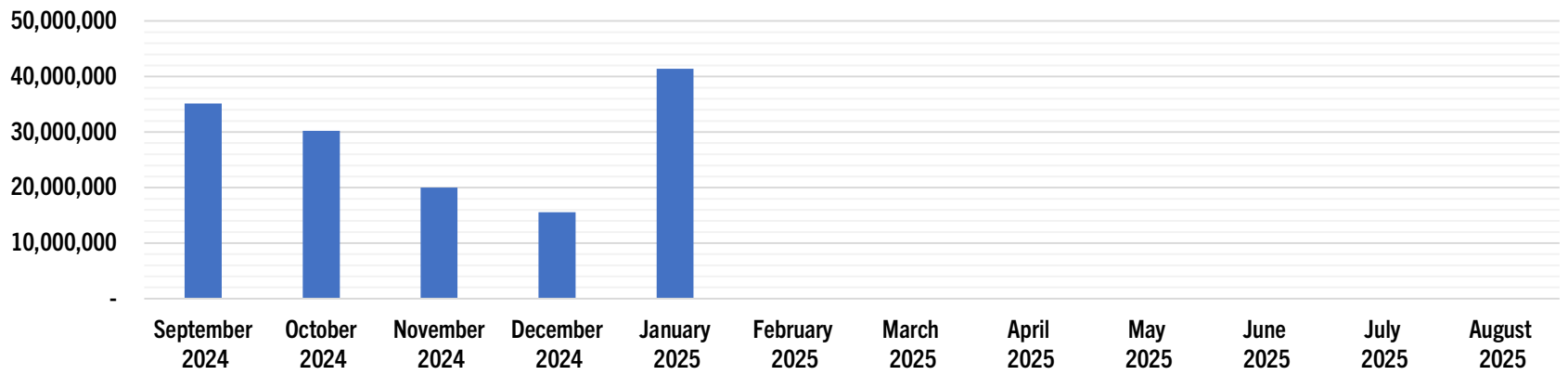
Acquisition Date	Security Type	Broker	CUSIP	Security Description	Rating Agency	Security Rating	Coupon	Callable	Par Value	Annualized Yield	Maturity Date	Days to Maturity	Beginning Book	Ending Book	Beginning Market	Ending Market	Additions & Changes in Market Value
General Operating - 199																	
2/14/2024	AGNC	WF	3130AYYL4	Federal Home Loan Bank	S&P	AA+	5.210%	Y		5.210%	8/14/2024		10,000,000	-	9,991,600	-	(9,991,600)
3/1/2024	AGNC	WF	3135GA4R9	Fannie Mae	S&P	AA+	0.420%			5.319%	8/23/2024		2,991,390	-	2,989,260	-	(2,989,260)
2/27/2024	CP	WF	55609EJ33	Macquarie International	S&P	A-1	-		5,000,000	5.357%	9/3/2024	2	4,976,121	4,998,553	4,974,600	4,997,015	22,415
2/12/2024	CP	RJ	89233GJ64	Toyota Motor Credit Corp	S&P	A-1+	-		10,000,000	5.275%	9/6/2024	5	9,948,800	9,992,889	9,944,290	9,989,310	45,020
3/20/2024	CP	RJ	22533TJW7	Credit Agricole CIB NY	S&P	A-1	-		10,000,000	5.413%	9/30/2024	29	9,912,333	9,957,628	9,909,350	9,953,930	44,580
3/8/2024	CP	RJ	5148X0K46	Landesbk Baden-Wurtt NY	Fitch	F1	-		10,000,000	5.341%	10/4/2024	33	9,907,911	9,952,517	9,901,960	9,948,470	46,510
4/23/2024	CP	HS	8923A0KJ1	Toyota Credit Puerto Rico	S&P	A-1+	-		10,000,000	5.559%	10/18/2024	47	9,882,783	9,929,369	9,882,500	9,926,500	44,000
4/4/2024	CP	HS	80285PL42	Santander UK PLC	S&P	A-1	-		10,000,000	5.281%	11/4/2024	64	9,864,889	9,908,978	9,858,800	9,906,042	47,242
2/27/2024	CP	WF	4497W0LM8	ING Funding LLC	S&P	A-1	-		10,000,000	5.280%	11/21/2024	81	9,841,956	9,885,700	9,834,500	9,881,750	47,250
4/23/2024	MUNI	WF	59261CAD5	MET Transportation Auth NY	S&P	SP1+	5.250%		5,000,000	5.303%	12/19/2024	109	4,998,542	4,998,865	4,997,500	4,998,700	1,200
1/22/2024	AGNC	HS	3135GAMA6	Fannie Mae	S&P	AA+	5.295%	Y	10,000,000	5.295%	1/17/2025	138	10,000,000	10,000,000	9,995,700	9,998,000	2,300
	POOL		LOGIC	Logic					40,369,725	5.378%	9/1/2024	1	24,291,707	40,369,725	24,291,707	40,369,725	16,078,018
	POOL		LONESTAR	Lonestar					8,341,443	5.433%	9/1/2024	1	8,303,233	8,341,443	8,303,233	8,341,443	38,210
	POOL		TXCLASS	Texas Class					61,122	5.431%	9/1/2024	1	8,052,516	61,122	8,052,516	61,122	(7,991,394)
	POOL		TXRANGE	Texas Daily Select					4,062,528	5.420%	9/1/2024	1	4,043,967	4,062,528	4,043,967	4,062,528	18,561
2/7/2024	POOL		TXFIT	TX Choice - Fixed Term						5.317%	8/12/2024		10,000,000	-	10,000,000	-	(10,000,000)
5/17/2024	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	5.410%	9/12/2024	11	10,000,000	10,000,000	10,000,000	10,000,000	-
5/20/2024	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	5.410%	10/15/2024	44	10,000,000	10,000,000	10,000,000	10,000,000	-
	POOL		TXFIT	Texas FIT					10,674,721	5.380%	9/1/2024	1	20,626,131	10,674,721	20,626,131	10,674,721	(9,951,410)
									163,509,539				187,642,279	163,134,037	187,597,614	163,109,255	(24,488,359)
Debt Service - 599																	
	POOL		LOGIC	Logic					12,340,043	5.378%	9/1/2024	1	37,153,362	12,340,043	37,153,362	12,340,043	(24,813,320)
	POOL		LONESTAR	Lonestar					55,582	5.433%	9/1/2024	1	12,044,703	55,582	12,044,703	55,582	(11,989,121)
	POOL		TXCLASS	Texas Class					395,204	5.431%	9/1/2024	1	20,375,539	395,204	20,375,539	395,204	(19,980,336)
	POOL		TXRANGE	Texas Daily Select					263,169	5.420%	9/1/2024	1	20,226,605	263,169	20,226,605	263,169	(19,963,436)
11/14/2023	POOL		TXFIT	TX Choice - Fixed Term						5.767%	8/12/2024		25,000,000	-	25,000,000	-	(25,000,000)
3/26/2024	POOL		TXFIT	TX Choice - Fixed Term					20,000,000	5.236%	1/21/2025	142	20,000,000	20,000,000	20,000,000	20,000,000	-
	POOL		TXFIT	Texas FIT					7,011	5.380%	9/1/2024	1	6,979	7,011	6,979	7,011	32
									33,061,009				134,807,189	33,061,009	134,807,189	33,061,009	(101,746,180)
Child Nutrition - 240																	
	POOL		LOGIC	Logic					16,351,487	5.378%	9/1/2024	1	16,277,146	16,351,487	16,277,146	16,351,487	74,341
Capital Project - 640																	
	POOL		LOGIC	Logic					4,298,395	5.378%	9/1/2024	1	7,607,060	4,298,395	7,607,060	4,298,395	(3,308,665)
	POOL		LONESTAR	LoneStar					26,711,765	5.433%	9/1/2024	1	26,589,405	26,711,765	26,589,405	26,711,765	122,360
	POOL		TXRANGE	Texas Daily Select					7,098,134	5.420%	9/1/2024	1	7,065,704	7,098,134	7,065,704	7,098,134	32,430
4/9/2024	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	5.410%	12/9/2024	99	10,000,000	10,000,000	10,000,000	10,000,000	-
	POOL		TXFIT	Texas FIT					22,728,731	5.380%	9/1/2024	1	22,625,273	22,728,731	22,625,273	22,728,731	103,457
									70,837,025				73,887,442	70,837,025	73,887,442	70,837,025	(3,050,417)
Capital Project - 642																	
	POOL		LOGIC	Logic					17,076,474	5.378%	9/1/2024	1	20,156,124	17,076,474	20,156,124	17,076,474	(3,079,650)
Capital Project - 643																	
6/3/2024	AGNC	HS	3130B1MQ7	Federal Home Loan	S&P	AA+	5.400%	Y		5.400%	8/28/2024		10,000,000	-	9,983,800	-	(9,983,800)
1/22/2024	AGNC	HS	3135GAMA6	Fannie Mae	S&P	AA+	5.295%	Y	10,000,000	5.295%	1/17/2025	138	10,000,000	10,000,000	9,995,700	9,998,000	2,300
	POOL		LOGIC	Logic					13,952,041	5.378%	9/1/2024	1	18,252,636	13,952,041	18,252,636	13,952,041	(4,300,595)
	POOL		TXCLASS	Texas Class					47,997,212	5.431%	9/1/2024	1	52,431,413	47,997,212	52,431,413	47,997,212	(4,434,201)
	POOL		TXRANGE	Texas Daily Select					52,667,394	5.420%	9/1/2024	1	52,426,765	52,667,394	52,426,765	52,667,394	240,630
	POOL		TXFIT	Texas FIT					42,538,136	5.380%	9/1/2024	1	42,344,510	42,538,136	42,344,510	42,538,136	193,626
									167,154,783				185,455,323	167,154,783	185,434,823	167,152,783	(8,298,240)
Workers Comp - 753																	
	POOL		LOGIC	Logic					4,939,236	5.378%	9/1/2024	1	5,030,475	4,939,236	5,030,475	4,939,236	(91,239)
Health Insurance - 771																	
	POOL		LOGIC	Logic					12,031,125	5.378%	9/1/2024	1	13,347,506	12,031,125	13,347,506	12,031,125	(1,316,381)
				GRAND TOTALS					**484,960,679**				**636,603,485**	**484,585,177**	**636,538,321**	**484,558,395**	**(141,996,125)**
				WEIGHTED AVERAGE YIELD & MATURITY						**5.382%**		**13**					

CUSIP	Security Type	Security Description	Maturity / Coupon Date	Interest	Principal	Total Amount
General Operating - 199						
55609EJ33	CP	Macquarie International	9/3/2024		5,000,000	5,000,000
89233GJ64	CP	Toyota Motor Credit Corp	9/6/2024		10,000,000	10,000,000
	POOL	TX CHOICE - Fixed Term	9/12/2024	174,899	10,000,000	10,174,899
22533TJW7	CP	Credit Agricole CIP NY	9/30/2024		10,000,000	10,000,000
5148X0K46	CP	Landesbk Baden-Wurtt NY	10/4/2024		10,000,000	10,000,000
	POOL	TX CHOICE - Fixed Term	10/15/2024	219,364	10,000,000	10,219,364
8923A0KJ1	CP	Toyota Credit Puerto Rico	10/18/2024		10,000,000	10,000,000
80285PL42	CP	Santander UK PLC	11/4/2024		10,000,000	10,000,000
4497W0LM8	CP	ING Funding LLC	11/21/2024		10,000,000	10,000,000
59261CAD5	MUNI	MET Transportation Auth NY	12/19/2024	196,146	5,000,000	5,196,146
3135GAMA6	AGNC	Fannie Mae	1/17/2025	264,750	10,000,000	10,264,750
				855,159	**100,000,000**	**100,855,159**
Debt Service - 599						
	POOL	TX CHOICE - Fixed Term	1/21/2025	863,614	20,000,000	20,863,614
				863,614	**20,000,000**	**20,863,614**
Capital Project - 640						
	POOL	TX CHOICE - Fixed Term	12/9/2024	361,655	10,000,000	10,361,655
				361,655	**10,000,000**	**10,361,655**
Capital Project - 643						
3135GAMA6	AGNC	Fannie Mae	1/17/2025	264,750	10,000,000	10,264,750
				264,750	**10,000,000**	**10,264,750**

585

Total for all Portfolios

	Interest	Principal	Total
September 2024	174,899	35,000,000	35,174,899
October 2024	219,364	30,000,000	30,219,364
November 2024	-	20,000,000	20,000,000
December 2024	557,801	15,000,000	15,557,801
January 2025	1,393,114	40,000,000	41,393,114
February 2025	-	-	-
March 2025	-	-	-
April 2025	-	-	-
May 2025	-	-	-
June 2025	-	-	-
July 2025	-	-	-
August 2025	-	-	-
Total Projected Cash Flow from Investments	2,345,178	140,000,000	142,345,178



Cash Account	Cash Balance 08/01/2024	Deposits & Credits	Withdrawals & Debits	Cash Balance 08/31/2024
(199) General Operating	5,275,626	139,870,037	138,610,533	6,535,130
(240) Child Nutrition	4,617	722,848	540,958	186,508
(599) Debt Service	28,738	161,289,112	161,291,412	26,438
(640) Capital Project 640	937	3,338,000	3,338,109	828
(642) Capital Project 642	775	3,159,500	3,159,781	495
(643) Capital Project 643	181	29,269,500	29,269,447	234
(753) Workers Compensation	570	25,000	25,197	373
(771) Health Insurance	1,797,591	3,720,351	3,754,822	1,763,119
Total Cash for Leander ISD	**7,109,035**	**341,394,349**	**339,990,259**	**8,513,124**

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, September 19, 2024

Agenda Item:	Monthly Tax Collection Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Monthly Tax Collection Report

Background Information:

The tax collection report for August shows the actual collection of current and delinquent taxes at 99.21% which is 0.50% below the rate achieved at the same time last year. At the end of August, the District had realized 99.27% of the supplemented current levy compared to 99.59% in the previous year.

The delinquent tax collections for August were negative due to the settlement of lawsuits and refunds for retroactive homestead exemptions. Refunds processed for prior tax years often fully offset any delinquent collections for the month.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
Tax Collections Report
2023 Tax Year

As of August 31, 2024

M & O Collections	Collections to Date	Current Month	Total Collections
Current Year Collections	$ 254,499,104.67	$ 196,199.70	$ 254,695,304.37
Delinquent Collections	(365,582.78)	(84,025.09)	(449,607.87)
Rollbacks	409,625.90	37,257.50	446,883.40
Penalty & Interest	967,838.38	70,809.20	1,038,647.58
	$ 255,510,986.17	**$ 220,241.31**	**$ 255,731,227.48**

I & S Collections			
Current Year Collections	$ 192,355,572.71	$ 82,400.16	$ 192,437,972.87
Delinquent Collections	(137,698.45)	(28,147.59)	(165,846.04)
Rollbacks	91,268.00	16,227.35	107,495.35
Penalty & Interest	400,838.85	29,819.10	430,657.95
	$ 192,709,981.11	**$ 100,299.02**	**$ 192,810,280.13**

Total Collections			
Current Year Collections	$ 446,854,677.38	$ 278,599.86	$ 447,133,277.24
Delinquent Collections	(503,281.23)	(112,172.68)	(615,453.91)
Rollbacks	500,893.90	53,484.85	554,378.75
Penalty & Interest	1,368,677.23	100,628.30	1,469,305.53
	$ 448,220,967.28	**$ 320,540.33**	**$ 448,541,507.61**

2023 Original Tax Levy	**$ 454,583,073.34**
Adjustments to Date	**(4,143,092.39)**
2023 Adjusted Tax Levy	**$ 450,439,980.95**

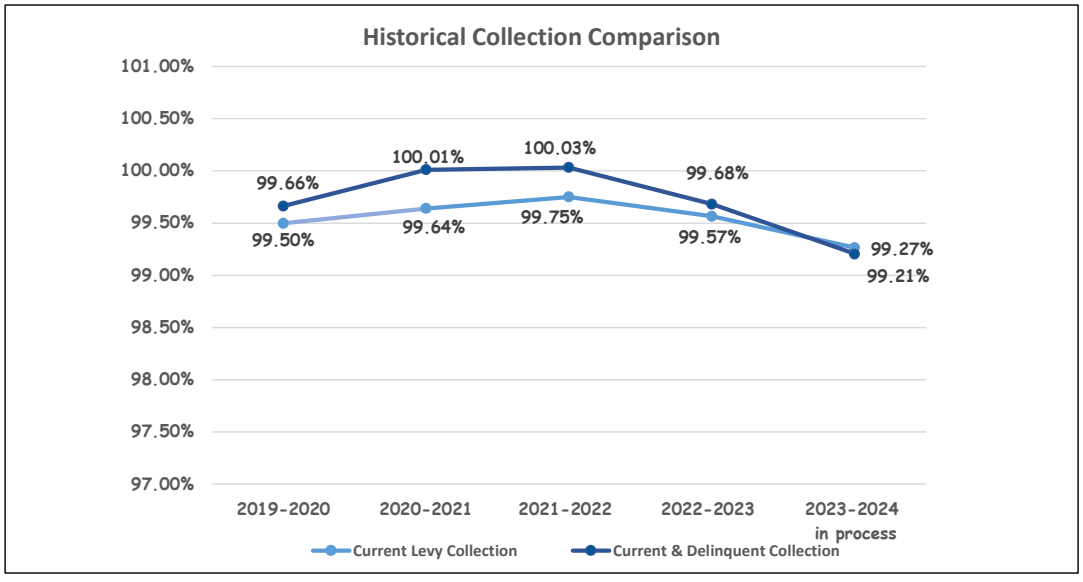
Current Rate	**99.27%**

Taxes Outstanding	
Current Year Uncollected	$ 3,380,660.39
Delinquent Taxes	3,519,718.42
Rollbacks	1,067,773.37
	$ 7,968,152.18

Leander Independent School District
Tax Collections Report
2023 Tax Year

12 Month Collection Comparison

Monthly Collections	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CURRENT:						
October	4,889,207	4,996,661	7,645,966	6,828,098	2,023,418	1,962,507
November	15,949,954	15,365,390	16,131,367	23,233,518	14,907,988	15,245,349
December	191,714,942	208,405,529	204,795,089	223,308,803	280,700,737	220,840,322
January	123,950,495	118,038,446	124,213,650	132,069,128	143,676,816	164,068,894
February	25,739,331	26,750,027	36,968,124	36,891,384	64,040,389	38,112,026
March	2,613,424	3,031,131	4,050,915	4,810,773	3,968,053	3,811,398
April	1,094,725	928,488	1,264,134	978,072	1,279,570	1,241,374
May	1,188,957	1,575,273	874,578	1,137,872	999,547	834,120
June	487,888	708,691	920,000	474,660	523,795	372,778
July	755,556	645,083	788,999	409,717	570,001	365,910
August	351,891	285,364	442,470	387,067	609,998	278,600
September	136,834	116,523	149,360	52,068	(143,267)	-
TOTAL	368,873,204	380,846,606	398,244,652	430,581,160	513,157,045	447,133,277
Current Levy YTD - August	99.56%	99.47%	99.60%	99.74%	99.59%	99.27%
Current & Delinquent YTD- August	99.90%	99.54%	99.97%	99.97%	99.71%	99.21%
Current Levy - Full Tax Year	99.60%	99.50%	99.64%	99.75%	99.57%	*in process*
Current & Delinquent - Full Tax Year	99.96%	99.66%	100.01%	100.03%	99.68%	*in process*
Final Adjusted Tax Roll	**370,356,031**	**382,765,184**	**399,679,970**	**431,647,750**	**515,395,952**	**450,439,981** *in process*



ALL OTHERS

ILE -- LEANDER ISD

YEAR	BEGINNING TAX BALANCE	TAX ADJ	BASE TAX COLLECTED	REVERSALS	NET BASE TAX COLLECTED	PERCENT COLLECTED	ENDING TAX BALANCE	P & I COLLECTED	P & I REVERSALS	LRP COLLECTED	OTHER PENALTY COLLECTED	TOTAL DISTRIBUTED
1982	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1983	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1984	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1985	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1986	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1987	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1988	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1989	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1990	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1991	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1992	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1993	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1994	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1995	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1996	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1997	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1998	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1999	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2000	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2001	3.30	.00	.00	.00	.00	.00 %	3.30	.00	.00	.00	.00	.00
2002	944.87	.00	.00	.00	.00	.00 %	944.87	.00	.00	.00	.00	.00
2003	3406.76	.00	.00	.00	.00	.00 %	3406.76	.00	.00	.00	.00	.00
2004	2747.07	.00	.00	.00	.00	.00 %	2747.07	.00	.00	.00	.00	.00
2005	3249.53	.00	.00	.00	.00	.00 %	3249.53	.00	.00	.00	.00	.00
2006	8574.53	.00	2.02	.00	2.02	.02 %	8572.51	4.50	.00	.00	.00	6.52
2007	7582.83	.00	4.60	.00	4.60	.06 %	7578.23	9.71	.00	.00	.00	14.31
2008	11694.85	.00	4.76	.00	4.76	.04 %	11690.09	9.47	.00	.00	.00	14.23
2009	13471.49	.00	4.91	.00	4.91	.04 %	13466.58	9.18	.00	.00	.00	14.09
2010	22687.61	.00	5.02	.00	5.02	.02 %	22682.59	8.79	.00	.00	.00	13.81
2011	32688.51	.00	5.17	.00	5.17	.02 %	32683.34	8.43	.00	.00	.00	13.60
2012	45653.77	.00	5.22	.00	5.22	.01 %	45648.55	7.88	.00	.00	.00	13.10
2013	41681.52	.00	26.05	.00	26.05	.06 %	41655.47	36.21	.00	.00	.00	62.26
2014	49059.97	.00	26.05	.00	26.05	.05 %	49033.92	33.08	.00	.00	.00	59.13
2015	56322.55	.00	124.31	.00	124.31	.22 %	56198.24	142.96	.00	.00	.00	267.27
2016	70683.77	.00	1076.45	.00	1076.45	1.52 %	69607.32	1108.74	.00	.00	.00	2185.19
2017	89995.09	.00	26.05	.00	26.05	.03 %	89969.04	23.71	.00	.00	.00	49.76
2018	143342.55	.00	1194.31	.00	1194.31	.83 %	142148.24	943.48	.00	7.25	.00	2145.04
2019	178760.63	.00	1419.36	.00	1419.36	.79 %	177341.27	950.93	.00	13.59	.00	2383.88
2020	228067.38	.00	1582.26	.00	1582.26	.69 %	226485.12	866.10	.00	.00	.00	2448.36
2021	319210.69	21.19	7816.49	.00	7816.49	2.45 %	311415.39	3275.31	.00	.00	.00	11091.80
2022	671722.69	19145.87-	25766.30	24345.09	1421.21	.22 %	651155.61	5232.54	25.93-	66.91	.00	6694.73
TOTL	2001551.96	19124.68-	39089.33	24345.09	14744.24	.74 %	1967683.04	12671.02	25.93-	87.75	.00	27477.08
2023	1818915.80	36806.02-	185959.38	48421.89	137537.49	7.72 %	1644572.29	29006.44	577.78-	13.56	.00	165979.71

ENTITY												
TOTL	3820467.76	55930.70-	225048.71	72766.98	152281.73	4.05 %	3612255.33	41677.46	603.71-	101.31	.00	193456.79

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **08/01/2024 to 08/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD) **2023 Fiscal Year: 10/01/2023 - 09/30/2024**

IS

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	86,636,108.37	627,947.96	-73,614.92	554,333.04	41,462.69	17,023.50	0.00	20,371.55	-1.09	512,869.26	85,467,348.31
2022	86,353,297.56	140,190.58	-33,583.58	106,607.00	-32,667.99	241.13	323.59	105.01	0.00	138,951.40	-152,598.69
2021	94,332,048.48	61,892.97	-1,436.98	60,455.99	-301.77	46.22	0.00	23.06	0.00	60,757.76	-39,496.53
2020	80,626,149.65	47,616.15	-232.50	47,383.65	-188.94	23.96	0.00	10.13	0.00	47,572.59	-1,937.30
2019	75,775,669.00	40,783.58	0.00	40,783.58	0.00	0.00	0.00	0.00	0.00	40,783.58	6,051.40
2018	68,954,540.92	29,228.82	0.00	29,228.82	0.00	0.00	0.00	0.00	0.00	29,228.82	2,437.01
2017	62,290,320.36	27,958.98	0.00	27,958.98	0.00	0.00	0.00	0.00	0.00	27,958.98	2,662.12
2016	55,603,656.23	22,110.95	0.00	22,110.95	0.00	0.00	0.00	0.00	0.00	22,110.95	1,705.08
2015	49,093,370.76	19,299.28	0.00	19,299.28	0.00	0.00	311.58	0.00	0.00	18,987.70	1,714.60
2014	44,412,322.78	16,635.08	0.00	16,635.08	130.99	166.36	199.84	44.60	0.00	16,304.25	1,592.14
2013	38,869,330.27	16,953.94	0.00	16,953.94	33.77	46.94	0.00	12.11	0.00	16,920.17	2,489.18
2012	36,200,605.63	9,556.09	0.00	9,556.09	0.00	0.00	0.00	0.00	0.00	9,556.09	1,280.61
2011	34,042,595.83	6,616.83	0.00	6,616.83	0.00	0.00	0.00	0.00	0.00	6,616.83	610.38
2010	30,041,634.03	4,708.69	0.00	4,708.69	0.00	0.00	0.00	0.00	0.00	4,708.69	0.00
2009	27,944,427.52	3,802.41	0.00	3,802.41	0.00	0.00	0.00	0.00	0.00	3,802.41	0.00
2008	24,003,652.64	3,495.97	0.00	3,495.97	0.00	0.00	0.00	0.00	0.00	3,495.97	0.00
2007	0.00	2,495.88	0.00	2,495.88	0.00	0.00	0.00	0.00	0.00	2,495.88	0.00
2006	0.00	1,920.45	0.00	1,920.45	0.00	0.00	0.00	0.00	0.00	1,920.45	0.00
2005 & prior	0.00	3,656.02	0.00	3,656.02	0.00	0.00	0.00	0.00	0.00	3,656.02	0.00
Summary											
Total Current	86,636,108.37	627,947.96	-73,614.92	554,333.04	41,462.69	17,023.50	0.00	20,371.55	-1.09	512,869.26	85,467,348.31
Total Delinquent	808,543,621.66	458,922.67	-35,253.06	423,669.61	-32,993.94	524.61	835.01	194.91	0.00	455,828.54	-173,490.00
Rollbacks		304,234.99	39,907.54	344,142.53	16,227.35	0.00	0.00	0.00	0.00	327,915.18	107,495.35
Fee Type Total	895,179,730.03	1,391,105.62	-68,960.44	1,322,145.18	24,696.10	17,548.11	835.01	20,566.46	-1.09	1,296,612.98	85,401,353.66

Combined Collections (Collections + P&I Collected) -- 42,244.21

Recap & Standings Report

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **08/01/2024 to 08/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD) **2023 Fiscal Year: 10/01/2023 - 09/30/2024**

MO

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	204,434,958.83	1,481,766.65	-173,708.78	1,308,057.87	97,839.04	40,170.13	0.01	48,070.73	-2.73	1,210,216.09	201,677,183.79
2022	247,179,750.43	401,284.54	-96,130.35	305,154.19	-93,509.55	690.28	926.26	300.59	0.00	397,737.48	-436,802.21
2021	176,897,933.42	116,065.69	-2,694.71	113,370.98	-565.89	86.66	0.00	43.23	0.00	113,936.87	-74,066.64
2020	165,309,606.89	97,628.27	-476.70	97,151.57	-387.41	49.11	0.00	20.76	0.00	97,538.98	-3,972.07
2019	157,224,379.73	84,620.47	0.00	84,620.47	0.00	0.00	0.00	0.00	0.00	84,620.47	12,555.84
2018	152,580,256.06	64,676.53	0.00	64,676.53	0.00	0.00	0.00	0.00	0.00	64,676.53	5,392.52
2017	137,287,673.22	61,621.29	0.00	61,621.29	0.00	0.00	0.00	0.00	0.00	61,621.29	5,867.31
2016	122,550,282.37	48,732.13	0.00	48,732.13	0.00	0.00	0.00	0.00	0.00	48,732.13	3,758.01
2015	108,201,646.02	42,535.38	0.00	42,535.38	0.00	0.00	686.71	0.00	0.00	41,848.67	3,778.97
2014	97,884,620.94	36,663.54	0.00	36,663.54	288.71	366.66	440.43	98.30	0.00	35,934.40	3,509.06
2013	85,667,878.57	37,366.33	0.00	37,366.33	74.43	103.46	0.00	26.68	0.00	37,291.90	5,486.15
2012	79,786,018.87	21,061.50	0.00	21,061.50	0.00	0.00	0.00	0.00	0.00	21,061.50	2,822.46
2011	77,006,044.05	14,967.57	0.00	14,967.57	0.00	0.00	0.00	0.00	0.00	14,967.57	1,380.69
2010	75,321,364.08	11,805.88	0.00	11,805.88	0.00	0.00	0.00	0.00	0.00	11,805.88	0.00
2009	76,011,409.77	10,342.88	0.00	10,342.88	0.00	0.00	0.00	0.00	0.00	10,342.88	0.00
2008	73,587,435.47	10,717.38	0.00	10,717.38	0.00	0.00	0.00	0.00	0.00	10,717.38	0.00
2007	0.00	7,662.99	0.00	7,662.99	0.00	0.00	0.00	0.00	0.00	7,662.99	0.00
2006	0.00	7,975.49	0.00	7,975.49	0.00	0.00	0.00	0.00	0.00	7,975.49	0.00
2005 & prior	0.00	17,007.34	0.00	17,007.34	0.00	0.00	0.00	0.00	0.00	17,007.34	0.00
Summary											
Total Current	204,434,958.83	1,481,766.65	-173,708.78	1,308,057.87	97,839.04	40,170.13	0.01	48,070.73	-2.73	1,210,216.09	201,677,183.79
Total Delinquent	1,832,496,299.89	1,092,735.20	-99,301.76	993,433.44	-94,099.71	1,296.17	2,053.40	489.56	0.00	1,085,479.75	-470,289.91
Rollbacks		685,701.90	91,413.79	777,115.69	37,257.50	0.00	0.00	0.00	0.00	739,858.19	237,166.47
Fee Type Total	2,036,931,258.72	3,260,203.75	-181,596.75	3,078,607.00	40,996.83	41,466.30	2,053.41	48,560.29	-2.73	3,035,554.03	201,444,060.35

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **08/01/2024 to 08/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

Combined Collections (Collections + P&I Collected) -- 82,463.13

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **08/01/2024 to 08/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD) **2023 Fiscal Year: 10/01/2023 - 09/30/2024**

SA

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	151,638.85	15,155.79	-392.40	14,763.39	1,760.64	330.49	0.00	419.49	0.00	13,002.75	122,841.10
2022	114,067.61	2,385.65	-291.83	2,093.82	94.66	29.36	0.00	18.60	0.00	1,999.16	1,967.46
2021	88,927.72	1,339.00	0.00	1,339.00	29.36	12.64	0.00	6.30	0.00	1,309.64	188.68
2020	64,284.07	755.04	0.00	755.04	2.56	1.41	0.00	0.60	0.00	752.48	67.55
2019	69,012.56	1,187.71	0.00	1,187.71	0.00	0.00	0.00	0.00	0.00	1,187.71	-8.35
2018	83,414.82	1,051.46	0.00	1,051.46	0.00	0.00	0.00	0.00	0.00	1,051.46	0.00
2017	56,346.24	501.23	0.00	501.23	0.00	0.00	0.00	0.00	0.00	501.23	0.00
2016	55,049.70	914.93	0.00	914.93	0.00	0.00	0.00	0.00	0.00	914.93	0.00
2015	48,897.66	855.77	0.00	855.77	0.00	0.00	94.84	0.00	0.00	760.93	94.84
2014	50,500.66	552.19	0.00	552.19	39.87	50.64	60.83	13.58	0.00	451.49	100.70
2013	48,069.44	1,808.34	0.00	1,808.34	10.28	14.29	0.00	3.69	0.00	1,798.06	365.86
2012	44,655.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2011	31,924.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2010	36,721.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2009	36,058.37	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2008	31,809.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2005 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Summary											
Total Current	151,638.85	15,155.79	-392.40	14,763.39	1,760.64	330.49	0.00	419.49	0.00	13,002.75	122,841.10
Total Delinquent	859,740.12	11,351.32	-291.83	11,059.49	176.73	108.34	155.67	42.77	0.00	10,727.09	2,776.74
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fee Type Total	1,011,378.97	26,507.11	-684.23	25,822.88	1,937.37	438.83	155.67	462.26	0.00	23,729.84	125,617.84

Combined Collections (Collections + P&I Collected) -- 2,376.20

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **08/01/2024 to 08/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD) **2023 Fiscal Year: 10/01/2023 - 09/30/2024**

Taxing Unit Totals (IS,MO,SA)

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	291,222,706.05	2,124,870.40	-247,716.10	1,877,154.30	141,062.37	57,524.12	0.01	68,861.77	-3.82	1,736,088.10	287,267,373.20
2022	333,647,115.60	543,860.77	-130,005.76	413,855.01	-126,082.88	960.77	1,249.85	424.20	0.00	538,688.04	-587,433.44
2021	271,318,909.62	179,297.66	-4,131.69	175,165.97	-838.30	145.52	0.00	72.59	0.00	176,004.27	-113,374.49
2020	246,000,040.61	145,999.46	-709.20	145,290.26	-573.79	74.48	0.00	31.49	0.00	145,864.05	-5,841.82
2019	233,069,061.29	126,591.76	0.00	126,591.76	0.00	0.00	0.00	0.00	0.00	126,591.76	18,598.89
2018	221,618,211.80	94,956.81	0.00	94,956.81	0.00	0.00	0.00	0.00	0.00	94,956.81	7,829.53
2017	199,634,339.82	90,081.50	0.00	90,081.50	0.00	0.00	0.00	0.00	0.00	90,081.50	8,529.43
2016	178,208,988.30	71,758.01	0.00	71,758.01	0.00	0.00	0.00	0.00	0.00	71,758.01	5,463.09
2015	157,343,914.44	62,690.43	0.00	62,690.43	0.00	0.00	1,093.13	0.00	0.00	61,597.30	5,588.41
2014	142,347,444.38	53,850.81	0.00	53,850.81	459.57	583.66	701.10	156.48	0.00	52,690.14	5,201.90
2013	124,585,278.28	56,128.61	0.00	56,128.61	118.48	164.69	0.00	42.48	0.00	56,010.13	8,341.19
2012	116,031,280.01	30,617.59	0.00	30,617.59	0.00	0.00	0.00	0.00	0.00	30,617.59	4,103.07
2011	111,080,564.02	21,584.40	0.00	21,584.40	0.00	0.00	0.00	0.00	0.00	21,584.40	1,991.07
2010	105,399,719.82	16,514.57	0.00	16,514.57	0.00	0.00	0.00	0.00	0.00	16,514.57	0.00
2009	103,991,895.66	14,145.29	0.00	14,145.29	0.00	0.00	0.00	0.00	0.00	14,145.29	0.00
2008	97,622,898.02	14,213.35	0.00	14,213.35	0.00	0.00	0.00	0.00	0.00	14,213.35	0.00
2007	0.00	10,158.87	0.00	10,158.87	0.00	0.00	0.00	0.00	0.00	10,158.87	0.00
2006	0.00	9,895.94	0.00	9,895.94	0.00	0.00	0.00	0.00	0.00	9,895.94	0.00
2005 & prior	0.00	20,663.36	0.00	20,663.36	0.00	0.00	0.00	0.00	0.00	20,663.36	0.00
Summary											
Total Current	291,222,706.05	2,124,870.40	-247,716.10	1,877,154.30	141,062.37	57,524.12	0.01	68,861.77	-3.82	1,736,088.10	287,267,373.20
Total Delinquent	2,641,899,661.67	1,563,009.19	-134,846.65	1,428,162.54	-126,916.92	1,929.12	3,044.08	727.24	0.00	1,552,035.38	-641,003.17
Rollbacks		989,936.89	131,321.33	1,121,258.22	53,484.85	0.00	0.00	0.00	0.00	1,067,773.37	344,661.82
Taxing Unit Total	2,933,122,367.72	4,677,816.48	-251,241.42	4,426,575.06	67,630.30	59,453.24	3,044.09	69,589.01	-3.82	4,355,896.85	286,971,031.85
Percentages											
% of Roll Collected - 2023 - 99.40%			Adjusted Original Roll -- $289,003,461.30					Current YTD Collected -- $287,267,373.20			
Tax Collections Compared to Current Taxes Billed 6.64% Collected											
All Collections Compared to Current Taxes Billed 9.35% Collected											
Combined Collections (Collections + P&I Collected) -- 127,083.54											

Recap & Standings Report

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **08/01/2024 to 08/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax