



**Regular Meeting Agenda
Thursday, October 10, 2024
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
6:15 PM**

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

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

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

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3YWT4ZG>, between noon the day prior to the meeting and noon the day of the meeting and be present at the meeting when their number is called.

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

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on October 4, 2024, at 2:15 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: Naumann Elementary School
 - B. Video Recognitions
 1. Custodian Appreciation Week - October 7 to 11
4. **CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
5. **CONSENT AGENDA**
 - A. Consider Adoption of the 2024-2025 Travis County Juvenile Alternative Education Program (JJAEP) Memorandum of Understanding 3
 - B. Consider Approval of Remote Homebound Waiver 26
 - C. Consider Approval of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors 27
 - D. Consider Approval of a Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors 33
6. **SUPERINTENDENT'S REPORT** 40
 - A. Empowered Student Learning 1
 - B. Empowered Staff Learning

C. Safe and Innovative Learning Environments	
7. DISCUSSION / ACTION ITEMS	
A. STUDENT EXPERIENCE	
1. Discussion of 2023-2024 Leander ISD Community Based Accountability System-Part 1	74
2. Discussion and Consider Approval of District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update	96
B. GOVERNANCE	
1. Discussion and Consider Approval of 2024-2025 Superintendent Evaluation Instrument	525
C. OPERATIONS	
1. Discussion of Leander ISD 2025-2026 Budget Priorities or Big Rocks	553
8. CLOSED SESSION	
A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
9. ACTION PURSUANT TO CLOSED SESSION	
10. BOARD MEETING DEBRIEF	
11. ADJOURNMENT	

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

Agenda Item:	Consider Adoption of the 2024-2025 Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Bryan Miller, M.Ed., Sr. Executive Director, Student Support Services
Attachments:	2024-2025 Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding

Background Information:

Attached is the 2024-2025 Memorandum of Understanding (MOU) with the Travis County Juvenile Justice Alternative Education Program (JJAEP). From September 1, 2023, to August 31, 2024, Leander ISD did not expel any students to the Travis County JJAEP.

There were no changes made to the MOU for 2024-2025.

Administrative Recommendation:

Administration recommends that the Board of Trustees review and adopt the 2024-2025 Memorandum of Understanding between Leander ISD and the Travis County Juvenile Justice Alternative Education Program.

Sample Motion:

I move that the Board adopt the 2024-2025 Memorandum of Understanding between the Travis County Juvenile Justice Alternative Education Program and Leander ISD as presented.

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

This Memorandum of Understanding ("Agreement") is an Interlocal Agreement entered into pursuant to Texas Education Code, Chapter 37 and the Texas Interlocal Cooperation Act, Texas Government Code, Chapter 791, and is entered into to be effective the 1st day of September, 2024, between **Travis County**, the **Travis County Juvenile Board ("TCJB")**, and the following educational entities: **Austin Independent School District**, **Del Valle Independent School District**, **Eanes Independent School District**, **Lake Travis Independent School District**, **Lago Vista Independent School District**, **Leander Independent School District**, **Manor Independent School District**, **Pflugerville Independent School District**, and **Round Rock Independent School District** (hereinafter referred to collectively as the "ISDs"). The parties to this Agreement shall be collectively referred to herein as "Participants."

RECITALS:

WHEREAS:

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

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

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

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

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

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

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

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

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

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

SECTION ONE: DEFINITIONS

For purposes of this Agreement:

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

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

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

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

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

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

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

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

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

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

SECTION TWO: STUDENT CODES OF CONDUCT

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

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

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

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

SECTION THREE: GOVERNANCE OF JJAEP CO-OP

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION FOUR: STUDENT PLACEMENT IN JJAEP

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

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

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

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

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

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

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

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

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

Section 1.1 of this Agreement.

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

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

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

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

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

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

SECTION FIVE: SCHOOL LIAISON

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

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

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

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

SECTION SIX: JJAEP CO-OP FACILITIES AND STAFFING

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

SECTION SEVEN: TRANSPORTATION

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

SECTION EIGHT: RELEASE OF STUDENT AND JUVENILE RECORDS

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

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

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

SECTION NINE: FUNDING FOR JJAEP CO-OP

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

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

9.1.b. Daily Rate for Discretionary Category II and IV Students - The ISDs will be billed a daily rate based on the actual operational costs, as determined by the TCJB based on the Board's annual audit, for each day a "Discretionary Category II" student expelled for a felony pursuant to Texas Education Code Sec. 37.0081 or a "Discretionary Category IV" student is enrolled in the JJAEP. Audit figures from the most recently finalized audit will be used to set current year actual daily costs. The rate per student per day of enrollment for school year 2024-25 will be set by the TCJB at their duly noticed meeting in August 2024, and notification will be provided to all ISDs under this Agreement.

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

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

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

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

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

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

SECTION TEN: SPECIAL SERVICES

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

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

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

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

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

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

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

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

SECTION ELEVEN: ADMINISTRATION OF ALL REQUIRED STATE TESTING

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

SECTION TWELVE: EXPEDITED MAGISTRATE SYSTEM

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

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

working day after the referral is received.

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

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

SECTION THIRTEEN: ACADEMIC REVIEW AND TRANSITION

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

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

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

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

SECTION FOURTEEN: TERM OF AGREEMENT

14.1 The initial term of this Agreement shall be for the period from the effective date of this Agreement through August 31, 2025. This Agreement shall be automatically renewed for an additional term of one (1) year on the same terms and conditions, unless one or more of the Participants hereto elects to terminate this Agreement by providing written notice to all other Participants hereto at least sixty (60) days prior to the expiration of the initial term, unless terminated sooner. This Agreement may be extended for additional terms of one (1) year upon the mutual consent of the Participants evidenced by an extension agreement entered into not later than thirty (30) days prior to the termination date of this Agreement, or any extension hereof.

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

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

SECTION FIFTEEN: MISCELLANEOUS

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

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

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

Austin Independent School District:

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

Del Valle Independent School District:

Mr. Jonathan Harris, Acting Superintendent of Schools
Del Valle Independent School District
5301 Ross Road, Suite 103
Del Valle, TX 78617
512-386-3010 PHONE 512-386-3015 FAX
e-mail: superintendent@dvisd.net

Eanes Independent School District:

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

Lake Travis Independent School District:

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

Lago Vista Independent School District:

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

Leander Independent School District:

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

Manor Independent School District:

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

Pflugerville Independent School District:

Dr. Quintin Shepherd, Superintendent of Schools
Pflugerville Independent School District
1401 West Pecan Street
Pflugerville, TX 78660-2518
512-594-0000 PHONE 512-594-0011 FAX
e-mail: superintendent@pfisd.net

Round Rock Independent School District:
Dr. Hafeedh Azaiez, Superintendent of Schools
Round Rock Independent School District
1311 Round Rock Avenue
Round Rock, Texas 78681
512-464-5022 PHONE 512-464-5055 FAX
e-mail: superintendent_rrisd@roundrockisd.org

Travis County Juvenile Board:
Honorable Maria Cantú Hexsel
53rd District Court
Chair, Travis County Juvenile Board
1700 Guadalupe Street, 8th Floor
Austin, Texas 78701
512- 854-9308 PHONE 512-854-9332 FAX

Travis County:
Honorable Andy Brown, Travis County Judge
700 Lavaca, Suite 2.300
Austin, Texas 78701
512- 854-9555 PHONE 512-854-9535 FAX
with a copy to the Travis County Attorney:
Honorable Delia Garza, Travis County Attorney
314 West 11th Street, Suite 300
Austin, Texas 78701
512- 854-9415 PHONE 512-854-9316 FAX

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

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

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

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

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

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

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

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

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

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

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

APPROVED:

Signed by:

Judge Maria Cantú Hexsel

DF7799F8F53D456...

Honorable Maria Cantú Hexsel
Chair, Travis County Juvenile Board

APPROVED:

DocuSigned by:

Andy Brown

C21217DB201D47D...

Honorable Andy Brown
Travis County Judge

APPROVED:

Austin Independent School District

APPROVED:

Eanes Independent School District

APPROVED:

Lake Travis Independent School District

APPROVED:

Manor Independent School District

APPROVED:

Round Rock Independent School District

APPROVED:

Del Valle Independent School District

APPROVED:

Lago Vista Independent School District

APPROVED:

Leander Independent School District

APPROVED:

Pflugerville Independent School District

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

Agenda Item:	Consider Approval of Remote Homebound Waiver
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> 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.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

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

Purpose: Discussion Item/Report Only Action Requested

Administrator Responsible: Pete Pape, Ed.D., CPA, Chief Financial Officer

Attachments: TCAD Board Election Letter to Entities
Resolution Nominating an Individual to the TCAD Board of Directors
John Havenstrite Bio

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 five members to the TCAD Board 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.

The timeline for Board Members to send administration TCAD Board of Director nominee names was discussed during the [September 19, 2024, Board of Trustees Regular Meeting](#). One name was received for nominations: John Havenstrite, bio attached.

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 recommends the Board of Trustees approve the Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors indicating a nomination for John Havenstrite.

Sample Motion:

I move the Board of Trustees approve the Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) Board of Directors indicating a nomination for John Havenstrite.

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.

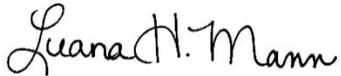
If you desire to submit a nomination, please do so by **October 14, 2024** in the form of a resolution. Each taxing entity may make up to five (5) nominations. Please submit resolutions and biographies for the nominees to the following address:

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,

A handwritten signature in black ink that reads "Leana H. Mann". The signature is written in a cursive style with a large initial "L" and "M".

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:

-John Havenstrite

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 10th day of October, 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

JOHN HAVENSTRITE
506 BROOKHAVEN TRAIL
AUSTIN, TEXAS 78746
John.havenstrite@yahoo.com

**RE: Travis County Appraisal District
Board of Directors Candidacy**

October 2, 2024

John Havenstrite is Partner Engagement Manager for We Are Blood, the nonprofit providing all blood and blood related products to every hospital, cancer clinic, and surgery center in the Greater Austin / Hill Country region. There he works to enhance knowledge of the critical role blood banks play in the lives of Texans. Specifically, John helps electeds, policy makers, business leaders, and community groups collaborate to meet the rapidly growing needs of the health care community.

However, John began his career in municipal finance. For fourteen years he served as the Tax Assessor Collector for dozens of municipalities that served hundreds of thousands of commercial and residential property owners scattered across four urban and rural Texas counties. In that capacity John became expertly familiar with the varying functions, responsibilities, and operations of the region's appraisal districts, the tax assessment and collection cycle, and the relationship each has with municipal finance and economic development.

Prior to moving to Austin in 2004, John was a partner and vice president of a Houston based urban planning firm. Here he gained experience creating and managing virtually all public/private municipal entities permitted in Texas. All of which are dependent upon a reliable, well-functioning appraisal district, and tax assessment collection team.

John spent six years on the Eanes ISD Board of Trustees, three as Board President. He was elected to the Board in 2017 and rolled off in 2023. During that time John served three years as the Secretary of the Central Texas School Board Association (CTSBA), and earned the Master Trustee designation as a graduate of the 2020 class of Leadership-TASB (L-TASB). John currently serves on Capital Area Council of Government's (CAPCOG) General Assembly as a public education delegate (Eanes ISD).

John grew up in New Orleans, and graduated from Louisiana State University (LSU) with degrees in History, Political Science, and Journalism. He volunteers regularly at his church, and in his community whenever he can. But more important than any of the foregoing, John is the proud father of two Westlake High School graduates, one of whom is now at Savannah College of Art and Design (SCAD), while the other is attending California Polytechnic State University (Cal Poly). John is also the slightly addled owner of one dog, two cats, and three chickens.

###

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

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

Purpose: Discussion Item/Report Only Action Requested

Administrator Responsible: Pete Pape, Ed.D., CPA, Chief Financial Officer

Attachments: WCAD Board Election Letter to Entities
Resolution Nominating an Individual to the WCAD Board of Directors
Sunnie Fox Resume
Anjalicia “Angie” Ufomata Resume

Background Information:

The Williamson Central Appraisal District (WCAD) advised the district that due to recent legislative changes, the terms of all currently appointed members of the WCAD Board of Directors will expire at the end of this year. The election of five members to the WCAD Board 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.

[Per Section 6.03 \(k-1\) of the Texas Property Tax Code](#), the governing body of each taxing unit entitled to cast at least five percent of the total votes must determine its vote by resolution adopted at the first or second open meeting of the governing body that is held after the date the chief appraiser delivers the ballot to the presiding officer of the governing body. The governing body must submit its vote to the chief appraiser not later than the third day following the date the resolution is adopted.

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.

The timeline for Board Members to send administration WCAD Board of Directors nominee names was discussed during the [September 19, 2024, Board of Trustees Regular Meeting](#). Two names were received for nominations: Sunnie Fox and Anjalicia “Angie” Ufomata. Resumes for both nominees are attached.

ACTION:	DUE DATE:
Chief Appraiser calculates number of votes for each taxing unit (LISD = 730 votes)*	Received September 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 district is allocated 730 votes and may distribute these votes amongst the listed candidates as desired.

Administrative Recommendation:

Administration recommends the Board of Trustees approve the Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors indicating a nomination for Sunnie Fox and Anjalicia “Angie” Ufomata.

Sample Motion:

I move the Board of Trustees approve the Resolution Nominating an Individual to the Williamson Central Appraisal District (WCAD) Board of Directors indicating a nomination for Sunnie Fox and Anjalicia “Angie” Ufomata.

BOARD OF DIRECTORS - ENTITY APPOINTED
JON LUX, CHAIRMAN
LORA H. WEBER, VICE-CHAIRMAN
HARRY GIBBS
MICHAEL WEI
LISA BIRKMAN
LARRY GADES
BOARD OF DIRECTORS - PUBLICLY ELECTED
HOPE HISLE-PIPER, SECRETARY
MIKE SANDERS
MASON MOSES



CHIEF APPRAISER
ALVIN LANKFORD
625 F.M. 1460
Georgetown, Texas 78626
Georgetown/Austin (512) 930-3787

Dear Sir or 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):

- Sunnie Fox- 3 year term
- Anjalicia "Angie" Ufomata- 3 year term

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 10th day of October, 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

Sunnie Fox

Cedar Park TX
402.310.4057
sunnie.fox@gmail.com

EXPERIENCE

Real Estate Agent — Residential

July 2017 - PRESENT Keller Williams, Berkshire Hathaway, TJ Lewis, Magnolia Realty

Successfully have closed transactions for 50 families in the Austin Metro area, specializing in Cedar Park, Round Rock, & Leander. Implemented marketing strategies to increase client base, transitioning from part-time (4.5 yrs) to full-time (2.5 yrs). Mentored new agents at my former brokerage in 2020-2022.

Eileen's Colossal Cookies, Cedar Park — Owner/Operator

March 2013 - March 2021

Owned and operated a successful franchise retail cookie shop/bakery, managing daily operations, staff, and customer relations.

Lincoln Public Schools, Lincoln, NE & Pflugerville ISD, Pflugerville — Teacher

August 2003 - June 2012

Classroom teacher, First Grade & Kindergarten

Educated first-grade students by creating and executing lesson plans tailored to individual learning styles, resulting in improved student engagement and performance. Language Arts Liaison. Researched, piloted and implemented literacy & math curriculum for the district.

EDUCATION

School Estate, Online — Texas Real Estate License

January 2017 - June 2017

Doane College, Crete, NE — Masters in Curriculum & Instruction

May 2005 - December 2007

University Of Nebraska, Lincoln — Bachelors of Science-Education emphasis in Early Childhood

August 1999 - May 2003

AWARDS & LEADERSHIP

Cedar Park Chamber of Commerce Young Entrepreneur of the year 2016.

Cedar Park Chamber of Commerce Leadership, class of 2017

Cedar Park Chamber of Commerce Chairman's Award 2022.

Hill Country Community Ministry Sunshine Award-Community Champion 2023

Leander ISD Leadership, class of 2023

Philanthropic

Cedar Park Chamber of Commerce — Board of Directors

January 2019-present.

2024 Chairwoman, 2023 Chair Elect, 2022 Treasure

Board duties of overseeing strategic initiatives, budgeting, and community events, with a focus on increasing member engagement. Created the CP Chamber Foundation and the 2030 Vision plan.

Active member since 2013, serving on a variety of committees every year including the Executive Committee, Awards Banquet, Cedar Fest, and Taste of Cedar Park. Advocating for small business owners and actively involved with city, county, and state initiatives, events, and economic development.

Cedar Park Public Library Foundation — Board of Directors

January 2020-present.

Co-chair of the Enhancement Campaign since July 2023, successfully raising over \$1 million towards a \$1.5 million goal for the new Cedar Park Library.

Chaired Fable Fest, organizing a family-friendly event with over 8,000 attendees and recruiting over 100 volunteers, enhancing community engagement and raising \$23,000 for library programs.

IncubatorEDU Vista Ridge HS — Mentor

August 2017-present

Mentor juniors and seniors startup entrepreneurs, guiding two teams to win final pitches and present at SXSW Education, fostering innovation and entrepreneurial skills.

Young Men's Service League — Board of Directors

May 2022-present.

2024 President, 2023 President Elect, 2022 Leander ISD Clothes Closet Liaison

This organization consists of moms and sons serving the community together, my son and I have served over 75 hours together since 2022.

YMCA — Board of Directors

January 2020-May 2023

Major accomplishment was planning & executing the camp expansion

Reveal Resource Center — *Diaper Ministry–Baby Blessings*

January 2019–present.

Volunteer weekly serving families by handing out diapers to babies in need. We serve on average 200 babies a week.

Assisted with the Baby Blessings initiative to achieve a Guinness World Record in 2020 by building the world's largest diaper cake using 50,000 diapers, collecting 100,000 diapers to support families in need.



Anjalicia “Angie” Ufomata

Realtor

I'm Angie Ufomata, a seasoned realtor with extensive experience in the Austin, Texas real estate market. I have a proven track record as the top-selling agent at Cultivate Realty. Before transitioning to real estate, I spent nearly a decade as an educator in Round Rock ISD. Since 2019, I have been a resident of Williamson County and am an active parent with three children attending Leander ISD schools. My diverse background has given me a unique perspective and a deep understanding of community needs.

Experience

2017 - Current

Cultivate Realty, Cedar Park, Texas

Realtor

- Provide comprehensive real estate services to clients, including buying, selling, and market analysis.
- Achieved recognition as the top-selling agent for multiple years in a row.
- Developed strong client relationships and provided exceptional customer service.

2013 - 2017

9 Round Kickboxing, Austin, Texas

Franchisee Owner/Manager

- Owner and operator of a 30-minute full-body kick-box fitness studio.
- Started a brick-and-mortar kickboxing business from concept to conception.
- Managed staff, consolidated finances, and oversaw daily operations.

2006 - 2014

CD Fulkes Middle School, Round Rock ISD, Round Rock, Texas

Educator

- Social Studies Department Chair (2012-2013): Led the department to improve and promote increased writing aligned with Language Arts and Pre-AP/AP structure. Ensured students received the best instruction, strategies, and practices.
- Academic Team Leader (2008-2012): Led academic team to ensure all students reached their highest potential through data-driven decisions, curriculum alignment, and research-based instructional strategies. Mentored colleagues and supervised curriculum planning.
- Administrative Intern (2009-2010): Improved student achievement by establishing a collaborative, creative, and positive learning environment. Promoted high expectations and performance in students and staff.
- Social Studies Teacher: Improved 8th-grade Social Studies TAKS scores by 8% and district benchmark scores by 17% through strategic instruction. Awarded a \$500 Partners in Education Grant. Nominated for Teacher of the Year.

Contact

Phone

512-800-4637

Email

angie.ufomata@gmail.com

Address

Cedar Park, Texas

Education

2010

M.A. Educational

Administration and Supervision

Concordia University Texas

2005

B.S. Psychology

Midwestern State University

Certifications and Licenses

Texas Real Estate License

New Home Construction Designation

REALTOR® Institute Designation

Real Estate Negotiation Expert (RENE)

Expertise

- Communication
- Negotiation
- Networking

Affiliations and Associations

Texas Realtors

National Association of Realtors



40

OCTOBER 10, 2024

Superintendent's Report

Board of Trustees Meeting



EMPOWERED LEARNERS



41



Festival of Bands







45

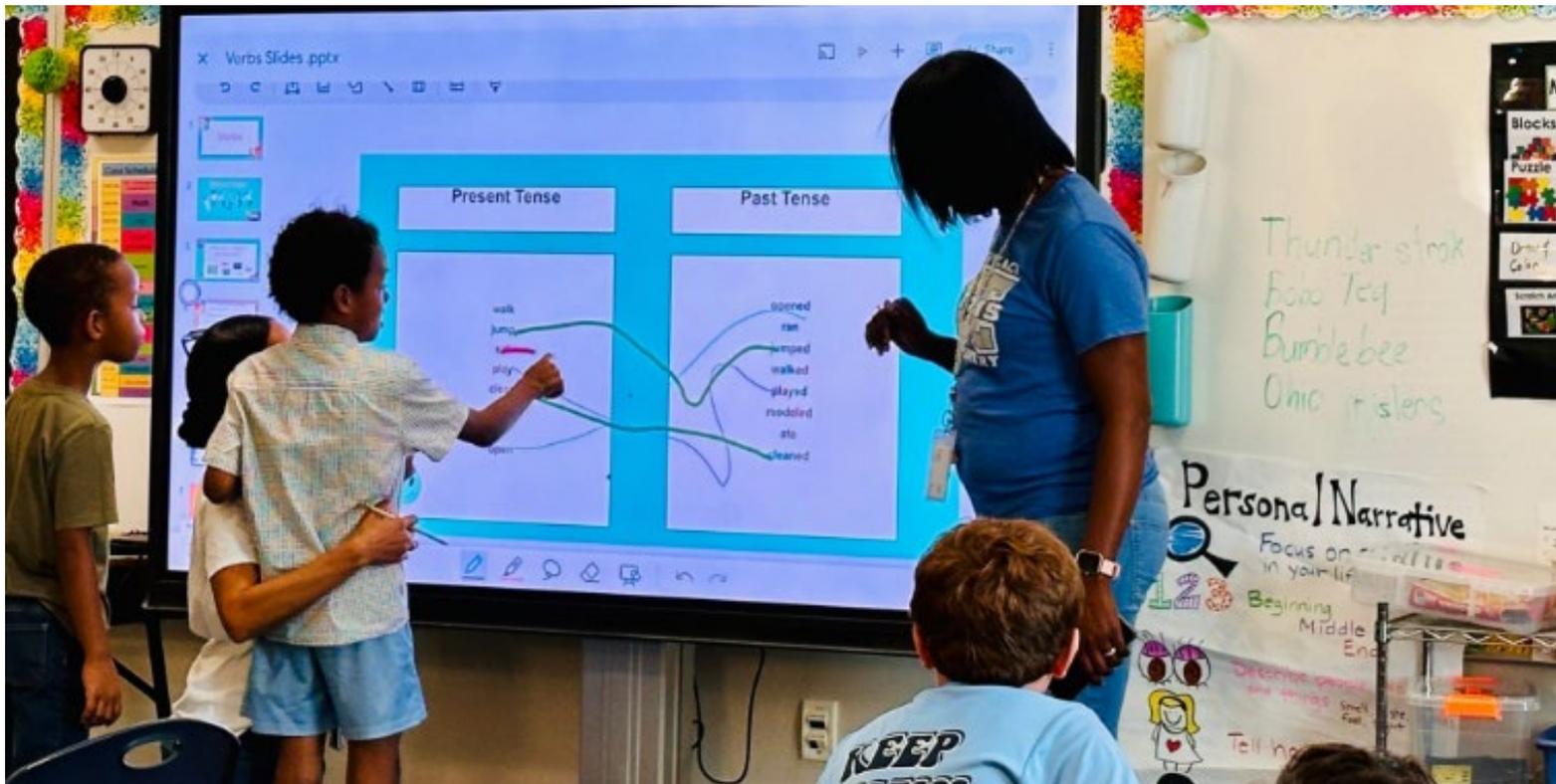


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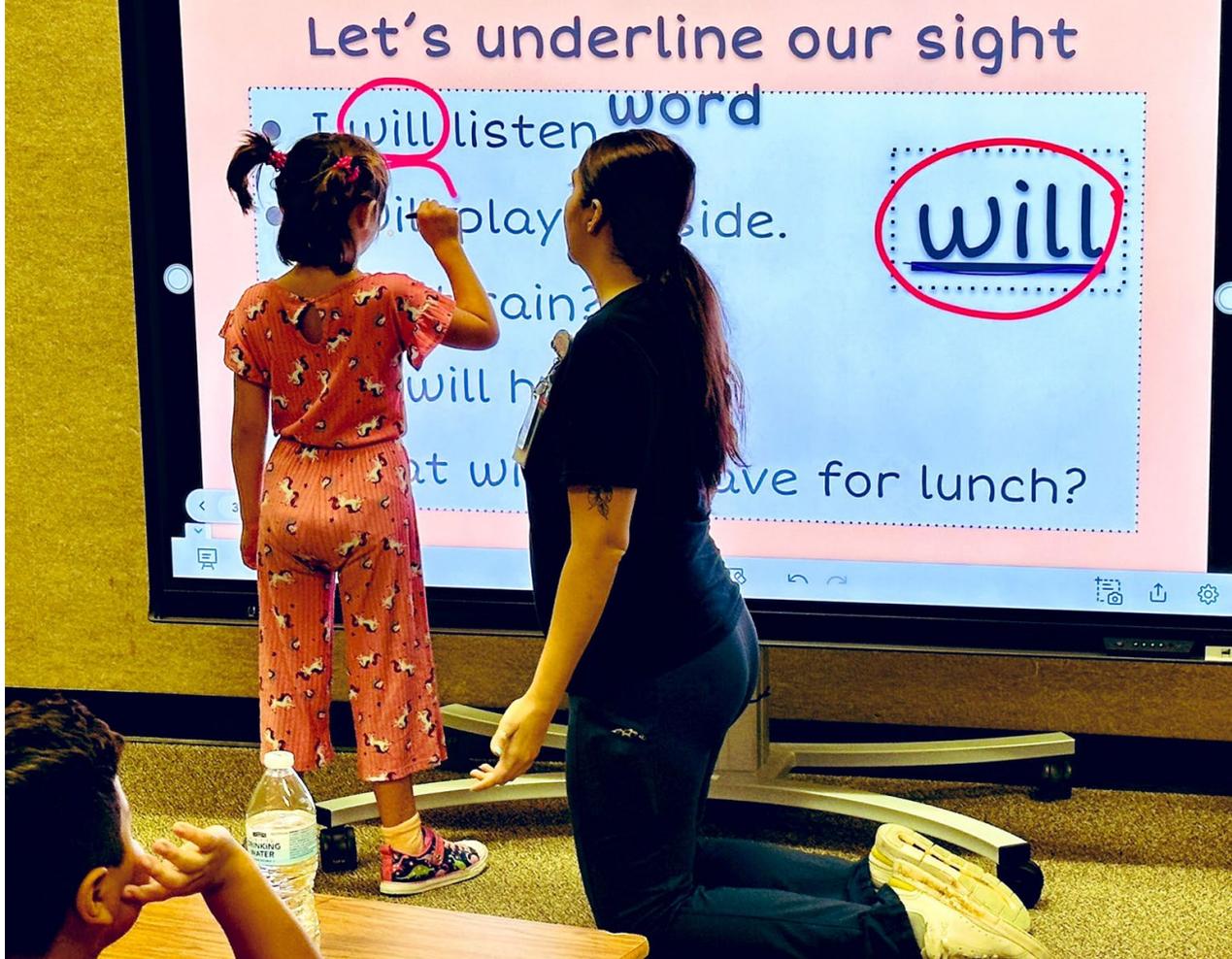




EMPOWERED LEARNERS



48





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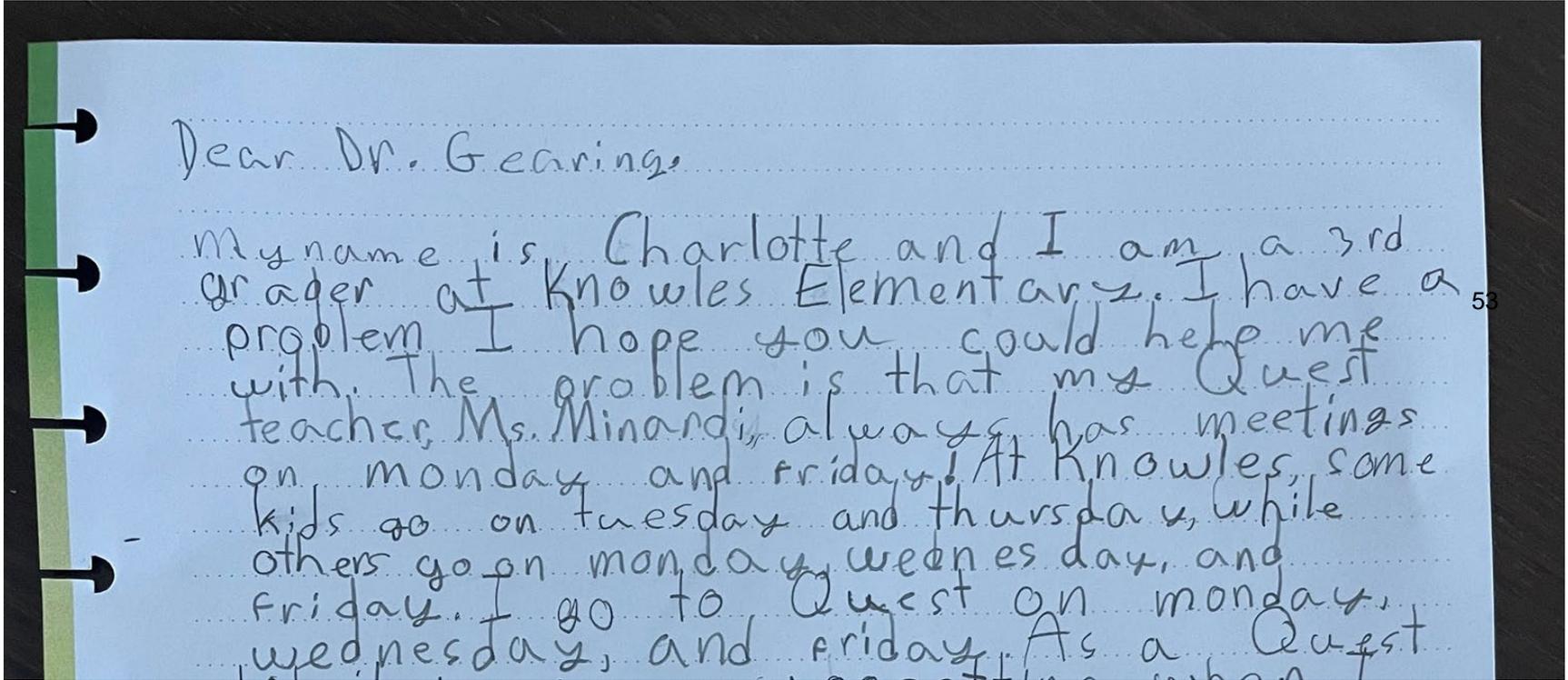
51



52



EMPOWERED LEARNERS



kid, it is very upsetting when I miss Quest! Me and my class are always missing Quest while the others never miss a single minute! I would like to ask you to start scheduling some meetings on tuesday and thursday. We could do 1 month monday, 2nd tuesday, and so on and so on. please let me know what you think, and have a great day!

Sincerely,
Charlotte White

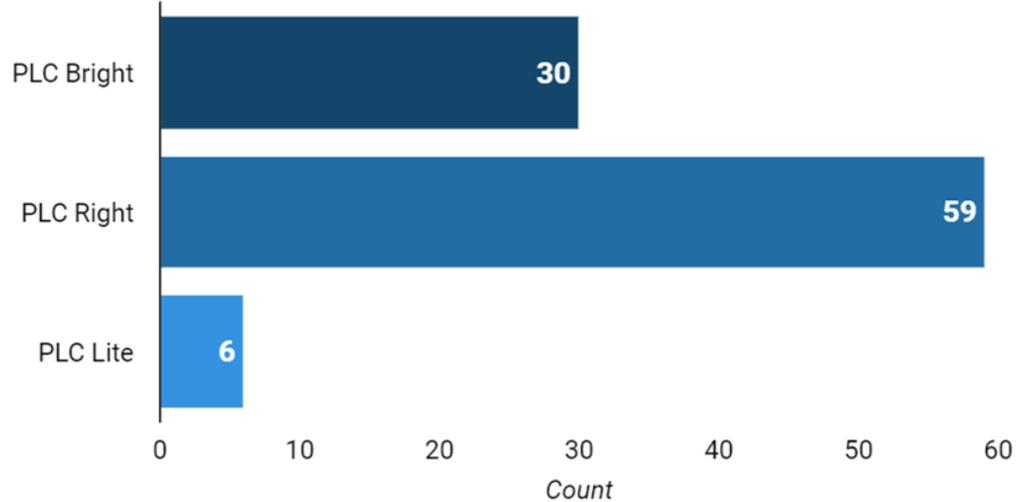
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EMPOWERED LEARNERS

Indicate your team's current implementation of PLC Foundational Practices

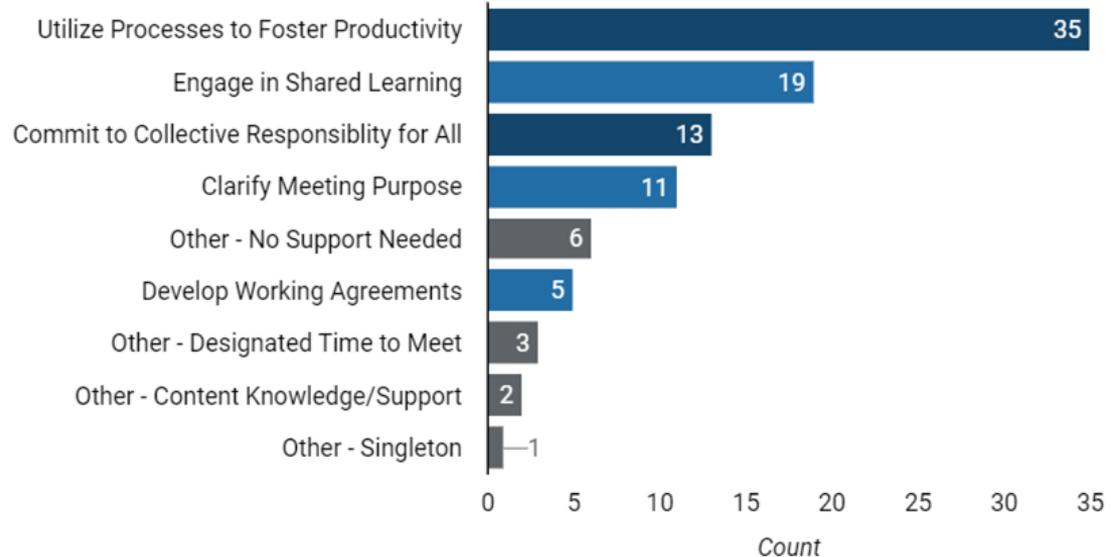
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EMPOWERED LEARNERS

Focusing on which key activity for PLC Foundational Practices would help move your team forward?

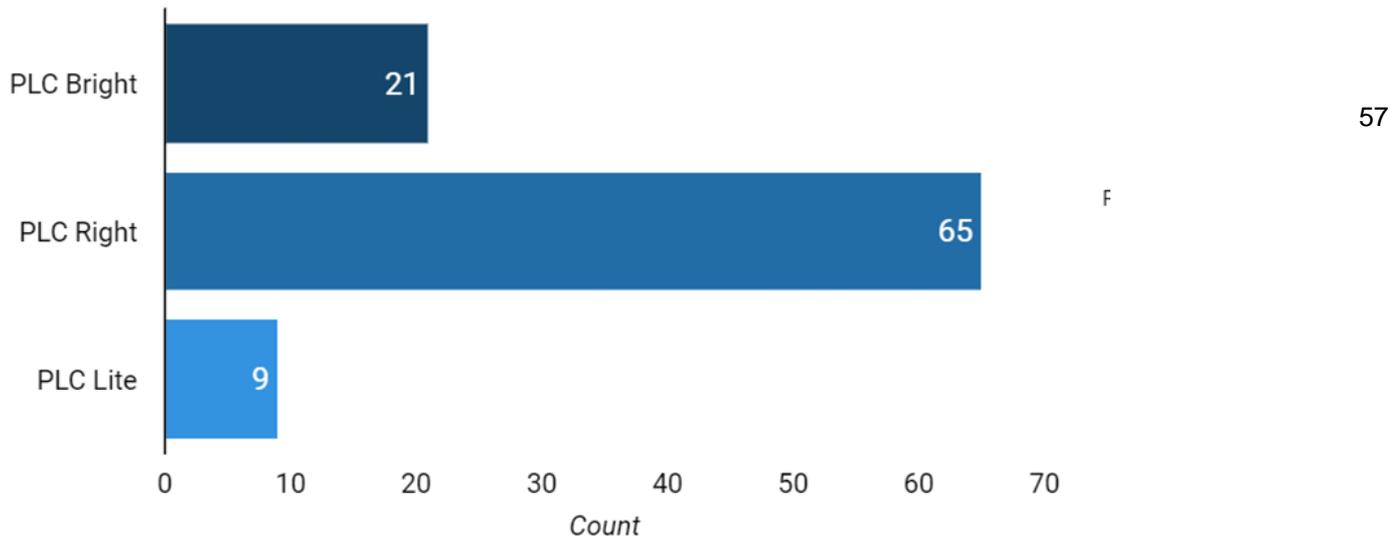


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EMPOWERED LEARNERS

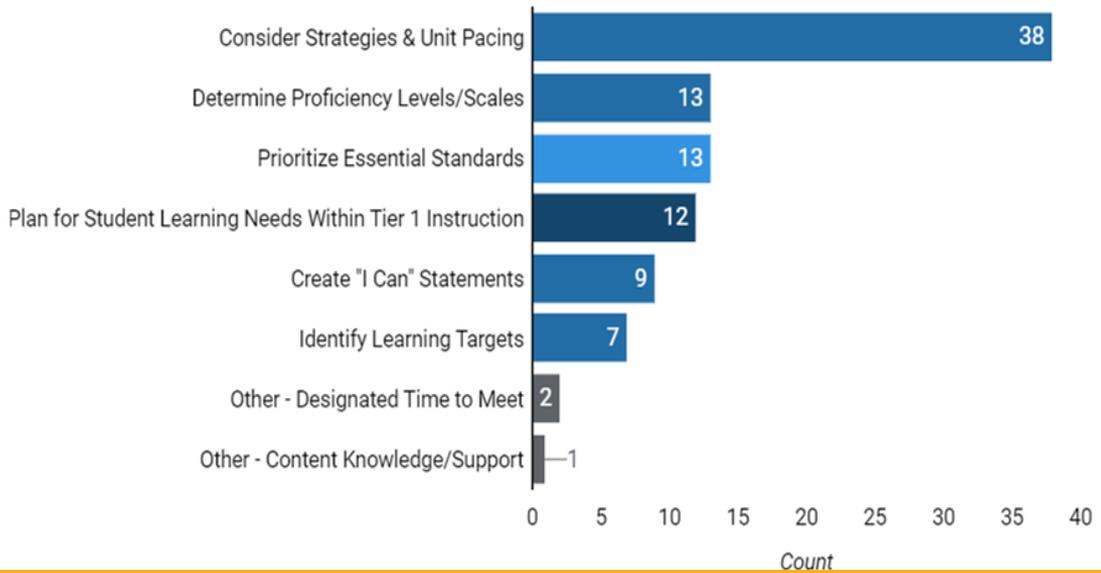
Indicate your team's current implementation of
Q1 - What do we want our students to know or be able to do?





EMPOWERED LEARNERS

Focusing on which key activity for Question 1 would help move your team forward?

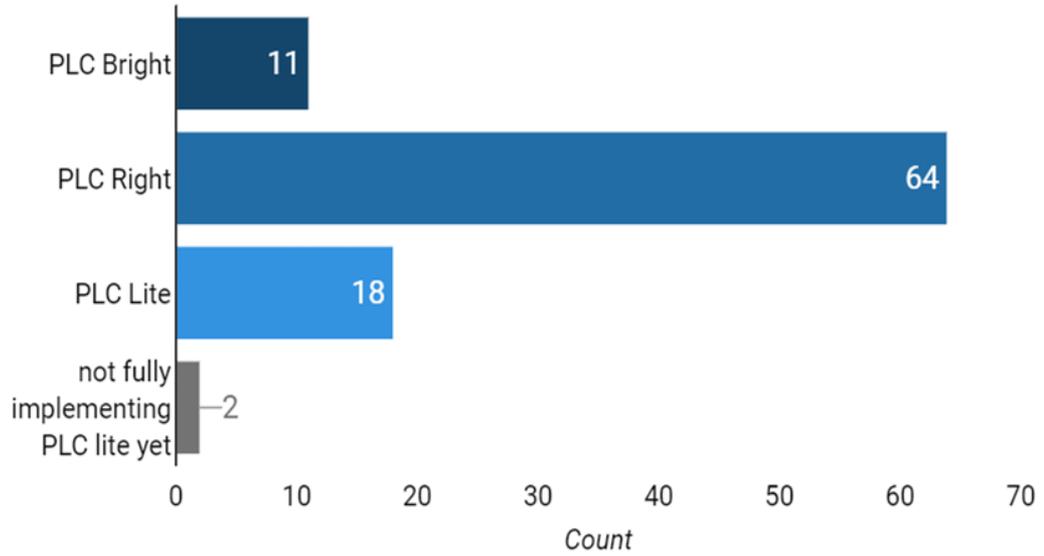


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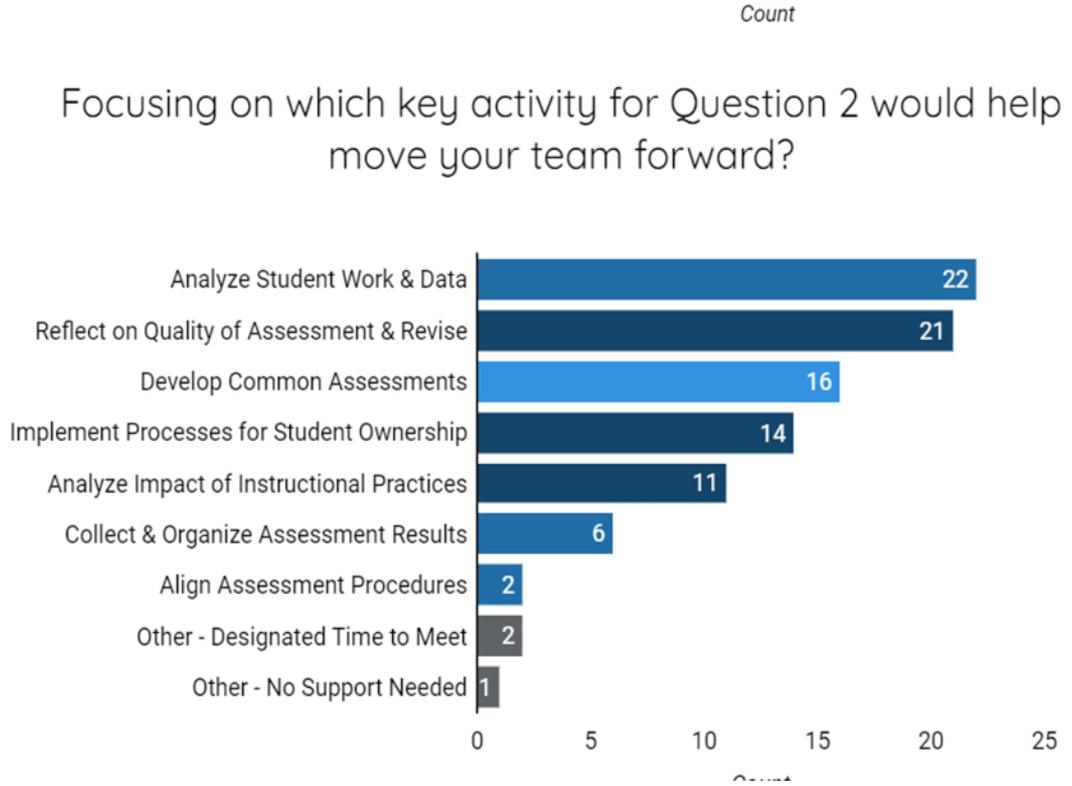
EMPOWERED LEARNERS

Indicate your team's current implementation of
Q2 - How will we know if each student has learned it?





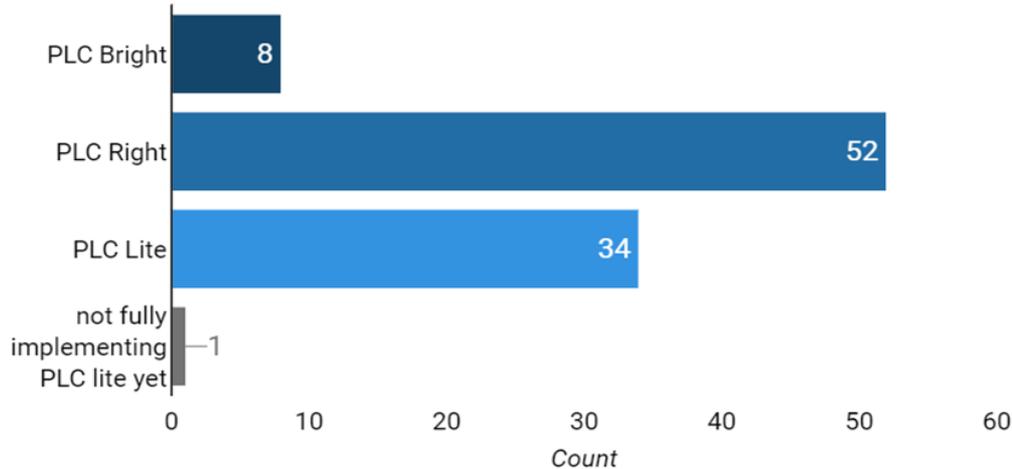
EMPOWERED LEARNERS





EMPOWERED LEARNERS

Indicate your team's current implementation of Q3 - How will we respond when some students do not learn it? and Q4 - How will we extend learning for students who have demonstrated proficiency?

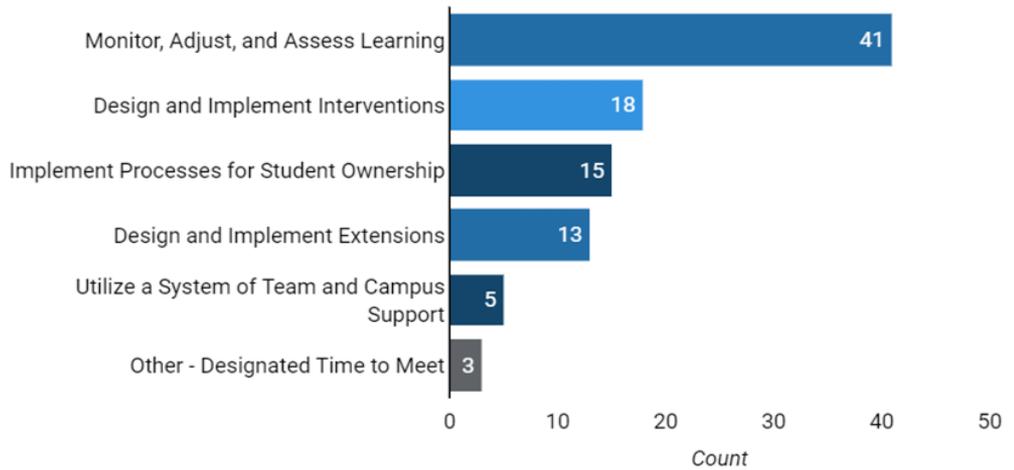


61



EMPOWERED LEARNERS

Focusing on which key activity for Questions 3 & 4 would help move your team forward?



62



EMPOWERED LEARNERS

Amplify Your Impact: Coaching Collaborative Teams in PLCs at Work October 8-10

63



EMPOWERED STAFF





SAFE AND INNOVATIVE LEARNING ENVIRONMENTS



65





66



67

Raider Way Update



68

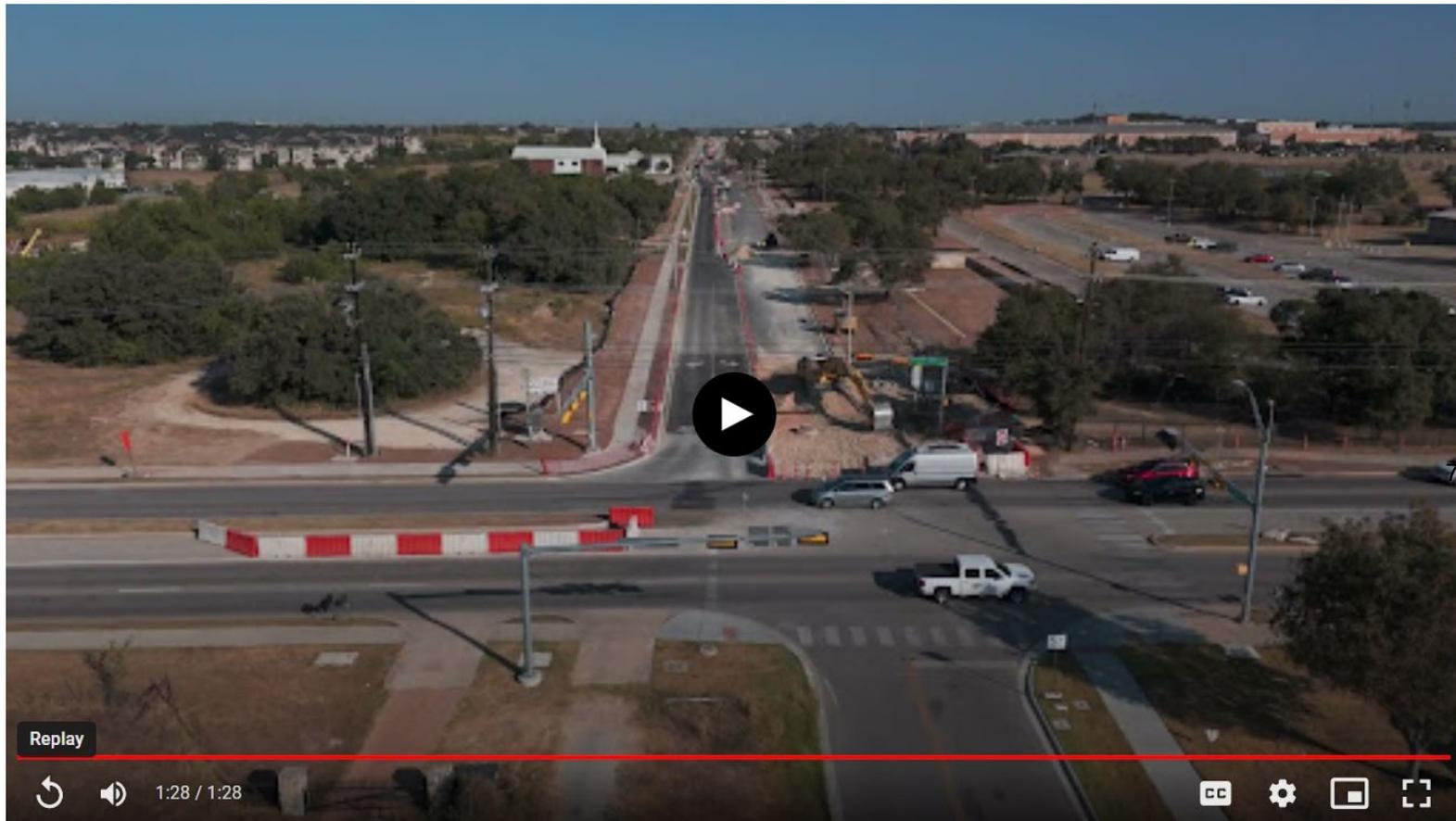
Raider Way Update



69



70



Video by Piyal Kamal

Raider Way Update

General Election: November 5, 2024



72

EVERY ELECTION MATTERS.

EVERY VOTE COUNTS.

Monday, October 21 - First Day of Early Voting
Friday, November 1 - Last Day of Early Voting



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

Agenda Item:	Discussion of 2023-2024 Leander ISD Community Based Accountability System – Part 1
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Brenda Cruz, M.Ed., Assistant Superintendent, Empowered Learning; Chris Clark, Ed.D., Assistant Superintendent, Curriculum & Instruction; Jeremy Trimble, M.Arch, Chief Operations Officer; Kristen Alex, M.Ed., Area Superintendent; Paul Johnson, M.Ed., Area Superintendent; Rachel Mackey, M.Ed., Executive Director Human Resources; Tiffany Duncan, J.D., Chief Human Resources Officer (Interim)
Attachments:	2023-2024 Leander ISD Community Based Accountability System – Part 1 Presentation

Background Information:

The 2023-2024 Community Based Accountability System Report (Part 1) will be shared with the Board of Trustees and Leander ISD community. During this meeting, Goal 1: Empowered Student Learning and Goal 2: Empowered Staff will be addressed with the remaining goals shared during the October 24, 2024 Board meeting. Our Community Based Accountability System Report focuses on the indicators our community has stated are meaningful to them beyond what is measured in state accountability.

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 10, 2024

2023-24 Community Based Accountability System - Part 1



Purpose

- Build capacity with our community on why Leander ISD engages in a Community Based Accountability System
- Share highlights of Goal 1 and 2 from the 2023-2024 Community Based Accountability System (CBAS) report
- Introduce the new Leander ISD Community Campus Profiles



LEANDER ISD CORE BELIEFS

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

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



At the foundation of our continuous improvement efforts and decisions, lie our GUIDING PRINCIPLES

Community conversations drove the development of our district's vision, mission, core beliefs, and the updated Leander ISD Graduate Profile. These guiding principles serve as the foundation of our strategic plan and provide direction by keeping everyone focused on where we are going and what we are trying to achieve.



VISION & MISSION



VISION

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



MISSION

We will cultivate each individual student by:

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

Foundation of the Leander ISD Community Based Accountability System

GRADUATE PROFILE



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

LEANDER ISD LEARNERS ARE EMPOWERED TO BE:

Critical & Creative Thinkers

who seek and solve problems through curiosity, flexibility and innovation.

Skilled Communicators & Collaborators

who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

Compassionate Community Contributors

who value diverse perspectives and share their unique gifts with the world.

Adaptable & Reflective Individuals

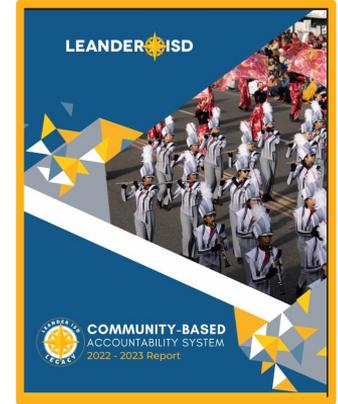
who confidently embrace their strengths and challenges while pursuing their interests and passions.

SYSTEM ALIGNMENT



LISD 5-Year Strategic Plan

Community Based Accountability System



78



Board Evaluation

District & Campus Improvement Plans



Superintendent Evaluation



4



STRATEGIC FOCUS AREAS & GOALS

EMPOWERED STUDENT LEARNING



Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

EMPOWERED STAFF



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

IMPACTFUL FAMILY ENGAGEMENT



Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

EQUITABLE ACCESS



Ensure equitable access to opportunities by eliminating barriers for each and every student.

SAFE & INNOVATIVE LEARNING ENVIRONMENTS

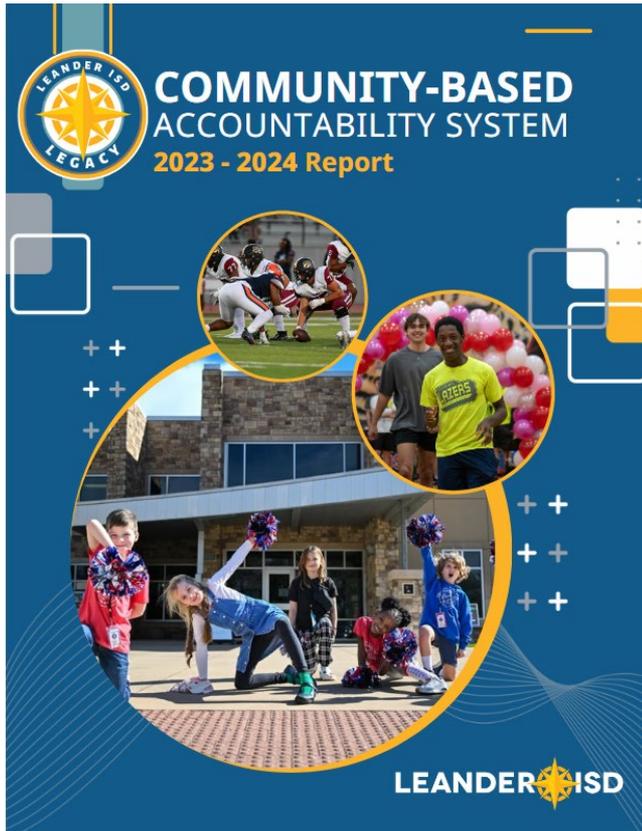


Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

LISD Strategic Plan Focus Areas	State Accountability (Summative Measure) <i>2023 & 2024 State Acct Reports delayed</i>	Leander ISD Community Based Accountability System (Formative and Summative Measures)
Empowered Student Learning	<ul style="list-style-type: none"> • Performance on STAAR Grades 3-8 and End of Course, TELPAS/TELPAS Alternate and STAAR Alternate 2 • STAAR Growth Performance • Graduation Rate • College, Career and Military Readiness (CCMR) • Distinguished Levels of Achievement compared to state chosen similar campuses 	<ul style="list-style-type: none"> • NWEA MAP (grades K-8) • Istation Indicator of Progress (ISIP) (grades K-8) • PSAT • Elective Participation • Student, Parent and Staff Survey data • Industry Based Certifications (IBC) • Student Goal Setting and Progress • Student Portfolios
Empowered Staff	<ul style="list-style-type: none"> • <i>Not measured/ reported in State Accountability</i> 	<ul style="list-style-type: none"> • Student, Parent and Staff Surveys • Professional Learning Communities Collaborative Team Commitment Rubric • Recruitment and Retention Data • Staff Portfolios
Impactful Family Engagement	<ul style="list-style-type: none"> • <i>Not measured/ reported in State Accountability</i> 	<ul style="list-style-type: none"> • Survey data • Volunteers • Family Events
Equitable Access	<ul style="list-style-type: none"> • STAAR Performance/ growth among student groups in relation to a state target • CCMR and Graduation Rates disaggregated by student groups 	<ul style="list-style-type: none"> • Student, Parent and Staff Perceptual Data • Course and Program Participation Measures
Safe and Innovative Learning Environment	<ul style="list-style-type: none"> • <i>Not measured/ reported in State Accountability</i> 	<ul style="list-style-type: none"> • Student, Parent and Staff survey data • Long Range planning



Community Based Accountability System Report



Key to understanding this report



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GOAL AREA

Key Questions

Data, Information & Stories
supporting key questions




QR Codes



access to additional information or data regarding the example

Strengths

Areas which highlight positive contributions for our students and/or community.

Opportunities

Areas which provide opportunities to improve.

Bright Spots

Specific stories, programs or initiatives representing the efforts towards achieving this goal area.

*At the conclusion of this report, references, resources, QR codes and links are available to explore the data further.



Goal 1 - Empowered Student Learning

EMPOWERED STUDENT LEARNING

+ +

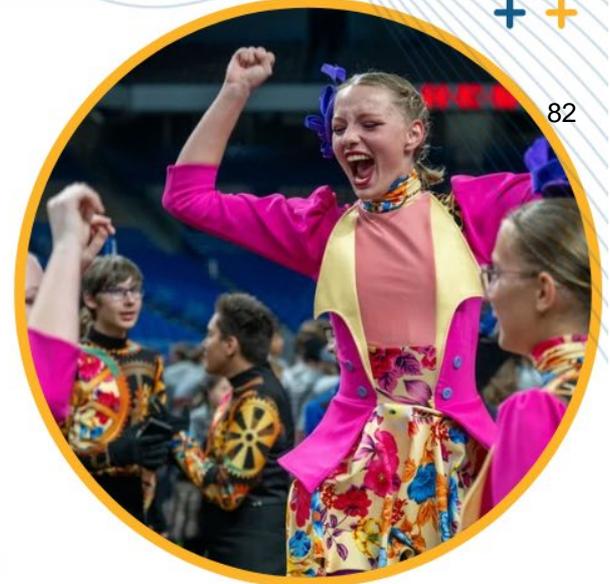
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To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

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?

To what extent are Leander ISD students demonstrating the Graduate Profile attributes?



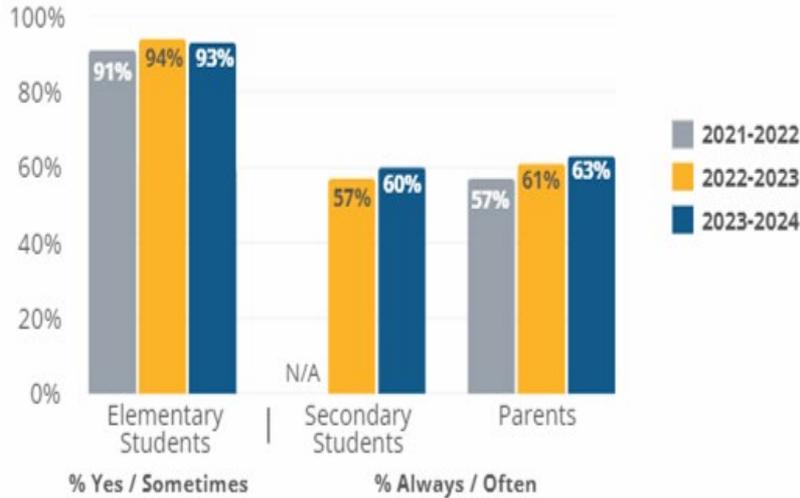
82



Goal 1 - Empowered Student Learning

OPPORTUNITY & OWNERSHIP

My child / I have the opportunity to set goals and track their progress.



K12 Insight: 2023-24 -Student Experience Survey for **Parents & Students**



83



Goal 1 - Empowered Student Learning

Strengths

- + Significant and sustained increase in Industry-Based Certifications.
- + Wide variety of opportunities offered for students to pursue their interests including CTE, extra- and co-curricular, programs of study, and Advanced Courses.
- + Significant increase in secondary students' knowledge of the Graduate Profile and how this impacts their future world.
- + Administered an additional 1,700 AP exams to 500 more students, while seeing in an increase in pass rates from 72% to 76%.



84

College, Career & Military Readiness



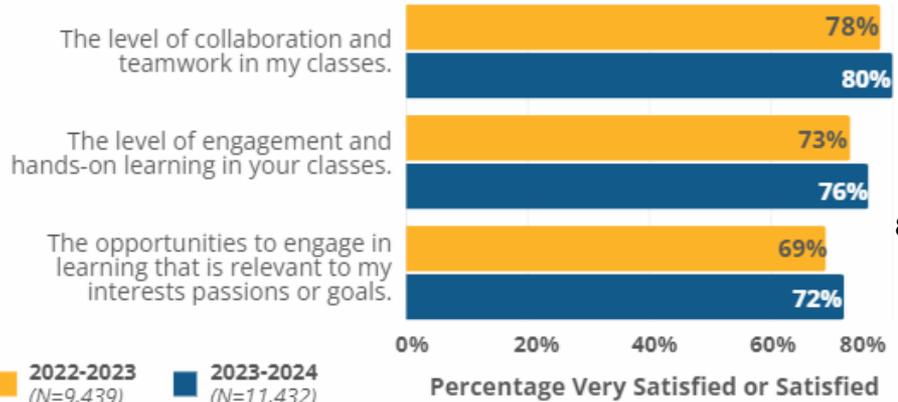


Goal 1 - Empowered Student Learning

Opportunities

- Continue to focus on social / emotional well-being at all levels.
- Continue to provide opportunities for students to pursue passions and interests.
- Provide additional opportunities for students to engage in classroom decisions and meaningful learning activities.
- Increase student ownership in secondary students through setting goals and tracking their progress.

Secondary students were asked how satisfied they were in school with the following:



85

N=Number of Responses Answer Choices: Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied
K12 Insight: 2023-24 -Student Experience Survey for **Secondary Students**

The percentage of secondary students who believe they have opportunities to engage in learning relevant to their interests, passion, or goals increased from last year; however, **there is potential for growth in this area.**





Goal 1 - Empowered Student Learning

Collaborative teams:

Supporting our students as they prepare themselves for *anything*





Goal 1 - Empowered Student Learning

MOVING INTO 2024-2025:

District Wide Collaborative Teams

- PLC
- Deep Levels of Learning and Ownership of Learning

87

Promote and Expand Ownership of Learning

- Goal Setting
- Portfolios/Personalized Learning Plans
- Career and Real World Connections to connect students with passions and interests



Goal 2 - Empowered Staff

EMPOWERED STAFF



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

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





Goal 2 - Empowered Staff

ATTRACTING

Recruitment

- Job fairs
- College & university class visits
- Community events

Fostering Connections

- High School Students in Ready, Set, Teach
- Current Employees
- Alternative Certification Programs
- Community Members
- **NEW:** UTeach partnership



89



15



Goal 2 - Empowered Staff

GROWING

Staff Development

- 75% of staff respondents strongly agree / agree that training is available to them so they can do their job better
- Professional learning opportunities, professional learning communities (PLCs), instructional coaches, mentors 90

Leadership Development

- Aspiring Administrator Academy (AAA)
- Prospective Principal Program (P3)
- Aspiring School Counselor Program
- Aspiring Leader Program
- Aspiring Coordinator/Director Cohort
- **NEW:** LISD Leadership Academy





Goal 2 - Empowered Staff

RETAINING

Percent of Turnover



2023-24 Tyler ERP Munis Report (snapshot from 6/18/24)





Goal 2 - Empowered Staff

VALUED AND CONNECTED

- Approximately 82% of staff respondents reported there is a culture of encouragement and teamwork within their work groups.
- Focus on Continuous Improvement
- Appreciation Weeks
- End of Year Celebrations
- LEEF Collaborative Grants
- Listening Sessions
- Staff Spotlight of the Week



92



Goal 2 - Empowered Staff

Opportunities for Growth

Staff Feedback: Compensation

Only 11% of staff respondents feel their pay keeps pace with the cost of living.

Staff Feedback: Work / Life Balance

57% of staff respondents strongly agree/agree that their work environment supports the balance between work and personal life reflecting the increased demands on our teachers and staff.

Student Feedback: Instructional Methods

Some students expressed dissatisfaction with the quality of teaching they receive, citing a need for different teaching methods; lack of engagement and desiring some teachers to be more respectful and supportive.

New Campus Community Profiles



Campus Profile 2023 - 2024
VISTA RIDGE HIGH SCHOOL Est. 2003
 Go Rangers!

STUDENT DATA	
Seniors	622
Juniors	644
Sophomores	714
Freshman	637
Total Enrollment	2617

STUDENT DEMOGRAPHICS	
Race/Ethnicity	
Two or More/Other	5.8%
Asian	18.3%
Black/African American	3.8%

At Vista Ridge we are preparing students to be the best FOR the world.

Strengths

- AVID Demonstration School
- Focus on instruction and student engagement through PLCs and instructional rounds
- High student and community engagement in extra curricular activities
- High participation and passing rates for AP testing and industry-based certifications.

Opportunities

- Desire to have more students taking advanced courses
- Continue to increase opportunities for students to take ownership in the classroom and for teachers to provide collaborative structures.




Campus Profile 2023 - 2424
CEDAR PARK MIDDLE SCHOOL Est. 1995

STUDENT DATA	
Students	1308
Average Daily Attendance	95.4%
Languages Spoken	25

STUDENT DEMOGRAPHICS	
Race/Ethnicity	
Two or More/Other	8%
Asian	9.2%
Black/African American	1.8%
Hispanic	21.5%
White	59.8%

Our Vision

To empower all learners to be compassionate, inclusive, and value diverse perspectives while in a safe, supportive learning environment in order to achieve their goals.

Strengths

- Academic achievement
- High student, teacher, and community engagement
- Student clubs
- Multiple awards and prestigious invitations for band, theater, choir
- Strong alignment between elementary feeder schools and CPMS.

Opportunities

- Increase student academic growth.
- Increase opportunities to collaborate and communicate with each other to process and synthesize their learning
- Create learning environment more inclusive and welcoming for all students.

"More hands-on stuff would be nice. More free choice for the lessons in some of the classes (small things like who we get to work with or what the writing prompt is)." - CPMS Student




Campus Profile 2023 - 24
PARKSIDE ELEMENTARY Est. 2008
 Mustang Pride!

STUDENT DATA	
Students	742
Average Daily Attendance	94.6%
Languages Spoken	27

STUDENT DEMOGRAPHICS	
Race/Ethnicity	
Two or More/Other	5.7%
White	37.6%
Asian	45.2%
Hispanic	6%
Black/African American	6%

Vision

The Parkside community cultivates each Scholar to become lifelong learners who inspire others and positively change the world.

Strengths

- Strong Professional Learning Communities (PLCs)
- Highly Trained & Qualified Staff
- Academic Achievement
- Project-Based Learning (PBL)

Opportunities

- Academic growth for top quartiles
- Community Involvement
- Extracurricular Clubs

EMPOWERED STUDENT LEARNING

Academic Performance

This chart shows the percent of students on grade level or showing at least one year of growth in math and reading.



DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

Agenda Item:	Discussion and Consider Approval of District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update
Purpose:	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Angela Hodges, M.Ed., Area Superintendent; Kristen Alex, M.Ed., Area Superintendent; Chris Clark, Ed.D., Assistant Superintendent of Curriculum; Brenda Cruz, M.Ed., Assistant Superintendent of Empowered Learning
Attachments:	District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update Presentation District and Campus Goals and House Bill 3 (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 recommends that the Board approve the district and campus goals, and HB3 performance objectives as presented.

Sample Motion:

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



October 10, 2024

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

Discussion and Consider Approval of District and Campus Improvement Plans and Annual House Bill 3 (HB3) Update



PURPOSE

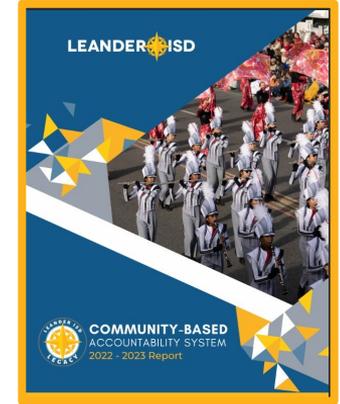
- To provide an overview of the improvement process and the alignment of the strategic plan, district improvement plan, and the campus improvement plans.
- To present the annual board update on the district's House Bill 3⁹⁸ (HB3) goal progress. HB3 requires goals and plans for early reading and math proficiency as well as College Career and Military Readiness (CCMR).

SYSTEM ALIGNMENT



LISD 5-Year Strategic Plan

Community-Based Accountability



99



Board Evaluation

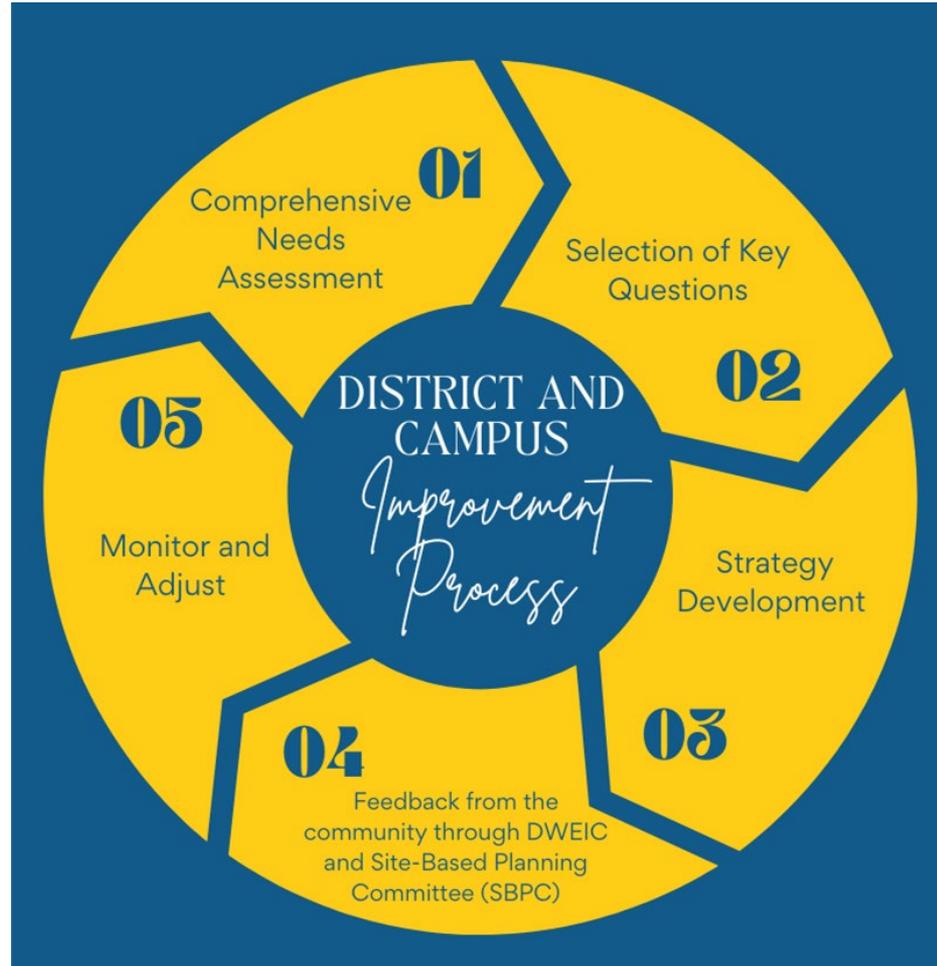
District & Campus Improvement Plans

Superintendent Evaluation



3

IMPROVEMENT PROCESS



DISTRICT AND CAMPUS IMPROVEMENT PLANS

Goal



Key Questions



System Response



Strategies



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
<p>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.</p> <p>Evidence of Success: Increase Retention of staff Enhanced Staff Spotlight system Development of recognition program built around The Leander Way Research and development 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.</p> <p>Staff Responsible: HR/SCR</p>			101	
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

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.



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.

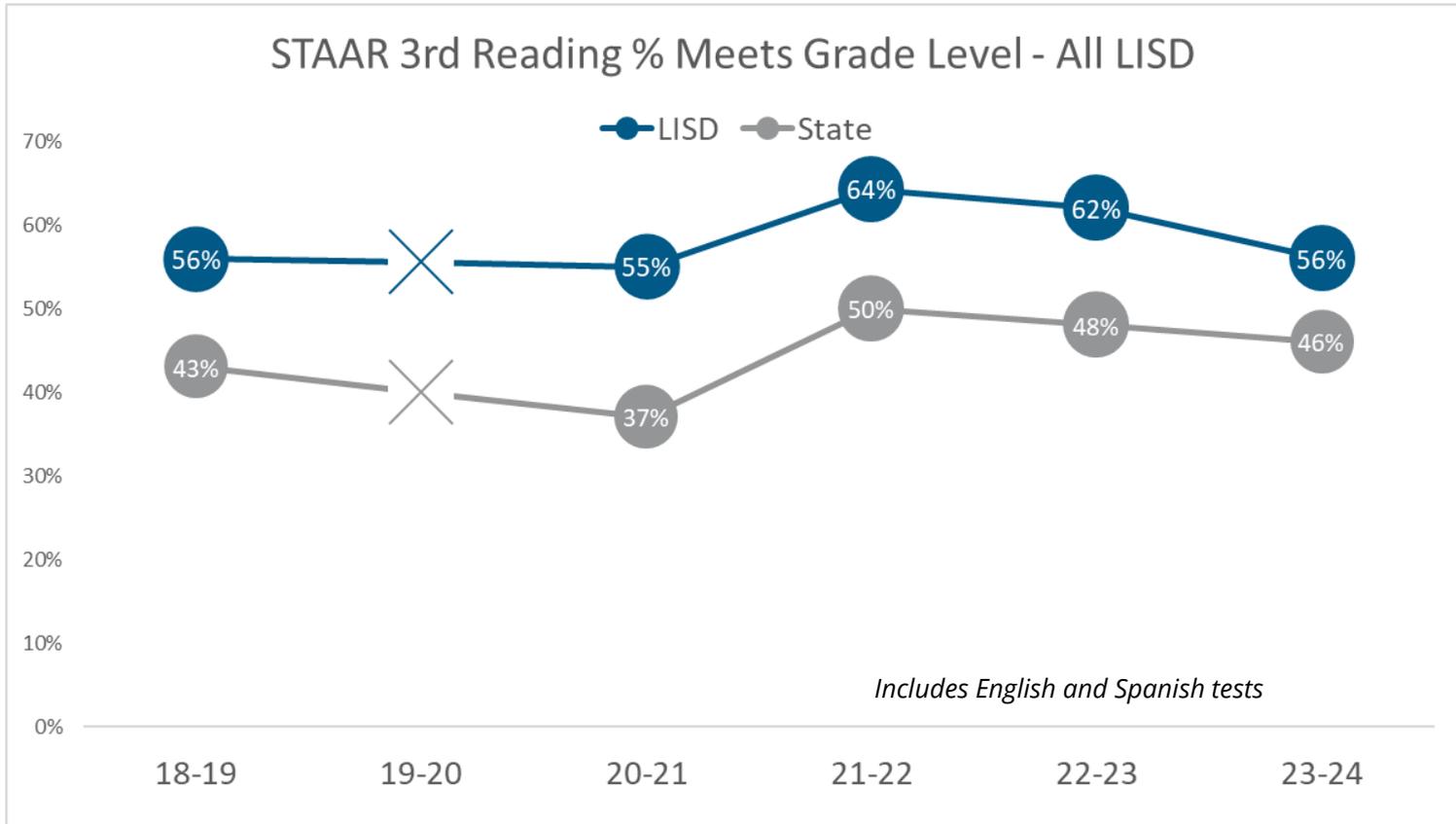


Approaches Grade Level *Passing level*

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.



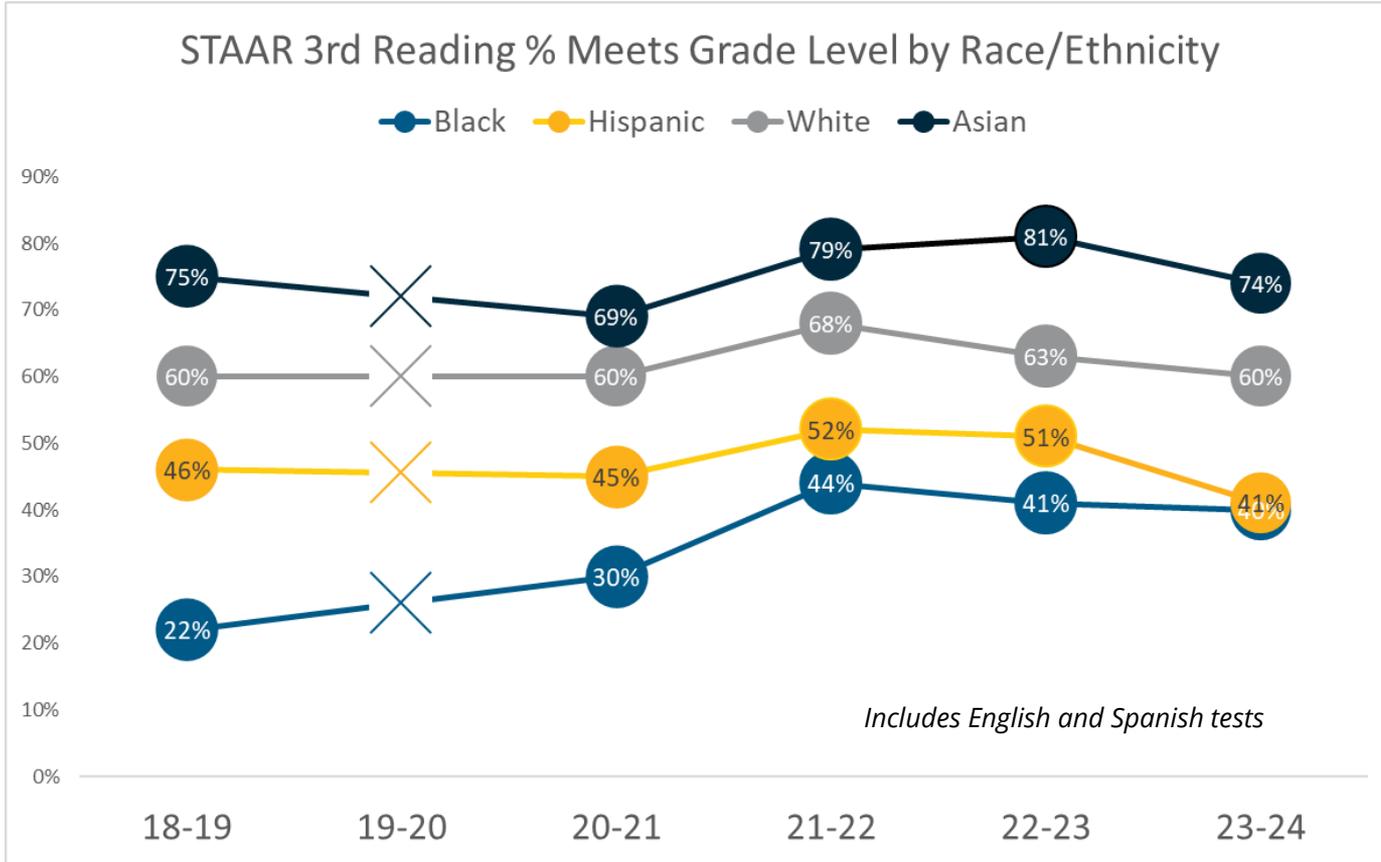
HB3 Update: Early Childhood Reading



103

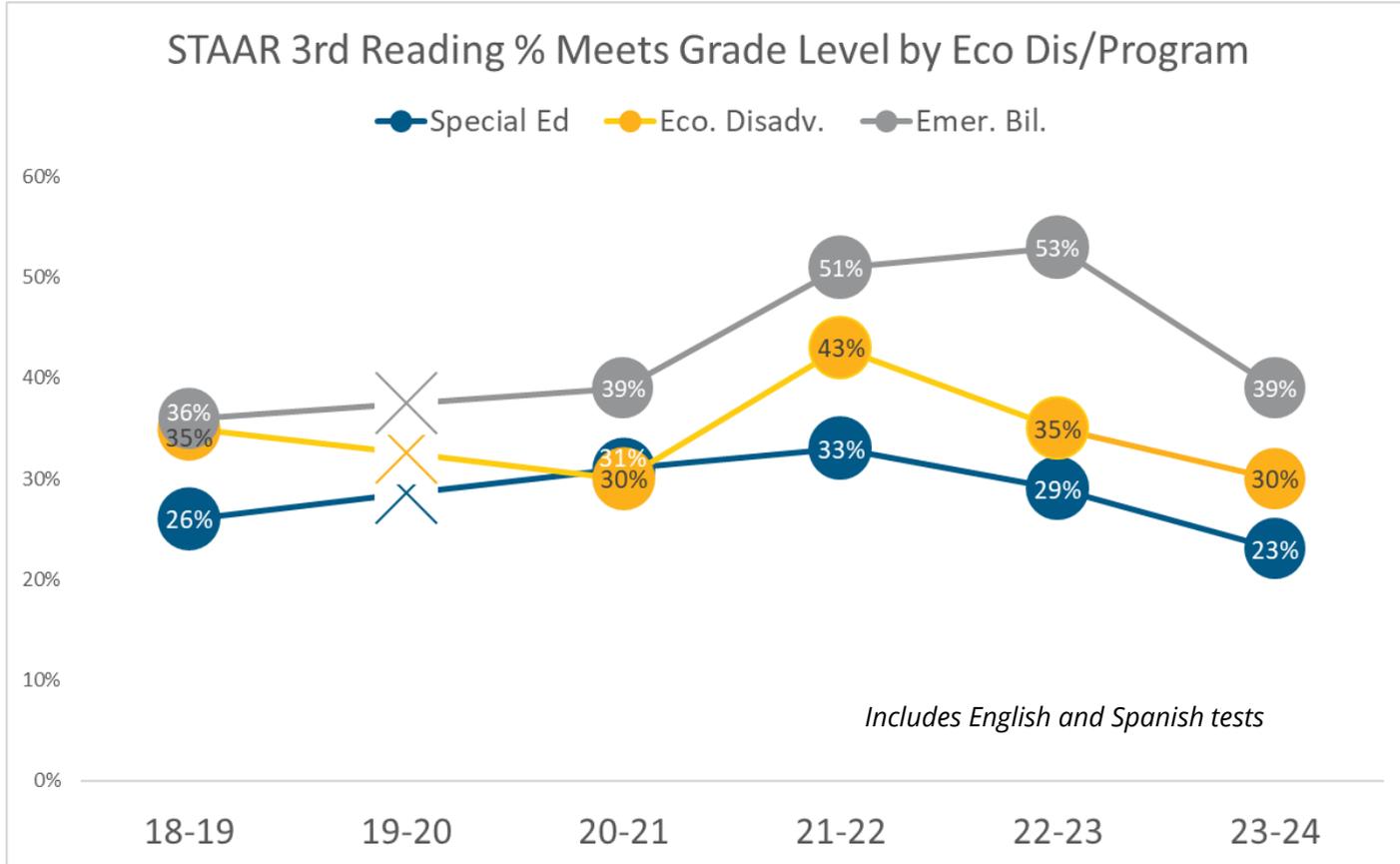


HB3 Update: Early Childhood Reading



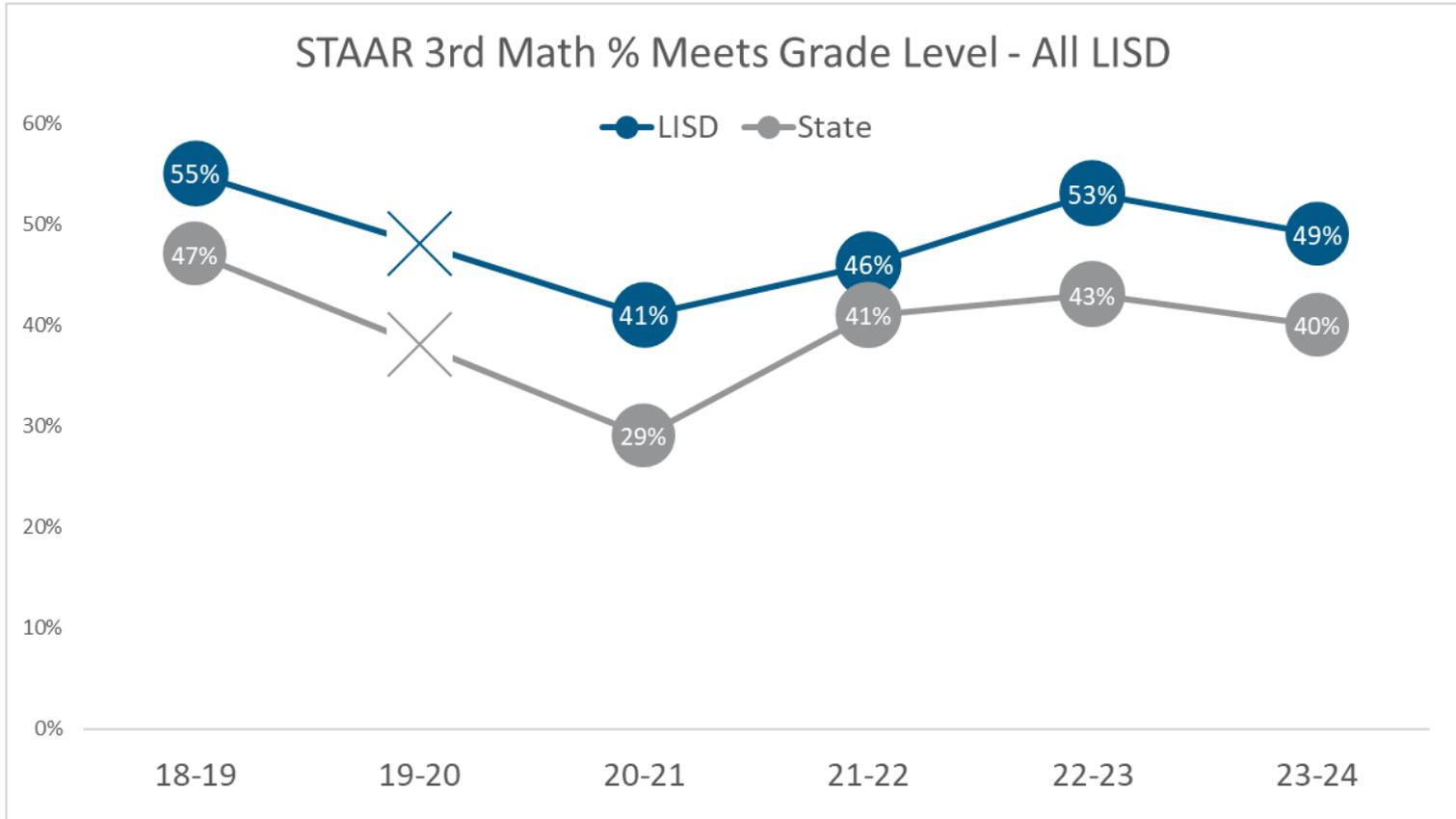


HB3 Update: Early Childhood Reading





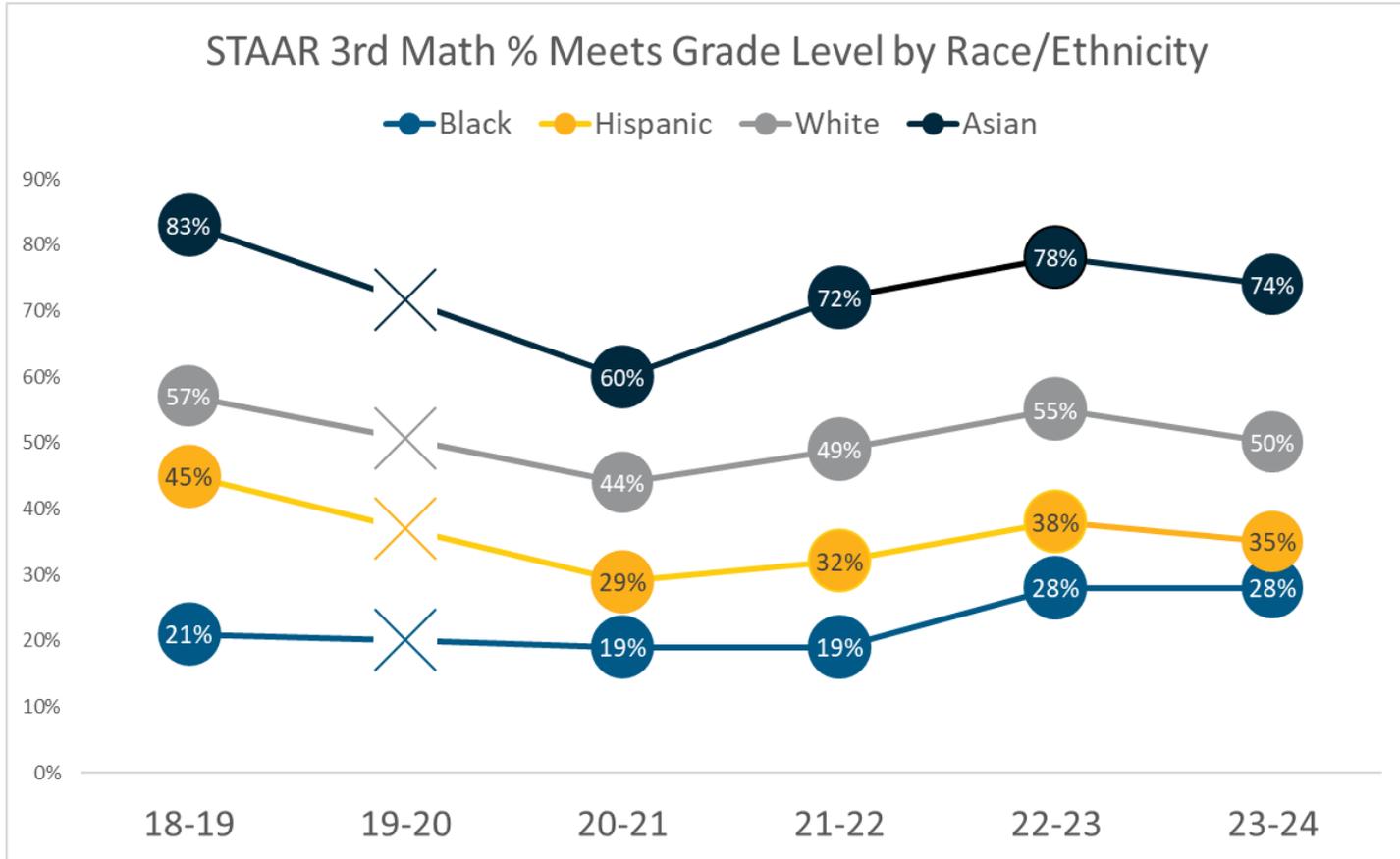
HB3 Update: Early Childhood Mathematics



106

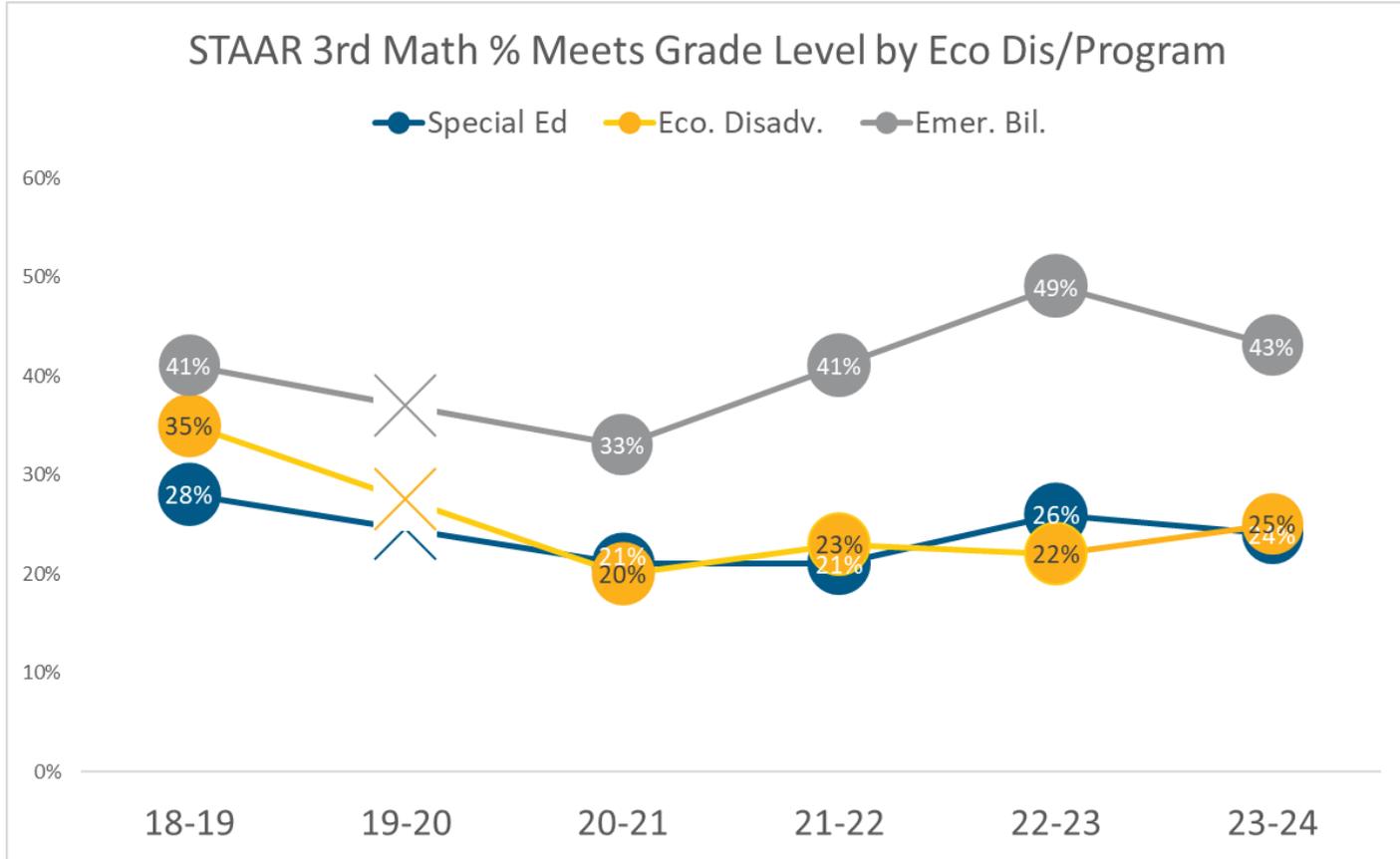


HB3 Update: Early Childhood Mathematics



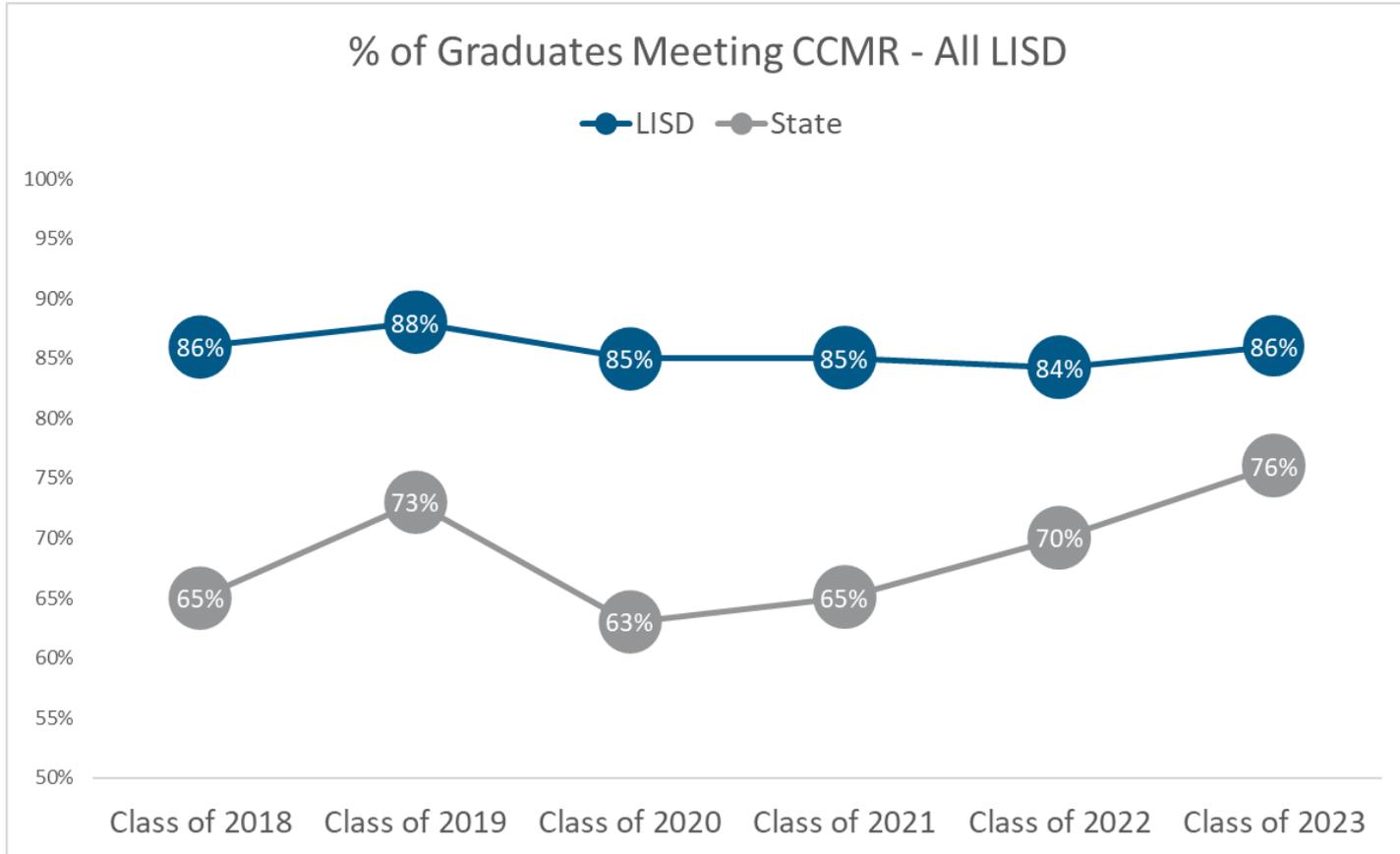


HB3 Update: Early Childhood Mathematics





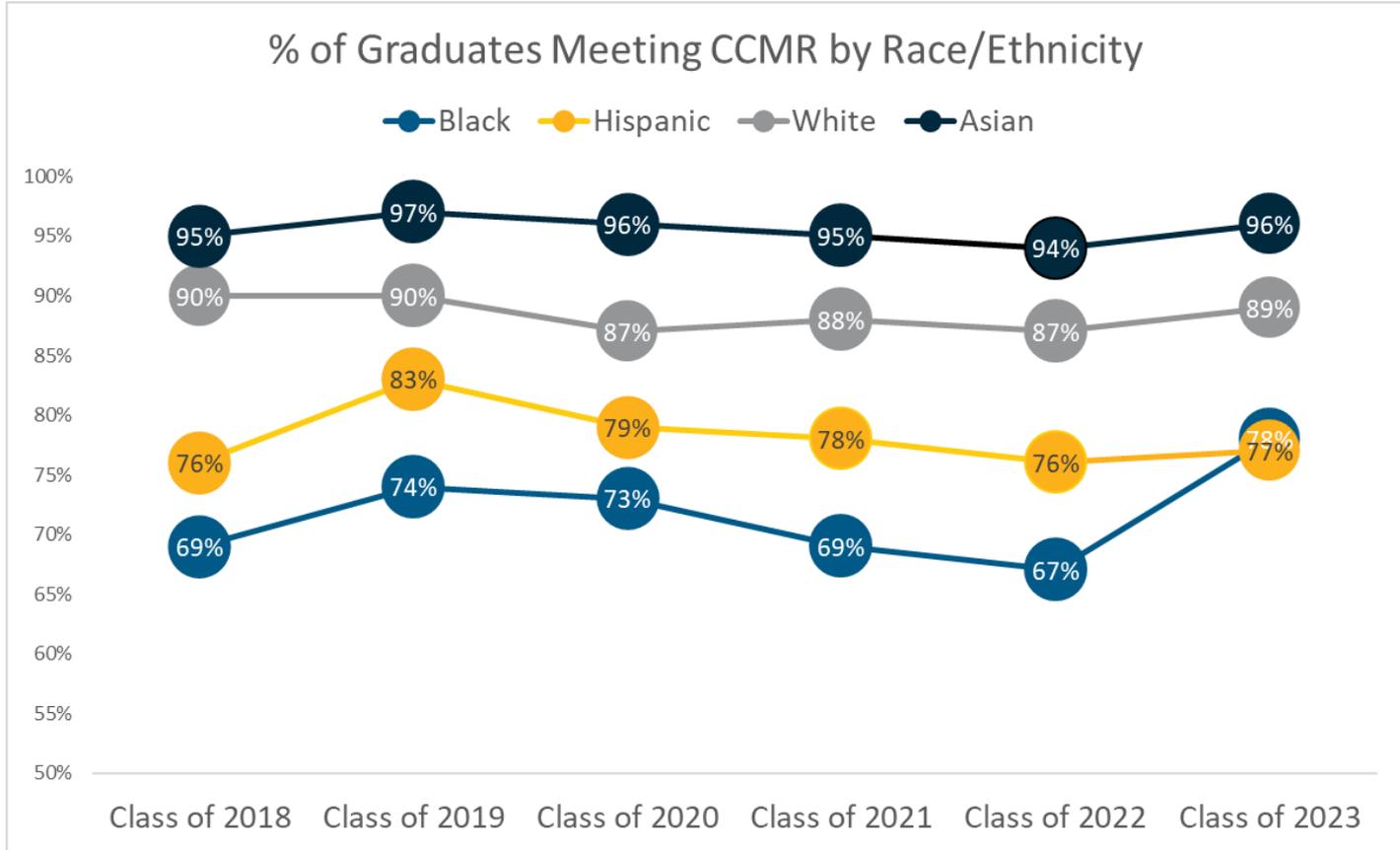
HB3 Update: College, Career, & Military Readiness



109

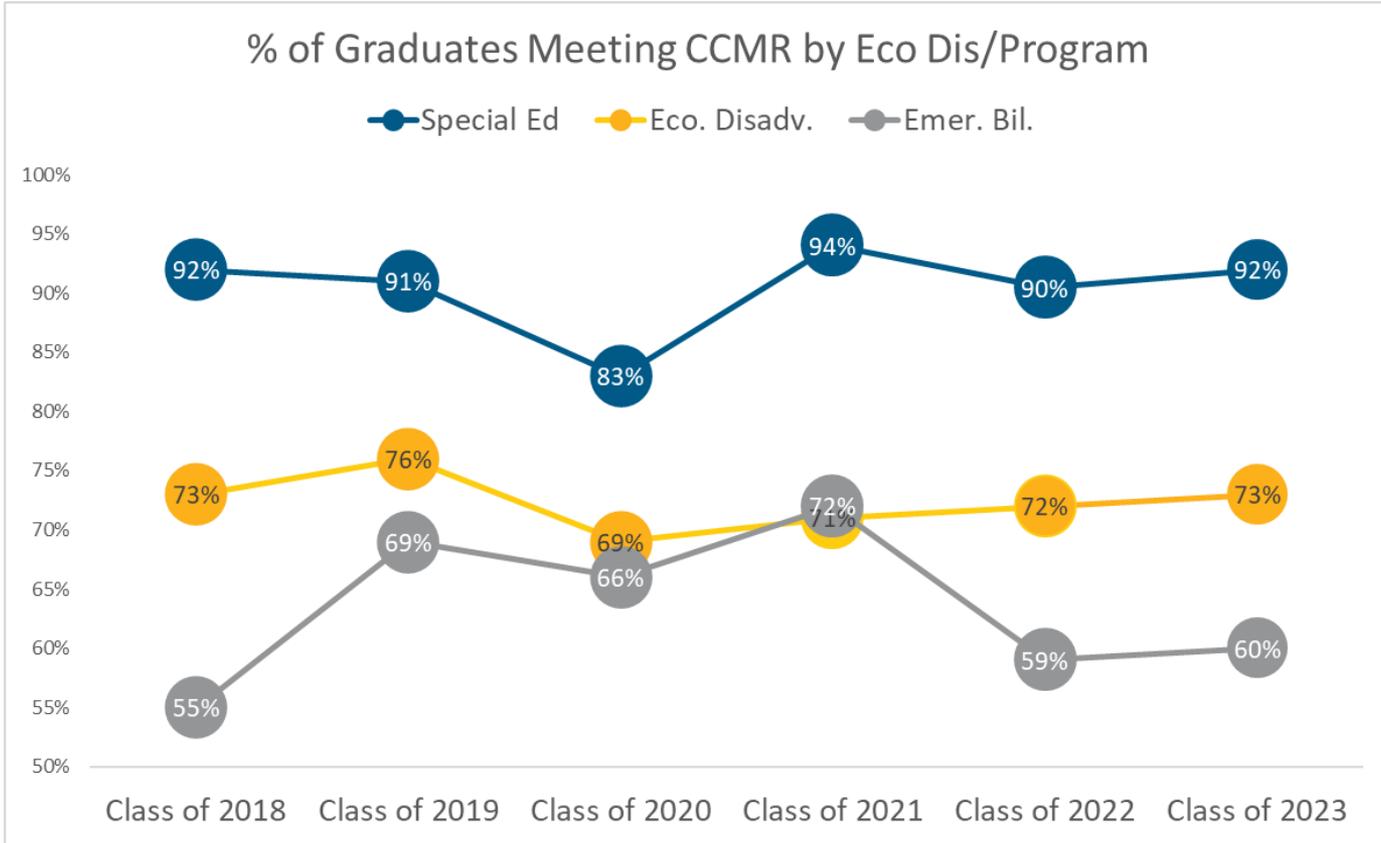


HB3 Update: College, Career, & Military Readiness



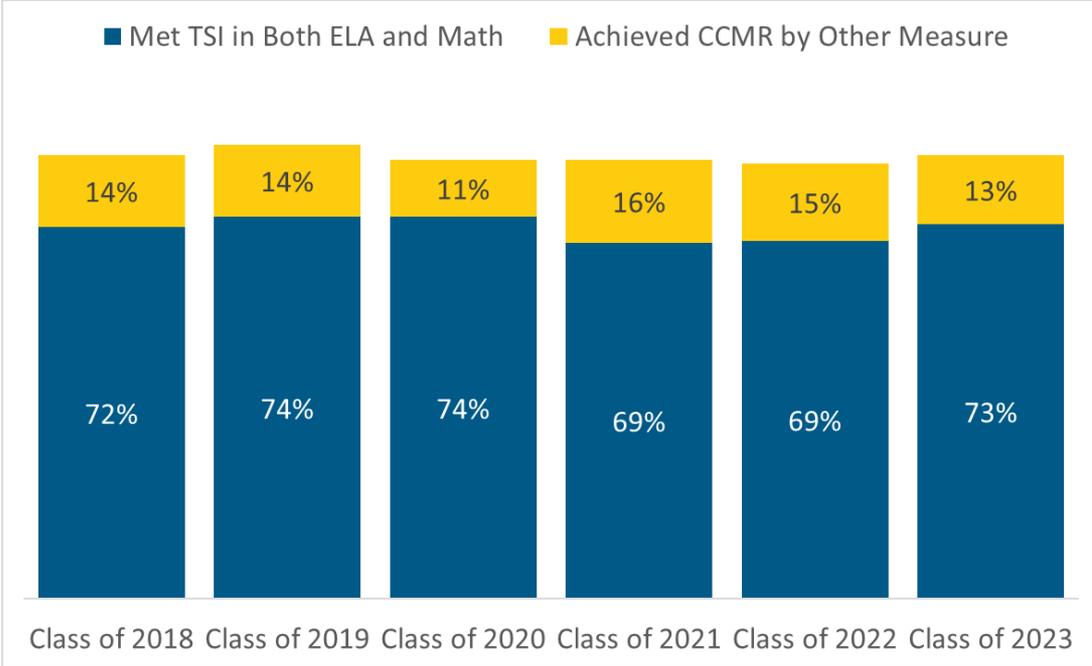


HB3 Update: College, Career, & Military Readiness





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 ¹¹²
- 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

113

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

115



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.

116

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.

Table of Contents

District Improvement Plan	5
Akin Elementary	20
Bagdad Elementary	24
Block House Creek Elementary	27
Camacho Elementary	30
Canyon Ridge Middle School	33
Cedar Park High School	36
Cedar Park Middle School	39
Cox Elementary	42
Cypress Elementary	45
Danielson Middle School	48
Deer Creek Elementary	52
Early College High School	55
Faubion Elementary	58
Four Points Middle School	61
Giddens Elementary	65
Glenn High School	69
Grandview Hills Elementary	73
Henry Middle School	76
Hisle Elementary	79
Knowles Elementary	82
Larkspur Elementary	85
Laura Welch Bush Elementary	88
Leander Extended Opportunity Center (LEO)	91
Leander High School	97
Leander Middle School	103
Mason Elementary	106
Naumann Elementary	111
New Hope High School	114
North Elementary School	117
Parkside Elementary	121
Plain Elementary	124
Pleasant Hill Elementary	128
Reagan Elementary	131
Reed Elementary	135
River Place Elementary	138
River Ridge Elementary	142

Rouse High School	145
Running Brushy Middle School	149
Rutledge Elementary	152
Steiner Ranch Elementary	155
Stiles Middle School	159
Tarvin Elementary	163
Vandegrift High School	167
Vista Ridge High School	170
Westside Elementary	173
Whitestone Elementary	176
Wiley Middle School	179
Winkley Elementary	182
House Bill 3 Addendums	185
	118

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

119

System Response 1 Details	Reviews			
<p>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.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>Strategy 1:</p> <p>All staff engage in an effective PLC/Collaborative Team at their campus or in the district.</p> <ul style="list-style-type: none"> - 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. <p>Strategy 2:</p> <p>Collaboratively develop and utilize core-content one-pagers to define learning strategies so that student ownership of learning and deeper learning are positively impacted.</p> <ul style="list-style-type: none"> - 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. <p>Staff Responsible: Assistant Superintendents, Area Superintendents, Deputy Superintendent of Learning and Innovation, Teaching & Learning Directors/Coordinators, Principals, Teachers</p> <p>Opportunity Statements: Student Learning 1, 2 - District Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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

121

System Response 1 Details	Reviews			
<p>System Response 1: Promote and expand student ownership of learning.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> <p>Staff Responsible: Assistant Superintendents, Area Superintendents, Deputy Superintendent of Learning and Innovation, Teaching & Learning Directors/Coordinators, Chief Technology Officer & team, Principals, Teachers</p> <p>Opportunity Statements: Demographics 3 - Student Learning 1, 2 - District Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				122

 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			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: Positive trends in 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</p> <p>Evidence by Strategy: Strategy 1: -Increased diversity of LISD staff to more closely mirror the student population.</p> <p>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</p> <p>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.</p> <p>Strategy 4 -Review of staffing guidelines and implementation of identified areas of improvement.</p> <p>Strategy 5 -Research and develop a partnership with the University to implement the Residency Program.</p> <p>Staff Responsible: All hiring agents (district and campus administration)</p>	Formative			Summative
	Nov	Jan	Mar	May
				124

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>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.</p> <p>Evidence of Success: Increase Retention of staff Enhanced Staff Spotlight system Development of recognition program built around The Leander Way Research and development 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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible: Human Resources & School/Community Relations</p>	Formative			Summative
	Nov	Jan	Mar	May
				126

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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			
<p>System Response 1: Improve professional learning opportunities and ensure alignment with the district's mission, vision, core beliefs, and Graduate Profile.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>Strategy 1:</p> <ul style="list-style-type: none"> -PLC and professional learning plans are implemented and regularly reviewed; -Surveys show high levels of staff engagement in learning opportunities as evidence through UT <p>Strategy 2:</p> <ul style="list-style-type: none"> -Employee Engagement Survey. 	Formative			Summative
	Nov	Jan	Mar	May
				128
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leander ISD.</p> <p>Evidence of Success: Improved climate survey data from parents: Family Involvement Dimension- Parents (Baseline: 23-24= 75%)</p> <p>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.</p> <p>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.</p> <p>Strategy 3: There will be evidence of targeted communication in various modalities.</p> <p>Staff Responsible: Chief Communications Officer, Superintendent, Board of Trustees, Campus and District Administration, Teachers and Staff</p> <p>Opportunity Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	May

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improved climate survey data from parents: Family Involvement Dimension- Parents (Baseline: 23-24= 75%)</p> <p>Evidence by Strategy:</p> <p>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%)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Strategy 5. Successful work-based partnerships created for students in LISD.</p> <p>Strategy 6. Positive perceptual feedback about the partnership from campus leadership and PTA/PTO leadership.</p> <p>Staff Responsible: Chief Communications Officer, Area Superintendent team</p> <p>Opportunity Statements: Demographics 1, 2 - District Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>Strategy 1. Regularly schedule professional learning and meetings lead to improved processes targeting student Access Data points.</p> <p>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)</p> <p>Strategy 3. Analysis of course selection requests vs. actual enrollment.</p> <p>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.</p> <p>Strategy 5. Construction of a clearly defined implementation and communication plan that includes evidence provided to all campus leaders.</p> <p>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.</p> <p>Strategy 7. Increase in the staff cultural competency survey results.</p> <p>Staff Responsible: Chief, Office of Educational Access, Deputy Superintendent (2), District and Campus Leaders</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
	<div style="display: flex; justify-content: space-between;"> 131 </div>			

 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 we design the physical learning environment, including technology and tools, to promote student and teacher success?

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments and implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>Strategy 1. Obtain stakeholder feedback on current technology resources through listening sessions and help ticket trends, and determine continuation based on effectiveness.</p> <p>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.</p> <p>Strategy 3. Facility usage and modernization plans are documented and followed.</p> <p>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.</p> <p>Staff Responsible: Deputy Superintendent of Administrative Services & Strategic Planning, Chief Operations Officer, Chief Technology Officer, Assistant Superintendent Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
				132

 No Progress
 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			
<p>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.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>Strategy 1. Staff are trained on the effective use of interactive panels. Strategies are observed during School Support Visits and campus classroom visits.</p> <p>Strategy 2. Receive positive feedback and satisfaction of learning spaces from students, parents and teachers on the climate surveys.</p> <p>Strategy 3. All students complete digital citizenship learning modules delivered by campuses. Staff will complete the annual required Safe Schools technology training.</p> <p>Staff Responsible: Chief Operations Officer, Chief Technology Officer, Chief Finance Officer, Executive Director, Safety and Security</p>	Formative			Summative
	Nov	Jan	Mar	May
				133

 No Progress
 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>Staff Responsible: Principal Instructional Coach Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: Principal Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	May
				135
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: 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)</p> <p>Staff Responsible: All hiring agents (district and campus administration)</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				136
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey Increase in parental involvement in surveys: Climate and internal campus surveys</p> <p>Staff Responsible: Principal</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				137
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Classroom and PLC walkthroughs</p> <p>Staff Responsible: Campus administrative team</p> <p>Opportunity Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 100% of students will have the opportunity to demonstrate agency over their learning by sharing their goal-setting journey during the student led conferences of May 2025.</p> <p>Staff Responsible: Teachers</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				139
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: All hiring agents (district and campus administration) Campus Administration Campus Instructional Coaches Campus Math Specialist Campus Co-teacher Campus Special Programs Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				140
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>Staff Responsible: Principal, AP</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	May
	Review data cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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%)</p> <p>Staff Responsible: AP, IC</p> <p>Opportunity Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				142
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: Positive trends in staff 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</p> <p>Staff Responsible: Principal, AP</p> <p>Opportunity Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 3 - Perceptions 1, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				143
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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</p> <p>Staff Responsible: Collaborative Teams, Student Support Teams, Instructional Coach, Curriculum Specialists, Administration</p> <p>Opportunity Statements: Student Learning 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>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.</p> <p>Staff Responsible: Administration, instructional coach, math curriculum specialist, Student support team</p>	Formative			Summative
	Nov	Jan	Mar	May
				145

 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 but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leader ISD.</p> <p>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.</p> <p>Staff Responsible: Administration and teachers</p> <p>Opportunity Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	M46
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have meaningful learning opportunities in school to build real-life skills" by 3% (2024 student response was 56%).</p> <p>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%).</p> <p>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%).</p> <p>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%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty cells for data entry			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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%)</p> <p>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%)</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to set goals to track my progress" by 3% (2024 student response was 66%)</p> <p>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%)</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				148

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. Build systems to improve trust, mutual respect, and shared responsibility</p> <p>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%).</p> <p>Increase in the list of opportunities provided to parents/families to be involved in activities on campus throughout the school year.</p> <p>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%).</p> <p>Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I feel accepted and valued as a student in our school community" by 3% (2024 student response was 72%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach & Teachers</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				149

 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			150
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1. Improvement in/ continued positive trend in the perceptual survey of students and parents related level of engagement, and student empowerment</p> <ul style="list-style-type: none"> 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) <p>2. PLC meeting agendas and data documentation.</p> <p>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.</p> <p>4. Evidence within agendas and professional learning opportunities addressing deeper learning instructional strategies aligned to the graduate profile.</p> <p>Staff Responsible: Campus Administrative Team</p> <p>Opportunity Statements: Student Learning 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

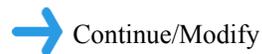
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Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness.</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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. <p>Staff Responsible: Campus Administrative Team</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				151



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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: Positive 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</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Campus Leadership Team</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				152

 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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)</p> <p>Positive progress on Math STAAR performance data across all grade levels, specifically in the category of "Approaches". (2024 - 6th - 88%, 7th - 62%, 8th - 84%)</p> <p>Positive progress in the number of teachers using collaborative structures within the classroom. (Baseline data will be collected in September)</p> <p>Staff Responsible: Administration, Teachers, Support Staff</p> <p>Opportunity Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress 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)</p> <p>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)</p> <p>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?"</p> <p>Staff Responsible: Administration, Teachers, Support Staff</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				154

 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			
<p>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%)</p> <p>Positive progress on PLC Implementation Guide signaling from BOY to EOY. (BOY baseline will be collected in September of 2024)</p> <p>Evidence of Success: 2025 UT Employee Engagement Survey, Signaling of PLC Implementation Guide</p> <p>Staff Responsible: Administration, Instructional Coach, Curriculum Specialists</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				155
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. Students will make connections with what they are learning in school and how it relates or is applied outside of the classroom. Increased professional learning opportunities for educators to learn how to increase the rigor in the classroom. <p>Staff Responsible: Principal, Assistant Principal, Counselor, Instructional Coach</p> <p>Opportunity Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Improved climate survey data from parents, students, and staff on the:</p> <p>Student Experience</p> <ul style="list-style-type: none"> - 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%) <p>LISD Graduate Profile</p> <ul style="list-style-type: none"> - I have heard of the LISD Graduate Profile (Baseline: 2022-2023 Student Survey = 42% and 2023-2024 Student Survey = 51%) <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				157

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leander ISD.</p> <p>Evidence of Success: Improved climate survey data from parents, students, and staff:</p> <p>Family Involvement Dimension</p> <ul style="list-style-type: none"> - 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%) <p>Acceptance and Belonging Dimension</p> <ul style="list-style-type: none"> - I feel respected by the other students at this school (Student Baseline: 2023-2024 = 87%; 2022-2023 = 87%) <p>Improved UT Employee Engagement Survey</p> <p>Community Dimension</p> <ul style="list-style-type: none"> - I trust the people in my workplace (Baseline 2023-2024 = 71%, 2022-2023 = 83%) <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Increase consistent communication. 2. Increase the sense of belonging through family engagement. 3. Create a sense of acceptance through highlighting families. <p>Staff Responsible: Principal, Assistant Principal, Teachers and Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Campus Principals</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 1. PLC Agenda 2. Student academic and personal growth plans. 3. Student portfolios 4. Take baseline data for running record and ISIP</p> <p>Staff Responsible: Principal, Assistant Principal, and Instructional Coach</p> <p>Opportunity Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				160
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support staff to utilize innovative instructional practices.</p> <p>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</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				161
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Danielson Middle School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 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</p> <p>Staff Responsible: Campus Principals</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Campus Evidence: Increase in the number of small groups occurring in content area classes as indicated by walkthrough data</p> <p>Staff Responsible: Campus Administration, Classroom Teacher, Special Programs support staff</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				163
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Campus Evidence: One community event focused on student learning will be conducted per semester as indicated on the school events calendar.</p> <p>Staff Responsible: Campus Administration</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				164
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: All campus and district staff members</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				165
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Deer Creek Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character.</p> <p>Evidence by Strategy:</p> <ul style="list-style-type: none"> 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 <p>Staff Responsible: Campus Principals</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Campus Expert Learner Profile, Student Reflection Instruments and Portfolios Team constructed rubrics for Universal Design for Learning (UDL) Multiple Means of Engagement (MME), Look For data, PLT agendas Master calendar of team planning dates with subs; agendas and data response protocols Master Schedule, Co-Teach Inclusive Practices Academy, Agendas of team conferences and sessions with SPROGS <p>Staff Responsible: Campus Principal</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				167

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: Positive trends in staff retention data and Employee Engagement Survey especially in areas related to: Supervisors promote work-life balance, supervisors assign reasonable workloads, empower employees to do their best work, and encourage open and honest communication</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Multiple Means of Engagement rubrics, Look For data, PLC and PLT agendas Staff Surveys, PLC agendas and resources Campus professional learning plan; UDL Implementation rubrics for Multiple Means of Engagement, Representation, and Action and Expression, team artifacts <p>Staff Responsible: Campus Principal</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				168

 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			169
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible: Campus administration, faculty, scholars</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Feedback from campus and district leaders on implementation and finalized parameters and options within the assessment framework 2. Evidence within agendas and professional learning opportunities addressing assessment tools and data and use of data protocols/analysis is evident in campus PLC time collected through campus walks, agendas, and professional learning opportunities 3. Professional learning sessions and agendas reflecting learning aligned to engaging students in goal setting and progress tracking and student-level artifacts which show students are engaged in or have knowledge of their individualized goals and progress (goal-setting, monitoring, and self-reflection of learning needs) as viewed during classroom/Graduate Profile walkthroughs 4. Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA. 5. Agendas and professional learning attendance records for all teachers' attendance from the K/1 reading professional learning. 6. Professional Learning agendas and attendance records for all 3-6 math teachers, Algebra 1 teachers, and campus/district leaders and curriculum implementation with fidelity will be reflected in campus and district leader classroom observations. <p>Staff Responsible: Campus administration, faculty, scholars</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				170

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments and implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: Completed long-range facilities plan, staff and student surveys</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Current resources are evaluated based on feedback from stakeholders (through listening sessions and trends in help tickets) and continued or discontinued based on effectiveness. 2. Documentation of professional learning sessions offered ; participation in sessions. Strategies are observed during 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. <p>Staff Responsible: District staff, Campus staff, Scholars, Community</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				171

 0% No Progress

 100% 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ul style="list-style-type: none"> 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) <p>Staff Responsible: Campus Administration and Instructional Coach</p> <p>Opportunity Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 5 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Engage in a PLC relaunch</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Feedback from campus and district leaders on implementation and finalized parameters and options within the assessment framework 2. Evidence within agendas and professional learning opportunities addressing assessment tools and data and use of data protocols/analysis is evident in campus PLC time collected through campus walks, agendas, and professional learning opportunities 3. Professional learning sessions and agendas reflecting learning aligned to engaging students in goal setting and progress tracking and student-level artifacts which show students are engaged in or have knowledge of their individualized goals and progress (goal-setting, monitoring, and self-reflection of learning needs) as viewed during classroom/Graduate Profile walkthroughs <p>Staff Responsible: Campus Administration and Instructional Coach</p> <p>Opportunity Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				173

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Increase opportunities for Family Engagement and Partnership</p> <p>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</p> <p>Opportunity Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				174
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. 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. <p>Staff Responsible: Administration, Instructional Coach, Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. 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. <ul style="list-style-type: none"> -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. <p>Staff Responsible: Administration, Staff</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				176

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			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Each tool will have a process for access and use from the district to the campus level. 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) <p>Staff Responsible: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	May
				177
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>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.</p> <p>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."</p> <p>Staff Responsible: Administration, Core Teaching Staff, PE Staff, Special Education Staff.</p>	Formative			Summative
	Nov	Jan	Mar	May
				178

 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Campus Admin team</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Refine systems to focus on student academic growth in Reading and Math.</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Professional learning communities will use a variety of formative assessments to drive instruction. 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. Walk-through data and student data will indicate flexible small groups for reading and math using data to target specific skills. Tutoring data will indicate growth for students in reading and math. <p>Staff Responsible: Campus Admin and instructional coach</p> <p>Opportunity Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				180

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			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Parent survey will show 90% or higher in the category of communication. An increase in participation in events offered on campus. <p>Staff Responsible: Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	May
				181
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Increase in positive responses from the student and parent survey results. Increase in student survey feeling they belong. Decrease in number of repeat office referrals. <p>Staff Responsible: Campus Admin and counselor</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				182
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Glenn High School

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2023) 2) 33% of campus leadership teams completing Deeper Learning Institute</p> <p>Staff Responsible: Campus Leadership</p> <p>Opportunity Statements: Student Learning 1, 2, 5 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning and Personal Growth</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for mathematics and college, career, and military readiness. System-wide adoption of MAP assessments</p> <p>Staff Responsible: Campus Administration Transition Coordinator Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				184
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recruit and retain high-quality staff by maintaining market competitiveness and implementing a variety of options for workplace structures.</p> <p>Evidence of Success: Positive trends in staff recruitment and retention data Positive trends in staff satisfaction survey data Increase in diversity of GHS staff in the following groups (Hispanic, African American, and Asian) Positive trends in PLC survey data</p> <p>Staff Responsible: District and campus administration</p> <p>Opportunity Statements: Student Learning 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	M85
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and support staff.</p> <p>Evidence of Success: Positive trends in staff survey (Employee Engagement)</p> <p>Staff Responsible: Campus Leadership and IC</p> <p>Opportunity Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				186

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			
<p>System Response 1: Create a culture of inquiry-based teaching and learning for all students and staff.</p> <p>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.</p> <p>Staff Responsible: Principal, Assistant Principals, IB Coordinator, Instructional Coach, Math Specialist, all staff.</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Develop an effective Response to Intervention (RTI) framework that addresses the whole-child needs through early intervention and staff empowerment.</p> <p>Evidence of Success: Common assessments are developed and discussed in collaborative team meetings connected to essential outcomes, as determined by each grade level.</p> <p>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.</p> <p>Staff Responsible: Administration</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				188

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a safe and inclusive environment where students feel a sense of acceptance and belonging.</p> <p>Evidence of Success: Student & parent climate surveys will indicate an increase in students feeling safe and included in their learning environment.</p> <p>A decrease in behavior referrals and ISS/OSS placements for students.</p> <p>Staff Responsible: All staff</p> <p>Opportunity Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				189
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Henry Middle School

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Increasing student achievement is dependent on increasing student engagement in school. Our evidence of success will be to increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Experience Survey for Secondary Students to the question, "How would you rate your overall engagement in school" by 5% (2024 student response was 72%).</p> <p>Staff Responsible: Campus Administration, Instructional Coach, & Classroom Teachers</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Student achievement is increased when student ownership of learning is facilitated. Our evidence of success will be to increase the percentage of students answering, 'Almost Always/Always' or 'Often' on the LISD Student Experience Survey for Secondary Students to the following questions:</p> <ul style="list-style-type: none"> * "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%). <p>Staff Responsible: Campus Administration, Instructional Coach, & Classroom Teachers</p> <p>Opportunity Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				191

 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			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>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%).</p> <p>Staff Responsible: Campus Administration, Counselors, & Classroom Teachers</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				192
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>Staff Responsible: Teaching and Learning Team, Area Superintendents, Campus Principals</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>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.</p> <p>Staff Responsible: Campus Administration</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				194

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences. Minute meeting data</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				195

 0% No Progress

 100% 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: All Grade Level teams will score at least "PLC Right" according to the LISD PLC Implementation Rubric by May 2024.</p> <p>Staff Responsible: PLC and Team Leaders, Instructional Coaches, Assistant Principal, Principal</p> <p>Opportunity Statements: Demographics 5 - Student Learning 1, 2 - School Processes & Programs 3, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: Teachers, Counselors, Assistant Principal, Principal</p> <p>Opportunity Statements: Demographics 5 - Student Learning 2, 6 - School Processes & Programs 4, 5 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				197
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: 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%)</p> <p>Staff Responsible: Teachers, Counselors, Assistant Principal, Principal</p> <p>Opportunity Statements: Demographics 2 - Student Learning 4, 6 - School Processes & Programs 4 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				198
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Larkspur Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Our grade level teams will complete the PLC rubric and will accomplish PLC Right by the end of the year.</p> <p>Staff Responsible: Admin Team and collaborative teams</p> <p>Opportunity Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>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).</p> <p>Staff Responsible: Classroom teachers and Admin team</p> <p>Opportunity Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				200
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: Admin Team</p> <p>Opportunity Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				201
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 202			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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."</p> <p>50% of students and 40% of parents will report that they have heard of the Graduate Profile.</p> <p>85% of teachers will agree with the statement "My students seek additional challenge to learn as much as they can in class."</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Counselor</p> <p>Opportunity Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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%.</p> <p>The percentage of 5th grade students who pass the Math STAAR (cohort of students from last year) will be 92%.</p> <p>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.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Counselor</p> <p>Opportunity Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				203

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Counselor</p> <p>Opportunity Statements: Demographics 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				204
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible: Administration, counselors, and advisors</p> <p>Opportunity Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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</p> <p>Weekly check-ins with student developed progress reports to advisor and parents.</p> <p>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.</p> <p>Staff Responsible: ALL</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				206

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

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: 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</p> <p>Staff Responsible: Academic Counselors, Administration, and Advisors</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				207
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Positive trends in student surveys indicating satisfaction with the learning environment, including feelings of safety, inclusivity, and opportunities to pursue personal interests.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> <p>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:</p> <p>Examples of student achievements in areas of personal interest, such as awards, recognitions, or successful completion of passion projects. Parental and Community Involvement</p> <p>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.</p> <p>Positive feedback from parents and community stakeholders regarding the program's efforts to support student ownership and passion-driven learning.</p>	Formative			Summative
	Nov	Jan	Mar	May
	<p>208</p>			

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

209

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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</p> <p>Staff Responsible: LHS Administration team</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <ul style="list-style-type: none"> - 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%) <p>Staff Responsible: LHS Administration Team LHS Department Heads</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				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 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Build systems to improve trust, mutual respect, and shared responsibility within Leader ISD.</p> <p>Evidence of Success: Improved climate survey data from parents, students, and staff in the areas of community engagement and understanding of the graduate profile.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Increase of community engagement activities beyond written communication (Listening sessions, board chats, etc.). A compiled list of campus practices for family engagement at the campus level and analysis of campus perceptual data. <p>Staff Responsible: LHS Administration Team</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	M18

 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			
<p>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</p> <p>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</p> <p>Staff Responsible: Chief Communications Officer LHS Administration Team</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				214
 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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Reduction in any gaps in representative participation in academic and extra-curricular opportunities. Continued growth in Advanced Programs. Continued growth in CTE Pathways completion.</p> <p>Staff Responsible: LHS Administration LHS Counselors</p> <p>Opportunity Statements: Student Learning 4 - School Processes & Programs 1, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
				215
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Fully implementing all safety requirements per TEA.</p> <p>Staff Responsible: Campus Administrative Staff</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				216
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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%.</p> <p>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%.</p> <p>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%</p> <p>Staff Responsible: Campus Staff: Campus Administration, Instructional Coach, Teacher leadership team (team leads, etc.) Teachers</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Campus Evidence:</p> <p>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.</p> <p>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%.</p> <p>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.</p> <p>Staff Responsible: Campus Staff: Administration, Teachers, Support Staff</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				218

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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Staff Responsible: Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Assistant Superintendent of Special Programs</p> <p>Campus Staff: Campus Admin, Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

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 220			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Evidence of defined processes and expectations for the development of student portfolios, student-led conferences, and 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. <p>Staff Responsible: Instructional Leadership Team.</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness and promotion of student ownership of learning.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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 walkthrough Evidence of IPR for all students 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. <p>Staff Responsible: teachers, special program staff, ILT</p> <p>Opportunity Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				221

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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Reduction in any gaps in representative participation in academic and extra-curricular opportunities.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. Approximately 12 common assessments developed and monitored per grade level per subject (12 math; 12 ELA). 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. 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. 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. 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. 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. <p>Staff Responsible: ILT; all general education teachers and special program staff</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Evidence of timetabled time on instructional arrangements for delivery of Second Step curriculum. Consistent implementation of Second Step Curriculum as measured by walkthroughs. Evidence of intentional alignment of language between Second Step and IB Learner Profile attributes and Approaches to Learning (i.e. The Mustang Way). Evidence of intentional alignment of language between Second Step and IB Learner Profile attributes and Approaches to Learning (i.e. The Mustang Way). <p>Staff Responsible: All staff, ILT</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				224

 No Progress
 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1. Student Portfolios/Data Binders for all Kinder-5th grade students</p> <p>2. Demonstration of Student Learning via student-led conferences, a learning showcase in academic areas and Fine Arts)</p> <p>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.</p> <p>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."</p> <p>Staff Responsible: Campus Principals, Teachers</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	Review content area			

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 1. Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <p>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</p> <p>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</p> <p>4. Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA.</p> <p>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</p> <p>6. Increase the percentage of students scoring Meets or Masters on Science STAAR. 2024 results were 18% Meets and 13% Masters</p> <p>Staff Responsible: Campus Administration</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	This row is merged with the System Response 1 cell above			

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>Improved parent climate survey:</p> <ul style="list-style-type: none"> * "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%. <p>Staff Responsible: Principal and Assistant Principals</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				227

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

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>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</p> <p>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.</p> <p>Staff Responsible: Campus administration, Counselor</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				229

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			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments and implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: Current resources are evaluated based on feedback from stakeholders (through listening sessions and trends in help tickets) and continued or discontinued based on effectiveness.</p> <p>Communication of refined plan to the LISD Board of Trustees and the long-range planning committee. Board memorandums and meeting agendas serve as documentation of communication.</p> <p>Staff Responsible: Campus administration</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				230

 No Progress

 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

231

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ul style="list-style-type: none"> 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. <p>Staff Responsible: All Teachers, Instructional Coach, Administrators</p> <p>Opportunity Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: Teachers, Administrators</p> <p>Opportunity Statements: Student Learning 1, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				232
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: 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.</p> <p>Evidence of Success: Maintain or increase the percent of employees in agreement :</p> <ol style="list-style-type: none"> 1. students receive help needed 2. students seek challenge 3. students set and track goals 4. strong collaborative culture <p>Staff Responsible: Collaborative Team Facilitators, Administrators, Instructional Coach</p> <p>Opportunity Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				233
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Increase in parents survey in areas of communication about learning at school, building relationships with teachers, and informing parents about child's progress.</p> <p>Staff Responsible: Teachers, Administrators</p> <p>Opportunity Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				234
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Grade level collaborative team lesson plans will demonstrate at least 2 PBL projects that were planned and implemented for the year.</p> <p>Professional Learning Plan and agendas are aligned to deeper learning and campus vision.</p> <p>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%.</p> <p>Staff Responsible: Chief Academic Officer, Teaching and Learning Team, Area Superintendents, Campus Principals</p> <p>Opportunity Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Climate surveys (from both parent and student perspective) show positive trend in the following Student Empowerment areas:</p> <ul style="list-style-type: none"> - 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) <p>Student-owned and led parent updates (1 at home progress update, 1 EOY student-led conference)</p> <p>Student learning profiles created by EOY for following grade level.</p> <p>Staff Responsible: Administrators</p> <p>Opportunity Statements: School Processes & Programs 4 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				236

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Continue to 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)</p> <p>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)</p> <p>Staff Responsible: Administration, Instructional Coach, Leadership Team</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				237
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 238			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Evidence by Strategy:</p> <ol style="list-style-type: none"> 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?" Campus walkthrough data on the LISD Core Content One-Pagers <p>Staff Responsible: Administrative team, instructional coach, collaborative team leaders</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. Implementation of enrichment clubs by the start of the second semester System of targeted intervention and collaboration to meet student needs <p>Staff Responsible: Leadership team, administrative team, Student Engagement Committee</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				239
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Evidence by Strategy:</p> <ol style="list-style-type: none"> Improvement in the Parent Climate Survey on "I have the opportunity to build positive relationships with my child's teachers." Improvement in the Parent Climate Survey on "My child's school offers opportunities that help students explore their interests, talents, and passions." <p>Staff Responsible: Campus leadership team</p> <p>Opportunity Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				240
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Increase in 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."</p> <p>Staff Responsible: Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				241
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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"</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Opportunity Statements: School Processes & Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: -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</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				243

 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			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>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"</p> <ul style="list-style-type: none"> -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" <p>Staff Responsible: Principal, Assistant Principal, Counselor, Instructional Coach</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				244
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Campus Principal</p> <p>Opportunity Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished

 Continue/Modify

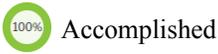
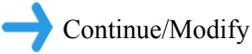
 Discontinue

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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Principal</p> <p>Opportunity Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				246


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			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Increased community attendance at Coffee with the Principal and site based meetings. 2. Increased sense of ownership and belonging from students. <p>Staff Responsible: Principal</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				247
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Decrease in student behavioral referrals. 2. Increase in student leadership opportunities. <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				248
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Reed Elementary

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

Key Question 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 249			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Evidence by Strategy:</p> <ol style="list-style-type: none"> 100% of students will keep a leadership notebook and lead a student-led conference on Leadership Day. Documentation of agendas and professional development opportunities aligned to Deeper Learning. <p>Staff Responsible: Staff Lighthouse Team, Instructional Coaches, Administration</p> <p>Opportunity Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Teachers, Instructional Coaches, Administrators</p> <p>Opportunity Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 1, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				250

 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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Evidence by Strategy:</p> <p>1) Positive growth for each and every collaborative team on the PLC implementation rubric.</p> <p>2) Review of the campus master schedule and classroom walks indicate co-teaching and inclusive practices are prevalent.</p> <p>3) Equitable practices are observed and shared through Instructional Rounds process.</p> <p>4) Campus PBIS Team collects evidence of success with the strategic utilization of our campus behavior specialist.</p> <p>Staff Responsible: Co-Teachers, Reading Specialists, Team Leaders, Instructional Coaches, Administration</p> <p>Opportunity Statements: Demographics 2 - Student Learning 5, 6 - School Processes & Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				251

 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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)</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Opportunity Statements: Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>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</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2, 4, 6 - School Processes & Programs 1 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				253

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: 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</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Mentors</p> <p>Opportunity Statements: Student Learning 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				254
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>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</p> <p>Staff Responsible: Principal, Assistant Principal, Counselor, Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				255

 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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: PLC at Work On-Campus PD</p> <p>Evidence of Strategy 1:</p> <ol style="list-style-type: none"> 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. <p>PLC Every Wednesday with Administration in Attendance</p> <p>Evidence of Strategy 2:</p> <ol style="list-style-type: none"> 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). <p>Staff Responsible: Principal, Instructional Coach, Assistant Principal, Team Leaders, Instructional Staff</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Student academic goal setting in the classroom for academic growth.</p> <p>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.</p> <p>Student Goal Setting Through Student Digital Portfolio</p> <p>Evidence of Strategy 2: 1) Students will use a Digital Portfolio (learner's website) to house goals, progress, work samples, and projects.</p> <p>Staff Responsible: Principal, Instructional Coach, Assistant Principal, Team Leaders, Instructional Staff</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				257

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments and implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: Genius Hour for all Students</p> <p>Evidence of Strategy 1:</p> <ol style="list-style-type: none"> 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. <p>Community Involvement in Genius Hour</p> <p>Evidence of Strategy 2:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Principal, Instructional Coach, Assistant Principal, Team Leaders, Instructional Staff</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				258

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

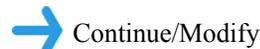
Rouse High School

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>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.</p> <p>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%.</p> <p>Evidence by Strategy:</p> <p>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.</p> <p>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.</p> <p>3)Closing the extracurricular participation gap between the highest and lowest student participating students by 10% is ideal.</p> <p>Staff Responsible: Campus Department Heads, Campus PLC Leads, Assistant Principals. Dean of Instruction, Instructional Coach, Teaching and Learning Team, Campus Principal</p> <p>Opportunity Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			



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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. Increase participation numbers of students taking and receiving industry based certifications. Increase participation numbers of students in U.I.L. Clubs/Organizations.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Evidence within PLC agenda of instructional strategies and assignments geared towards student choice in assessing their individual knowledge. Evidence within School Improvement Visits showcasing the most effective lessons for student learning. Evidence within classroom walkthroughs showing the highest level of student centered instruction compiled throughout the school year. <p>Staff Responsible: Campus Department Heads, Teaching and Learning, Assistant Principals, Dean of Instruction, Instructional Coach, Campus Principal</p> <p>Opportunity Statements: Demographics 1, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				260

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: Positive trends in staff retention data and Employee Engagement Survey especially in areas related to: Supervisors promote work-life balance, supervisors assign reasonable workloads, empower employees to do their best work, and encourage open and honest communication</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Teachers are implementing grading and PLC processes across all content areas. Grades are updated and entered on a weekly basis for real time feedback to students and parents allowing for interventions and enrichment activities. Department Head Meetings address process improvement and implementation happens within PLCs. Monthly Professional Learning addresses and improves instructional needs as requested by teachers. <p>Staff Responsible: Campus Department Heads, Teaching and Learning, Assistant Principals, Dean of Instruction, Instructional Coach, Campus Principal</p> <p>Opportunity Statements: Demographics 2, 3 - Student Learning 2, 4 - School Processes & Programs 2, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				261
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: Reduction in any gaps in representative participation in academic and extra-curricular opportunities.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> Increase participation numbers in advanced placement numbers for students in underrepresented student groups. 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. Increase the number of students across all demographics in elective classes. Increased participation in Unified Champions, which increases inclusive opportunities for students. Increased participation in the Inclusive Practices Academy compared to the previous year <p>Staff Responsible: Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Assistant Superintendent of Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
				262

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Administrative Team, Instructional Coach, Professional Teaching Staff</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 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</p> <p>Opportunity Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				264

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Evidence by Strategy: Increase in positive responses from the Student and parent survey results</p> <p>Student & parent survey Baseline Data (21-22 SY) 75% of Students report "always or often" feeling safe in their classroom while 69% report "always or often" feeling safe at school. Parents - 77% and 71% of parents report "always or often" to the same questions as students.</p> <p>22-23 SY: 72% of Students report "always or often" feeling safe in their classroom while 66% report "always or often" feeling safe at school. Parents - 76% and 73% of parents report "always or often" to the same questions as students.</p> <p>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.</p> <p>Staff Responsible: Principal, Assistant Principals, Counselors, Teaching Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
				265

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Rutledge Elementary

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Improvement 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.</p> <p>Staff Responsible: Campus Administration QUEST Teachers Campus Staff</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Improvement in positive 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."</p> <p>Staff Responsible: Campus Administration Classroom Teachers</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				267
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>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.</p> <p>Staff Responsible: Campus Staff Campus Administration</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				268
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			269
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Evidence of Strategy 1:</p> <p>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.</p> <p>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.</p> <p>Evidence of Strategy 2:</p> <p>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.</p> <p>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.</p> <p>Evidence of Strategy 3:</p> <p>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.</p> <p>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.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, PLC Leaders, Cadre Leaders, Instructional Staff</p> <p>Opportunity Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Evidence Strategy 1:</p> <p>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.</p> <p>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.</p> <p>Evidence Strategy 2:</p> <p>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.</p> <p>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.</p> <p>Evidence of Strategy 3:</p> <p>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.</p> <p>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.</p> <p>3.) Positive progress towards meeting HB 3 Goals for early literacy, and mathematics</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coach, Reading Specialists, Instructional Staff</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				271

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments and implement flexible structures and strategies that focus on student engagement in meaningful learning.</p> <p>Evidence of Success: Evidence of Strategy 1:</p> <ol style="list-style-type: none"> 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% of parents reported, "Classroom activities keep me challenged in my learning.") <p>Evidence of Strategy 2:</p> <ol style="list-style-type: none"> 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.) <p>Staff Responsible: Principal, Assistant Principal, Counselor, Instructional Coach, Instructional Staff</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				272

No Progress

Accomplished

Continue/Modify

Discontinue

Stiles Middle School

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

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

Initial Status: Major Change

System Response 1 Details	Reviews 273			
<p>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.</p> <p>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</p> <p>Staff Responsible: Principal & Assistant Principals Instructional Coach PLC Team Leads</p> <p>Opportunity Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a campus culture of inquiry and collaboration for students and teachers.</p> <p>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.</p> <p>Staff Responsible: Principal & Assistant Principals Instructional Coach PLC Team Leads</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				274

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>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</p> <p>Staff Responsible: Principal Assistant Principals Counselors Instructional Coach Team Leads</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				275
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>Staff Responsible: Principal Assistant Principals Team Leads</p> <p>Opportunity Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				276
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 277			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>Strategy 2: Attendance, participation, and feedback from professional learning experience. Campus leadership walkthroughs of implementation of the strategies learned.</p> <p>Staff Responsible: Campus Administration, Professional Learning Consultant, Collaborative Team Leads</p> <p>Opportunity Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

HB3 Goal

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Strategy 1: Data Tracking Charts and an increase in growth rates for performance in math and reading, specifically with students requiring accelerated instruction.</p> <p>Strategy 2: Goal setting documents and discussions, a student's ability to explain their goals and how they plan to accomplish them.</p> <p>Strategy 3: Attendance, participation, and feedback from professional learning experience. Campus leadership Collaborative team walkthroughs of implementation of the strategies learned.</p> <p>Staff Responsible: Campus Administration, Collaborative Team Leads, Teachers</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				278

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: - 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.</p> <p>Staff Responsible: Campus Administration</p> <p>Opportunity Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				279
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Student & parent surveys will indicate an increase in students feeling safe and included in their learning experiences.</p> <p>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</p> <p>Staff Responsible: Campus Administration</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				280
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Vandegrift High School

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

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 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</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>2. Campus PLC Team Lead and team training logs, minutes, and PD</p> <p>3. Periodic student understanding surveys supporting work in Deeper Learning</p> <p>Evidence by Strategy:</p> <p>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.</p> <p>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</p> <p>Staff Responsible: Campus Principal, Dean of Instruction, AP team, Dept. Leadership, PLC Team Leads and Instructional Coaches</p> <p>Opportunity Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

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

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness</p> <ul style="list-style-type: none"> 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. <p>Staff Responsible: Campus Principal, Dean of Instruction, AP team, Dept. Leadership, PLC Team Leads and Instructional Coaches</p> <p>Opportunity Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				282

 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			
<p>System Response 1: Recognize and Support Staff</p> <p>Evidence of Success: Positive trends in staff retention data and Employee Engagement Survey especially in areas related to: Supervisors promote work-life balance, supervisors assign reasonable workloads, empower employees to do their best work, and encourage open and honest communication</p> <p>Decrease in avoidable employee attrition rates due to morale or work place factors as based on employee turn-over rates EOY</p> <p>Positive trends on periodic "spot-check" survey's to gauge employee morale and campus engagement.</p> <p>Staff Responsible: Campus Principal, Dean of Instruction, AP team, Dept. Leadership, PLC Team Lead's and Instructional Coaches</p> <p>Opportunity Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				283

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			284
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> a. Overall Well-being & Engagement b. Empowered Student Learning Dimension c. Meaningful Learning Dimension d. Student Experience Dimension <p>2) Improvement in Student Engagement survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character.</p> <p>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.</p> <p>Staff Responsible: Principal, APs, DOI, Instructional Coach, Department Chairs, Campus Professional Learning Leaders, PLC Team Leads</p> <p>Opportunity Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Vista Ridge High School students will increase their learning outcomes by one year through engaging in meaningful learning experiences.</p> <p>Evidence by Strategy:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Principal, DOI, APs, IC</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				285

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

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

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions.</p> <p>Evidence of Success: Evidence of Success</p> <ol style="list-style-type: none"> Increase in student engagement on the end-of-the-year parent, student, and teacher surveys Reduction in behavior incidents Positive qualitative mid-year and end-of-year counseling check-in/check-out data Increased use of E-Hall pass, cell phone and behavior expectation signage around the campus, classroom social contracts Teachers incorporating relational practices are seen during instructional observations, walkthroughs, and discussions during team meetings. <p>Staff Responsible: Campus administration</p>	Formative			Summative
	Nov	Jan	Mar	May
				286
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 287			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: Maintain progress in the Empowered Student Learning section of the School Experience Survey for Students, Spring 2024 97%</p> <p>Maintain progress in the Student Experience section of the Student School Experience Survey, Spring 2024 93%.</p> <p>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.</p> <p>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%.</p> <p>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%.</p> <p>Staff Responsible: Instructional Leadership Team (Principal, AP, IC)</p> <p>Opportunity Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - Perceptions 1, 2, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
	Empty review cells			

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

HB3 Goal

Initial Status: Maintain

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: Maintain progress towards a year's growth in reading for each student, Spring 2024 90%.</p> <p>Positive progress towards Average to High Growth on MAP Growth Assessment, Spring 2024 25% Low Growth.</p> <p>Maintain progress towards student access to leadership opportunities that reflect their individual gifts and talents, Spring 2024 100%.</p> <p>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%.</p> <p>Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness.</p> <p>Fitness Gram is completed for all LISD 3-12 grade students and submitted to TEA.</p> <p>Staff Responsible: Instructional Leadership Team (Principal, AP, IC)</p> <p>Opportunity Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
				288

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			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: Positive growth on the Leander ISD PLC Implementation Guide, baseline year.</p> <p>Collaborative Team Agendas, centered around the 4 questions, will be utilized to guide team collaboration.</p> <p>Maintain progress on the Student Experience Survey for Students in the Empowered Student Learning section for engagement, Spring 2024 96%.</p> <p>Staff Responsible: Instructional Leadership Team (Principal, AP, IC)</p> <p>Opportunity Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				289

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success:</p> <ol style="list-style-type: none"> 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. <p>Staff Responsible: Principal, Assistant Principal, Instructional Coaches, All Instructional Staff</p> <p>Opportunity Statements: Demographics 2 - Student Learning 2, 4 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May
	Review content area			

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

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 1. 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.</p> <p>Staff Responsible: Principal, Assistant Principals, Instructional Coaches, All Instructional Staff</p>	Formative			Summative
	Nov	Jan	Mar	May
				291
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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			
<p>System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain first-rate candidates and identify district-specific needs.</p> <p>Evidence of Success: 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.</p> <p>Staff Responsible: Principal, Assistant Principal, Instructional Coaches, Mentors</p> <p>Opportunity Statements: Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	May
				292
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>Evidence of Success: 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment</p> <ul style="list-style-type: none"> b. Empowered Student Learning Dimension c. Meaningful Learning Dimension <p>2) Improvement in Bright Bytes survey data related to the 5 Cs: collaboration, communication, creativity, critical thinking and character.</p> <p>WMS Evidence by Strategy:</p> <ol style="list-style-type: none"> 1. Increase in intentional planning for deeper learning in PLC lesson plans and walkthroughs data 2. Evidence of deeper learning in professional development agendas <p>Staff Responsible: Campus Principals, Instructional Coaches, PLC leads</p> <p>Opportunity Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: WMS Evidence by strategy:</p> <ol style="list-style-type: none"> Evidence of an increased number of speakers in our academic elective classes. Evidence from PLCs showing that the Student Ownership of Learning Team's plan has been implemented with students. Increase number of students participating in outside of school opportunities and increased student growth in MAPS, and STAAR. <p>Staff Responsible: Campus Principals, Instructional Coaches, SSF, classroom teachers</p> <p>Opportunity Statements: School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				294

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			
<p>System Response 1: Improve processes for reciprocal communication at all levels and to all audiences.</p> <p>Evidence of Success: Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey</p> <p>WMS Evidence by Strategy: 1. Evidence of two campus events for families to celebrate our diversity.</p> <p>Staff Responsible: Campus Principals, Instructional Coaches</p> <p>Opportunity Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
				295
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>System Response 1: Create a culture of Deeper Learning for all students and staff.</p> <p>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.</p> <p>2. Economically disadvantaged learners will increase in achievement on the MAP Growth assessment from beginning of the year to the end of the year.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible: Principal, Assistant Principal, Counselor, Instructional Coach, all Instructional Staff</p> <p>Opportunity Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p>System Response 1: Promote Student Ownership of Learning</p> <p>Evidence of Success: 1. All learners will set individual goals and share their with their families at least one time each 9 weeks.</p> <p>2. All classroom teachers are meeting each day with learners in targeted small group instruction to drive progress for students' individual goals.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible: Principal, Assistant Principal, Counselor, Instructional Coach, all Instructional Staff</p> <p>Opportunity Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
				297

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			
<p>System Response 1: Eliminate barriers to equitable access.</p> <p>Evidence of Success: 1. Increase in the staff cultural competency survey results using pre to post-survey administrations.</p> <p>2. All campus staff utilizing strategies learned through our campus book study to address a shared community of learners.</p> <p>3. Increase in the percentage of our economically disadvantaged students achieving at the 40th percentile and higher on the MAP Growth assessment.</p> <p>4. Increase in the staff sense of belonging on the UT Staff Engagement Survey.</p> <p>Staff Responsible: Principal, Assistant Principal, Counselor, Instructional Coach, all Instructional Staff</p> <p>Opportunity Statements: Demographics 1, 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	May
				298

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

House Bill 3 Addendums

299

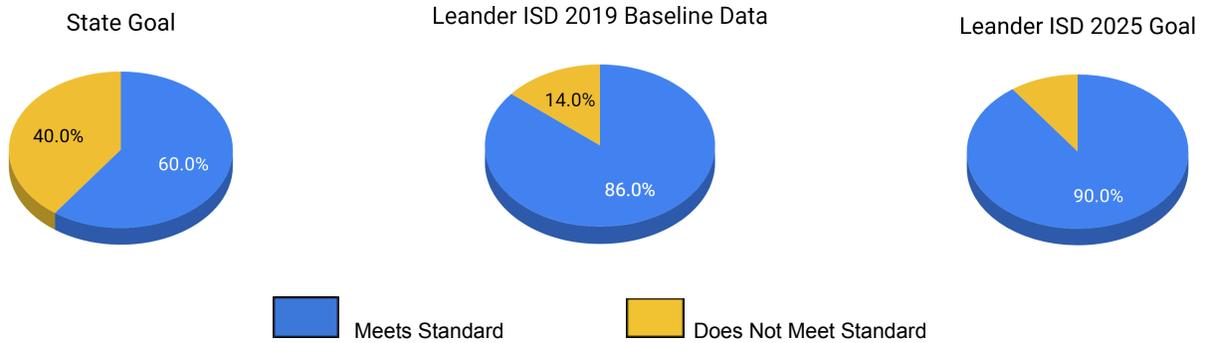
[HOUSE BILL 3 LEGISLATION](#)

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

District

Key Question: To what extent are Leander ISD graduates college, career, and military ready?

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



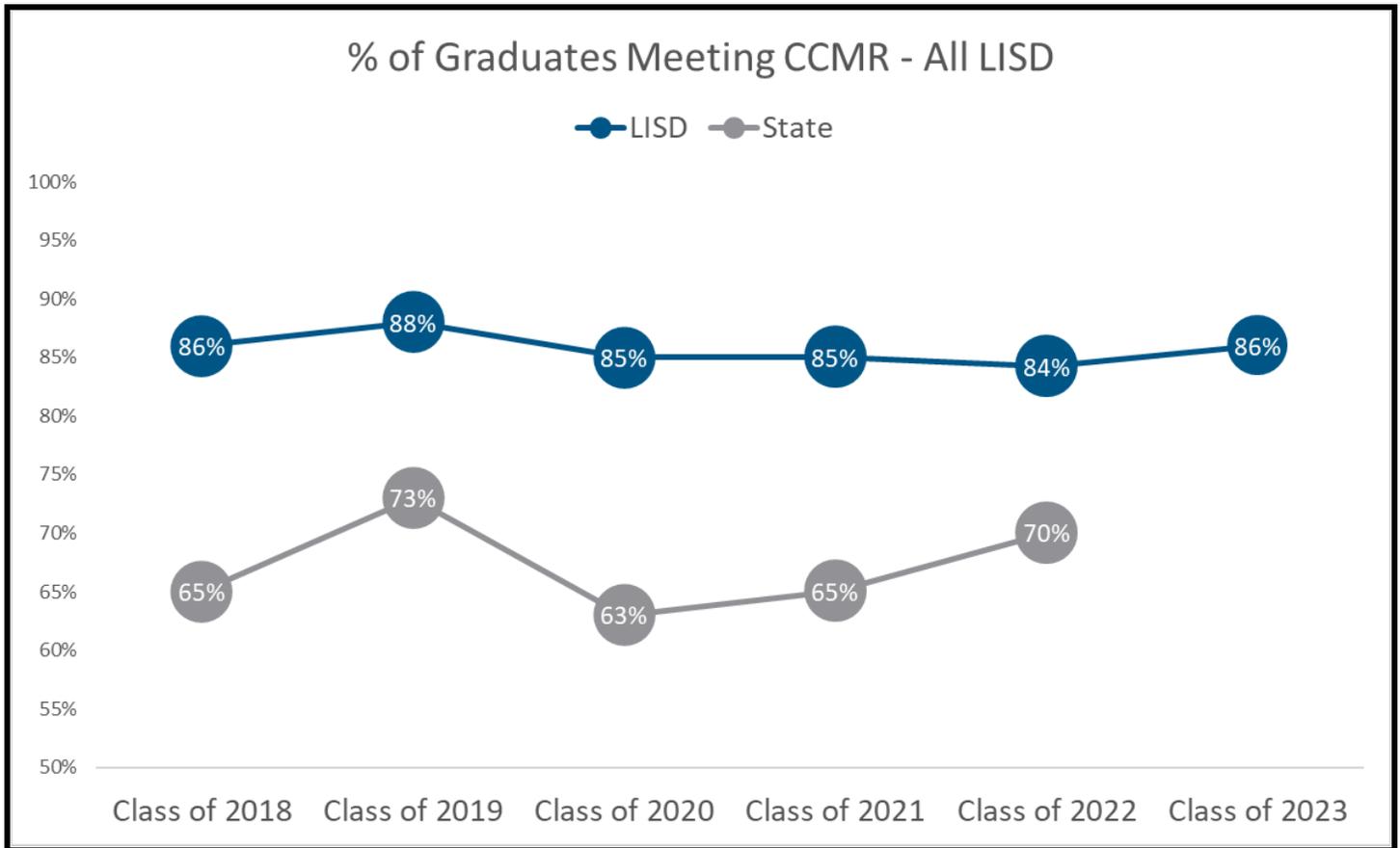
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	86%	69%	76%	90%	95%	87%	92%	73%	55%
2019-20	87%	70%	77%	91%	95%	88%	93%	74%	56%
2020-21	87%	70%	77%	91%	95%	88%	93%	74%	56%
2021-22	88%	71%	78%	92%	95%	89%	93%	75%	57%
2022-23	88%	72%	79%	93%	95%	90%	94%	76%	58%
2023-24	89%	73%	80%	94%	95%	91%	94%	77%	59%
2024-25	90%	74%	81%	95%	95%	92%	95%	78%	60%

Campus 2018-19 Baseline Data

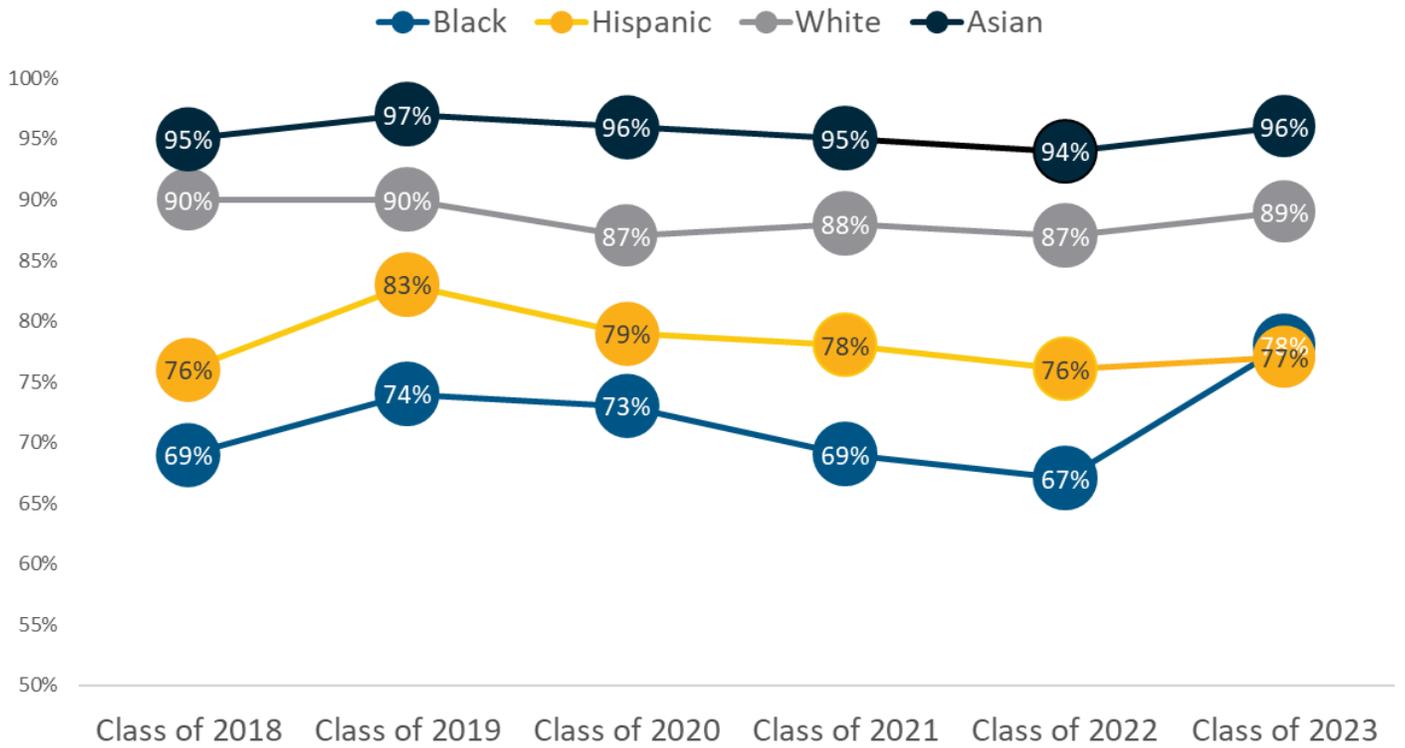
% Meeting College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

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

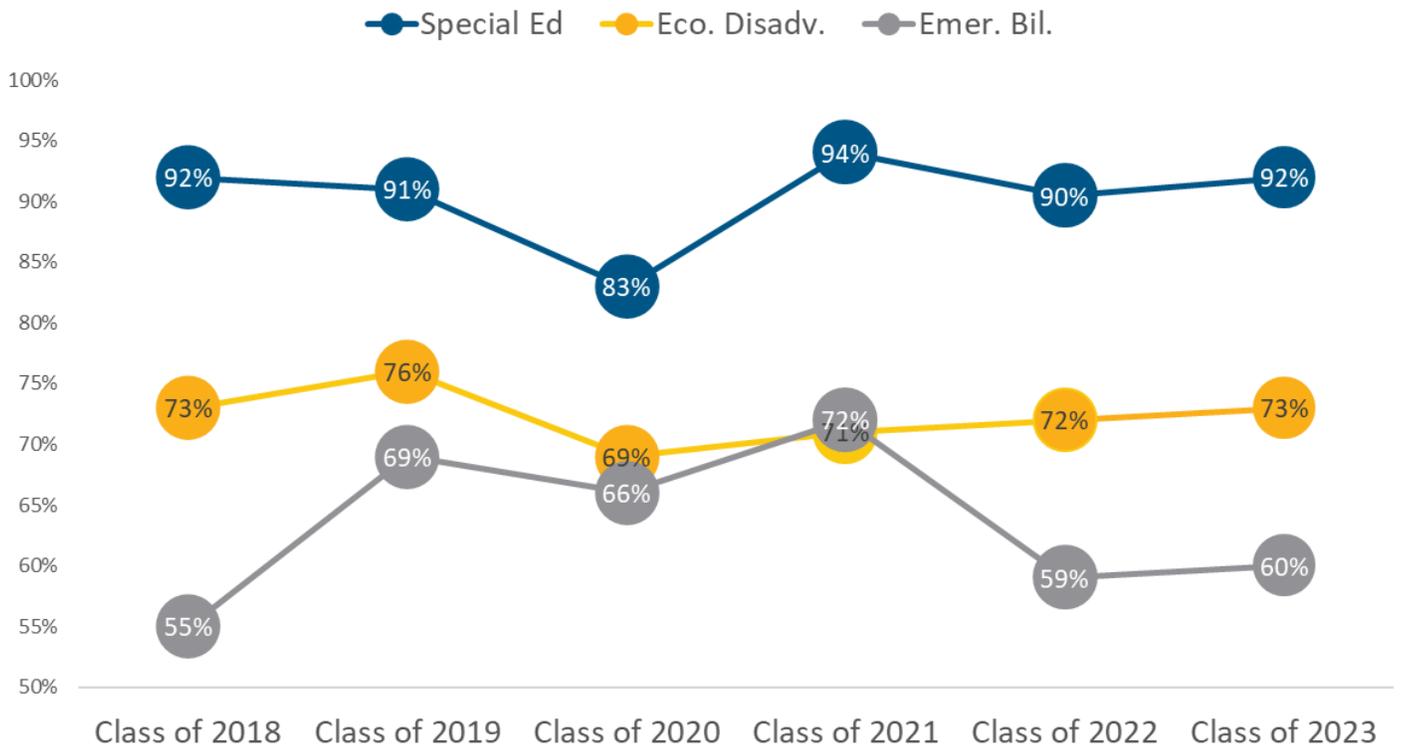
Most Recent Data

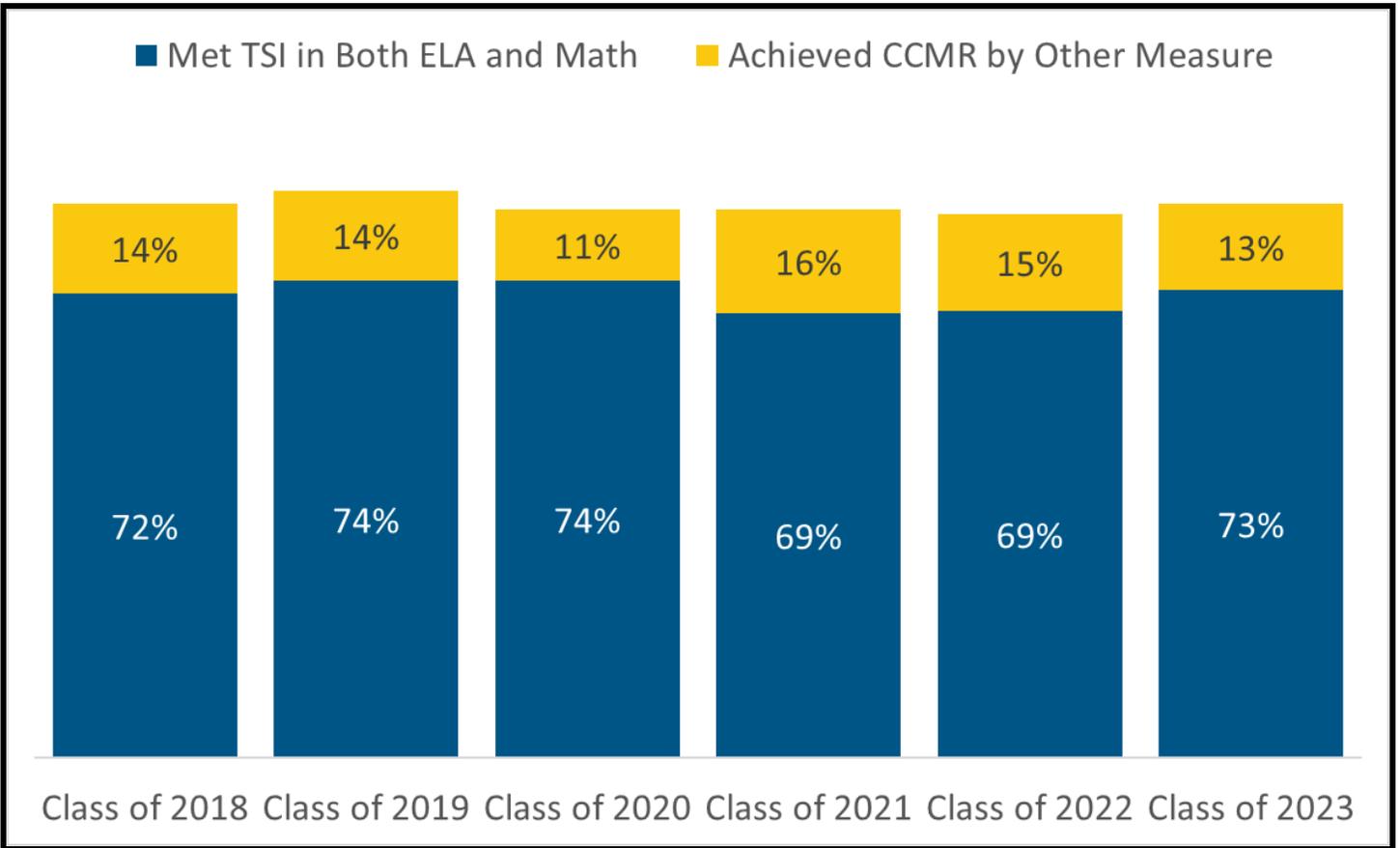


% of Graduates Meeting CCMR by Race/Ethnicity



% of Graduates Meeting CCMR by Eco Dis/Program





- **Earn an Industry-Based Certifications (IBCs) plus Completer 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 Completer 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.

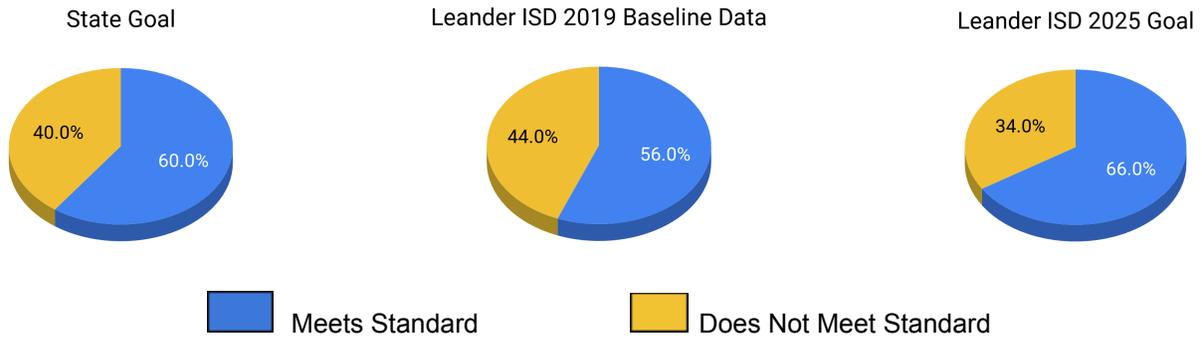
[HOUSE BILL 3 LEGISLATION](#)

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?

Leander ISD Baseline Data & Proposed Annual Goals
% Meeting Standard on 3rd Grade Reading STAAR

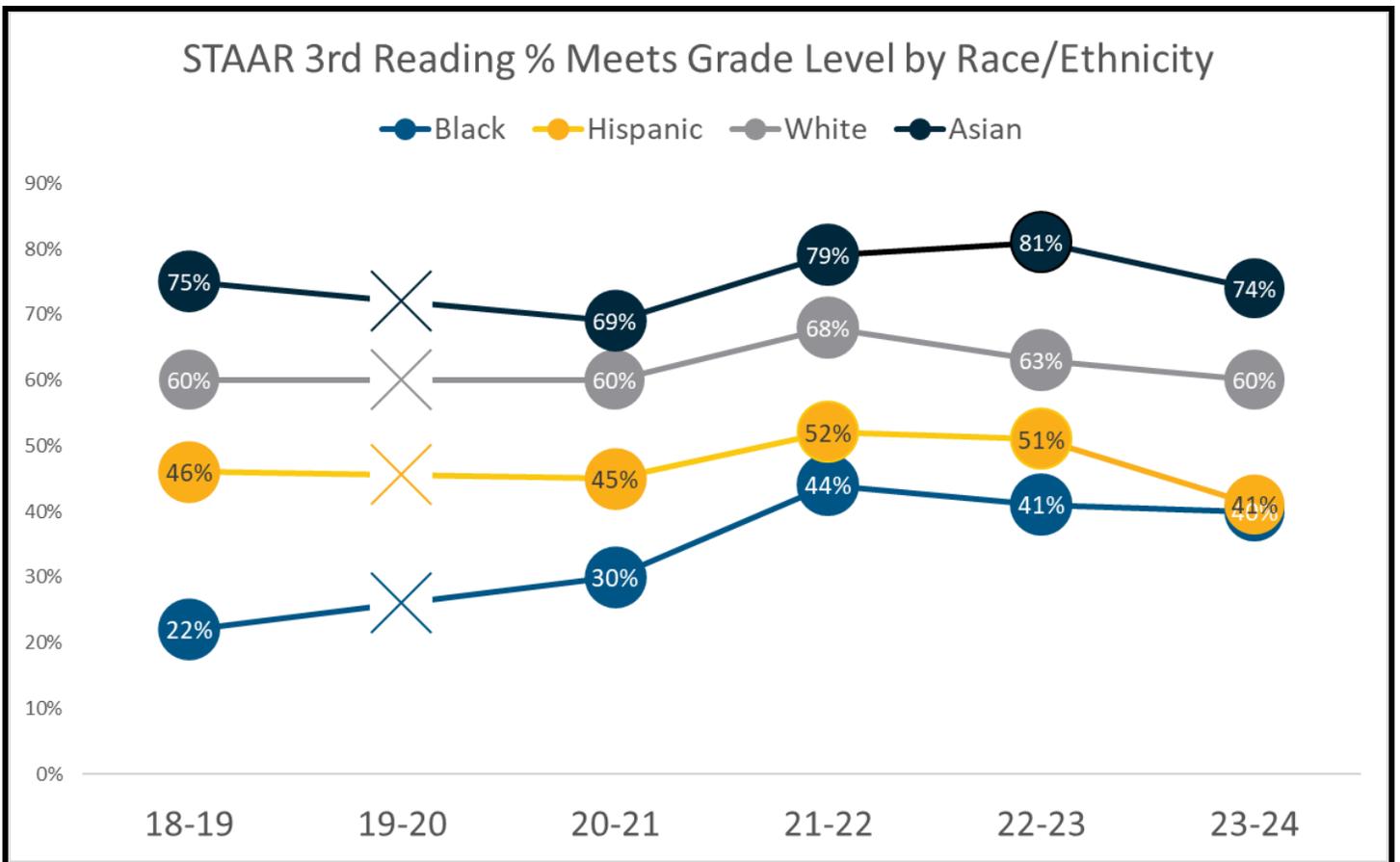
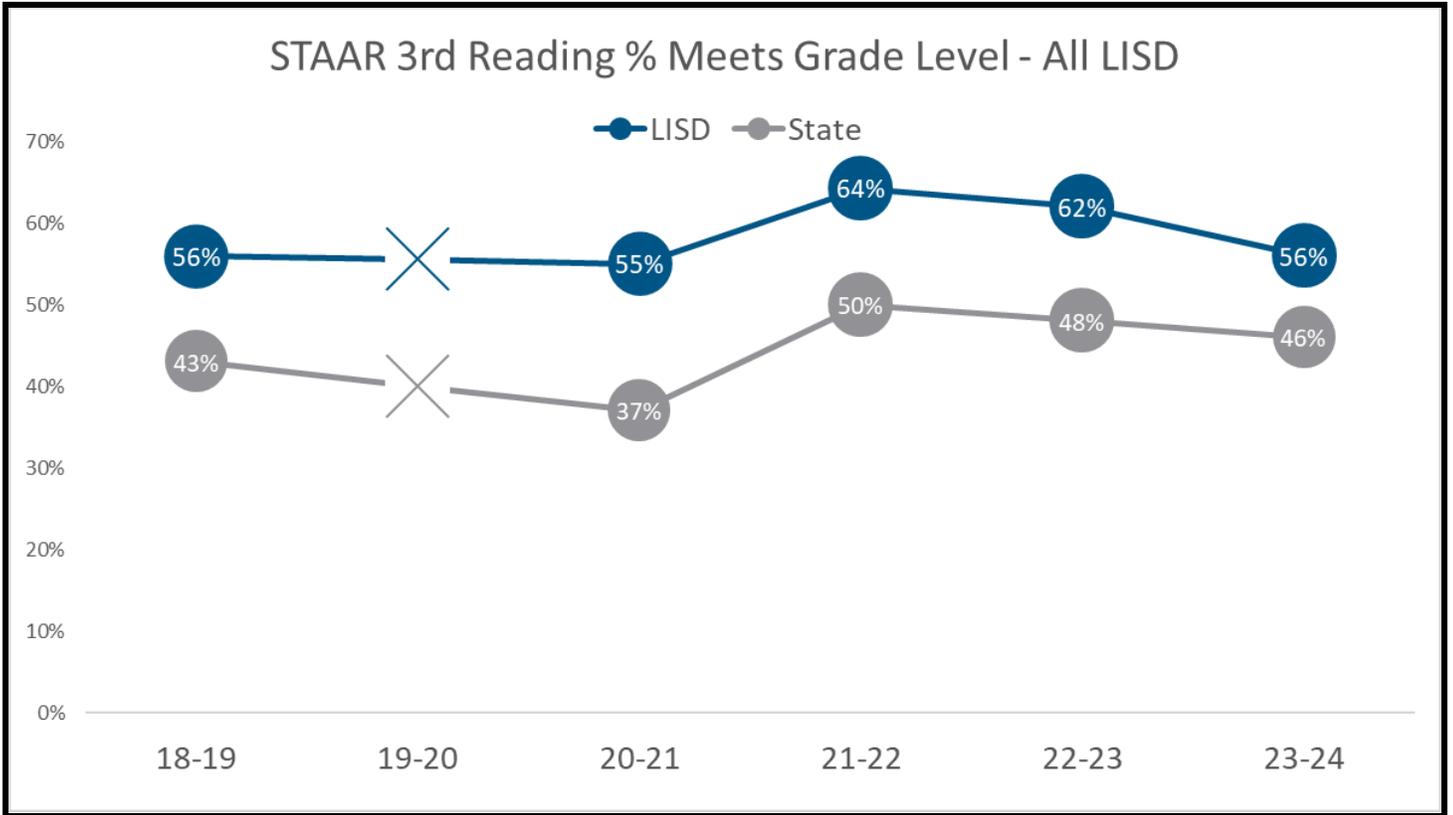


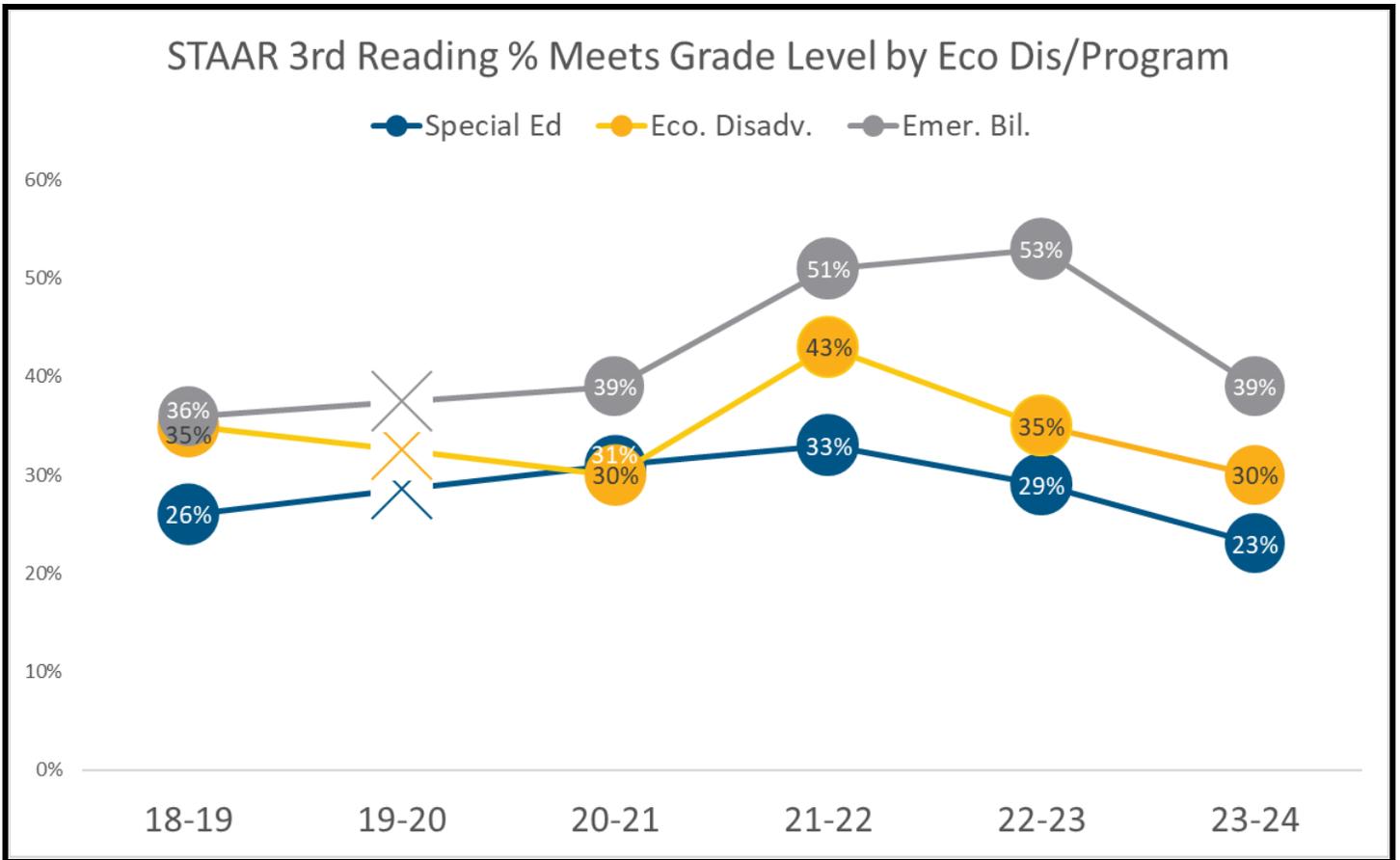
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
2019-20	58%	30%	49%	61%	76%	60%	33%	40%	41%
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
101 18-19	44%		47%	43%				31%	36%
102 18-19	46%			55%					
103 18-19	56%			51%					
104 18-19	67%			70%					
105 18-19	38%		26%	41%				23%	
106 18-19	34%		25%	44%				29%	
107 18-19	61%		56%	69%					
108 18-19	50%			55%					
109 18-19	31%		40%	16%				32%	
110 18-19	60%			61%					
111 18-19	74%			79%					
112 18-19	34%		28%	41%				29%	25%
113 18-19	66%			66%					
114 18-19	51%		44%	50%				39%	
115 18-19	67%			66%	78%		32%		
116 18-19	53%		44%	59%				39%	
117 18-19	55%			57%					
118 18-19	58%		66%	63%				28%	
119 18-19	43%			49%					
120 18-19	69%			69%	85%				
121 18-19	57%			60%					
122 18-19	65%		60%	68%					
123 18-19	78%			77%					
124 18-19	38%		21%	55%				15%	21%
125 18-19	42%		32%	46%				35%	
126 18-19	74%		64%	74%	85%				
127 18-19	N/A								

Current District Data





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.*
 - 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. Utilize 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

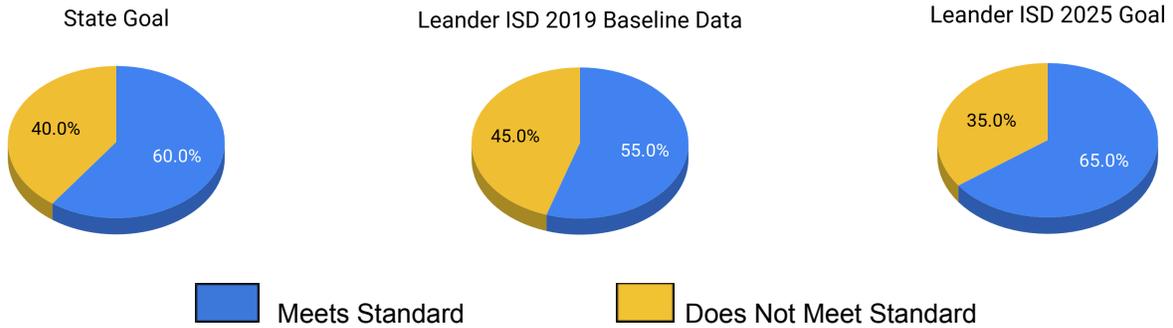
HOUSE BILL 3 LEGISLATION

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District

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

Leander ISD Baseline Data & Proposed Annual Goals
% Meeting Standard on 3rd Grade Math STAAR

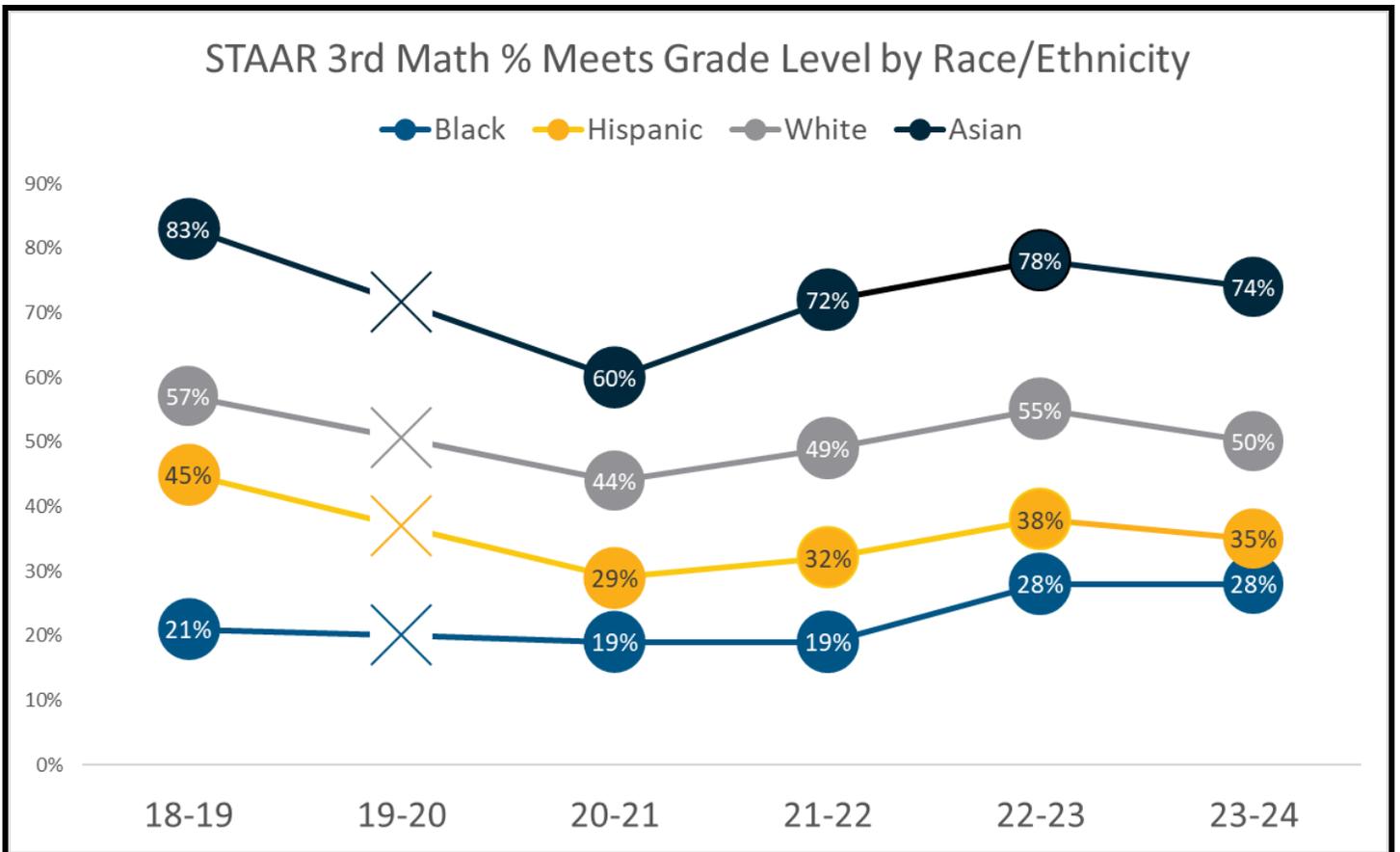
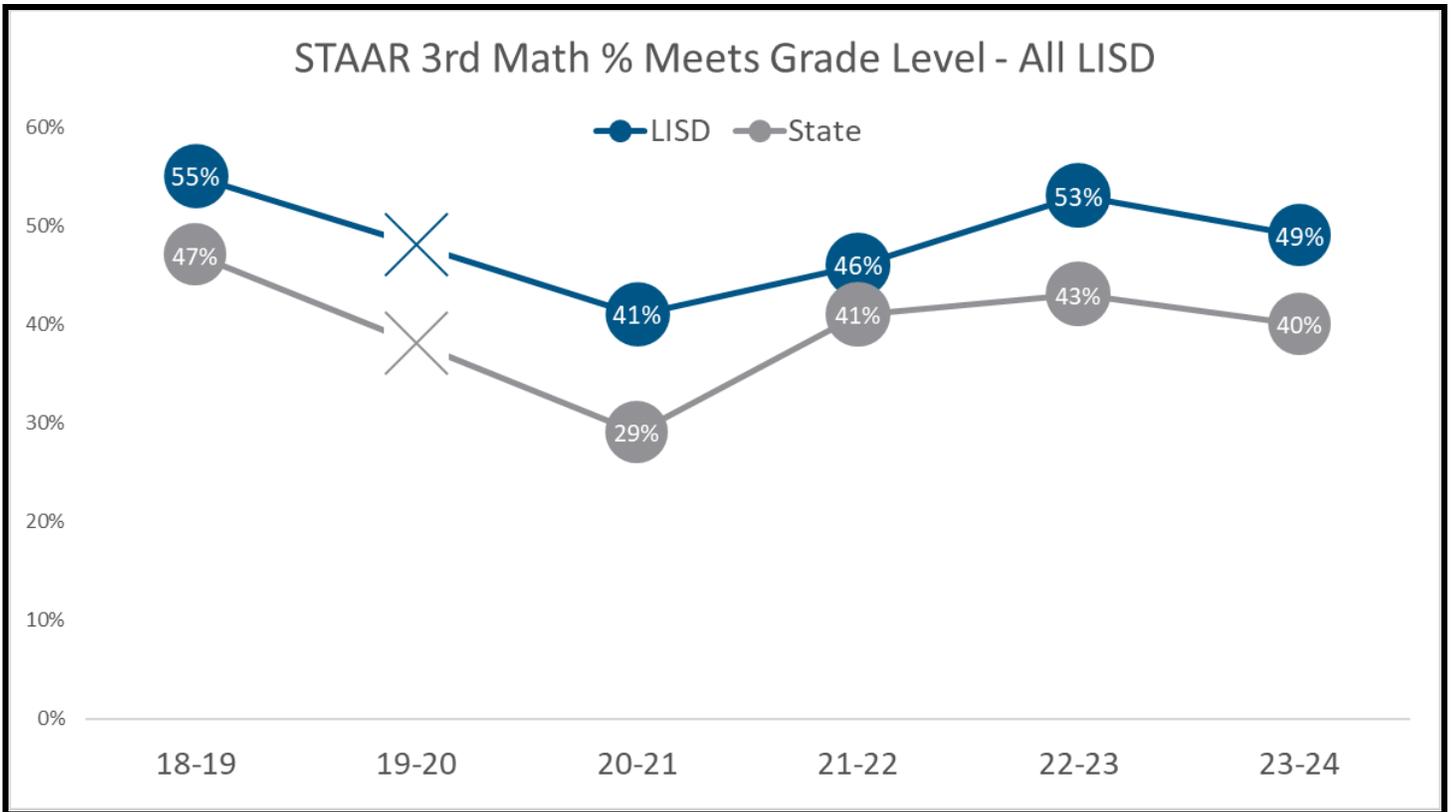


	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%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

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

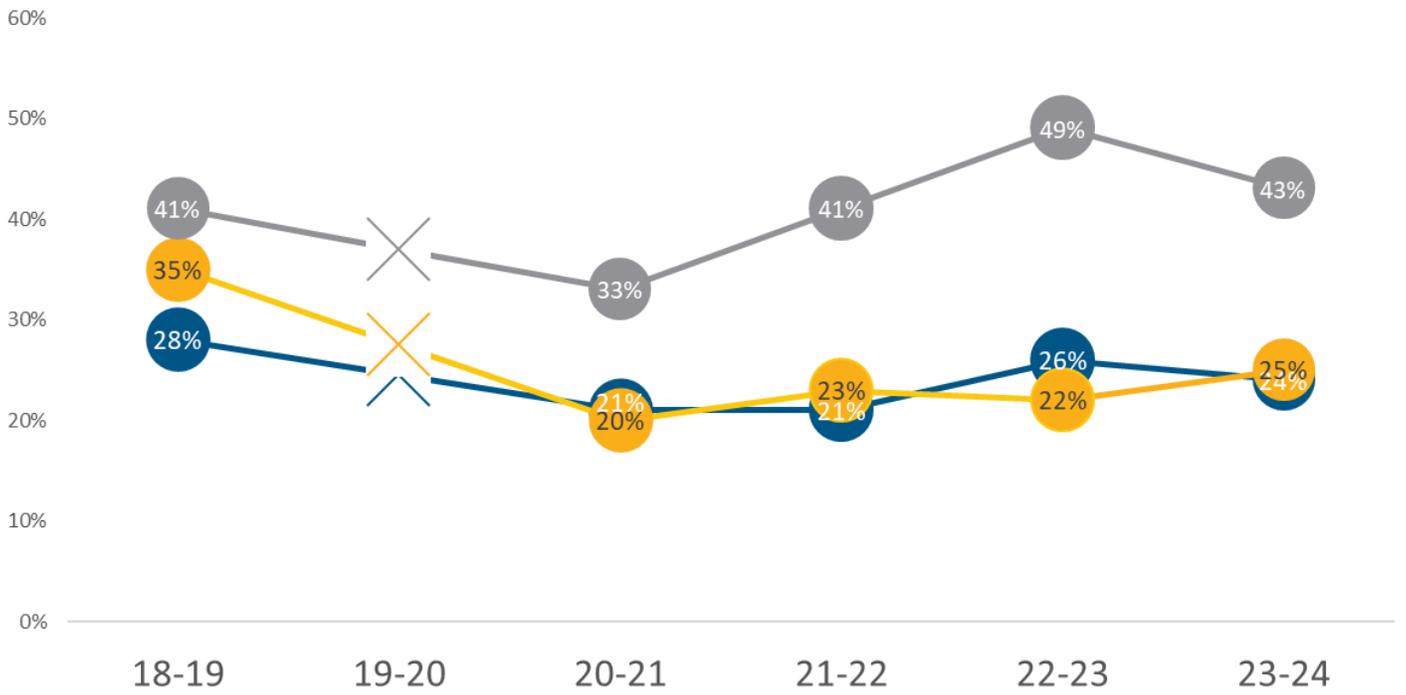
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
101 18-19	49%		47%	49%				38%	36%
102 18-19	39%			48%					
103 18-19	49%			49%					
104 18-19	59%			60%					
105 18-19	35%		30%	35%				11%	
106 18-19	28%		29%	31%				29%	
107 18-19	56%		44%	59%					
108 18-19	46%			51%					
109 18-19	44%		39%	40%				47%	
110 18-19	70%			74%					
111 18-19	80%			84%					
112 18-19	34%		33%	28%				29%	25%
113 18-19	64%			65%					
114 18-19	43%		33%	43%				31%	
115 18-19	67%			62%	81%		32%		
116 18-19	45%		34%	50%				32%	
117 18-19	61%			57%					
118 18-19	61%		59%	63%				31%	
119 18-19	38%			40%					
120 18-19	73%			70%	94%				
121 18-19	54%			53%					
122 18-19	65%		66%	62%					
123 18-19	84%			78%					
124 18-19	34%		18%	58%				7%	15%
125 18-19	42%		41%	45%				42%	
126 18-19	65%		60%	62%	85%				
127 18-19	N/A								

Current District Data



STAAR 3rd Math % Meets Grade Level by Eco Dis/Program

Special Ed Eco. Disadv. Emer. Bil.



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

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. Utilize 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%

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

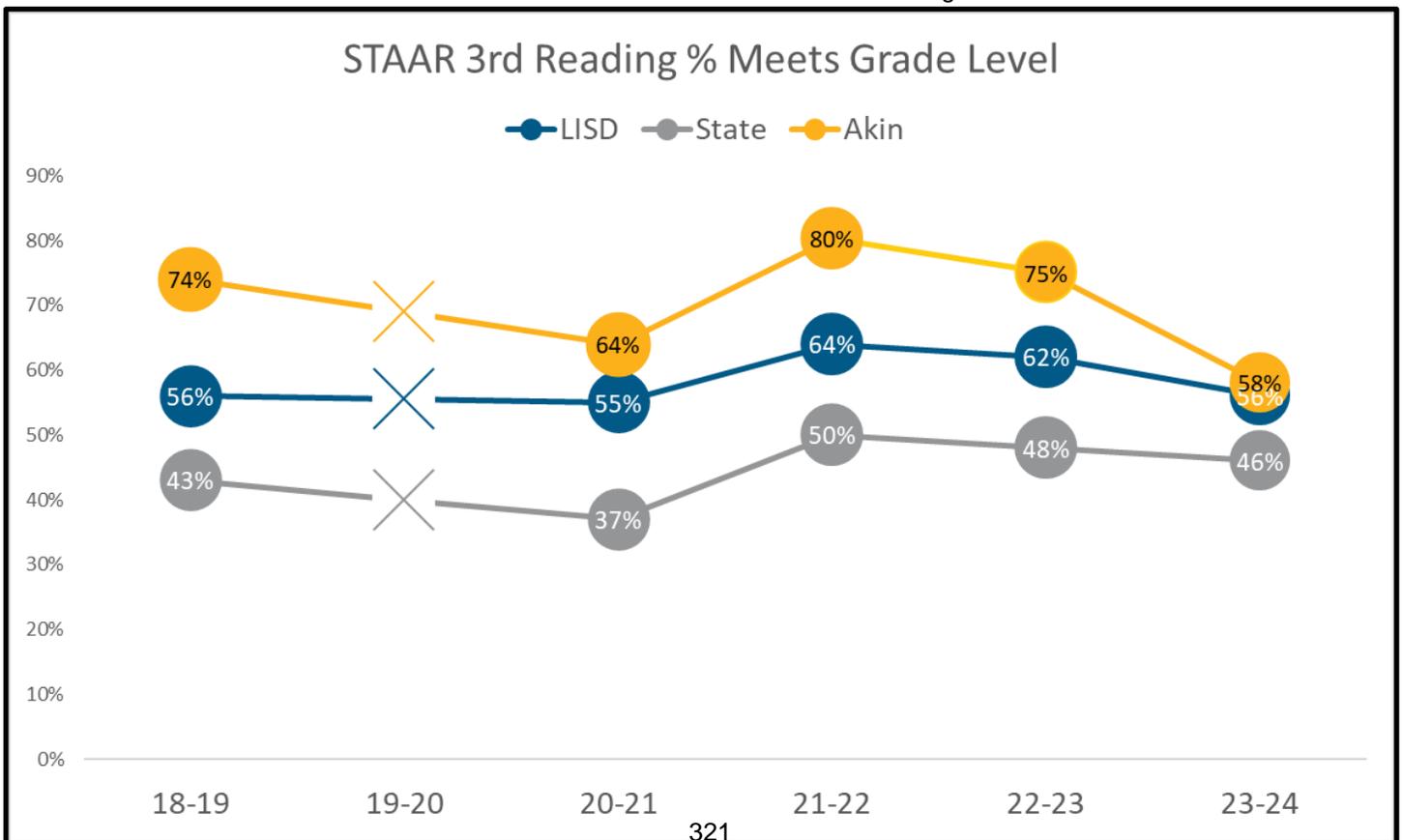
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
2019-20	75%		65%	75%	86%				
2020-21	75%		65%	75%	86%				
2021-22	76%		66%	76%	87%				
2022-23	77%		67%	77%	88%				
2023-24	78%		68%	78%	89%				

2024-25	79%		69%	79%	90%				
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Akin Actual Data - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
2019-20	✕		✕	✕	✕				
2020-21	64%		63%	62%	76%		27%		57%
2021-22	80%		72%	83%	86%	78%	67%		90%
2022-23	75%		67%	68%	89%	83%	28%		68%
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%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

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

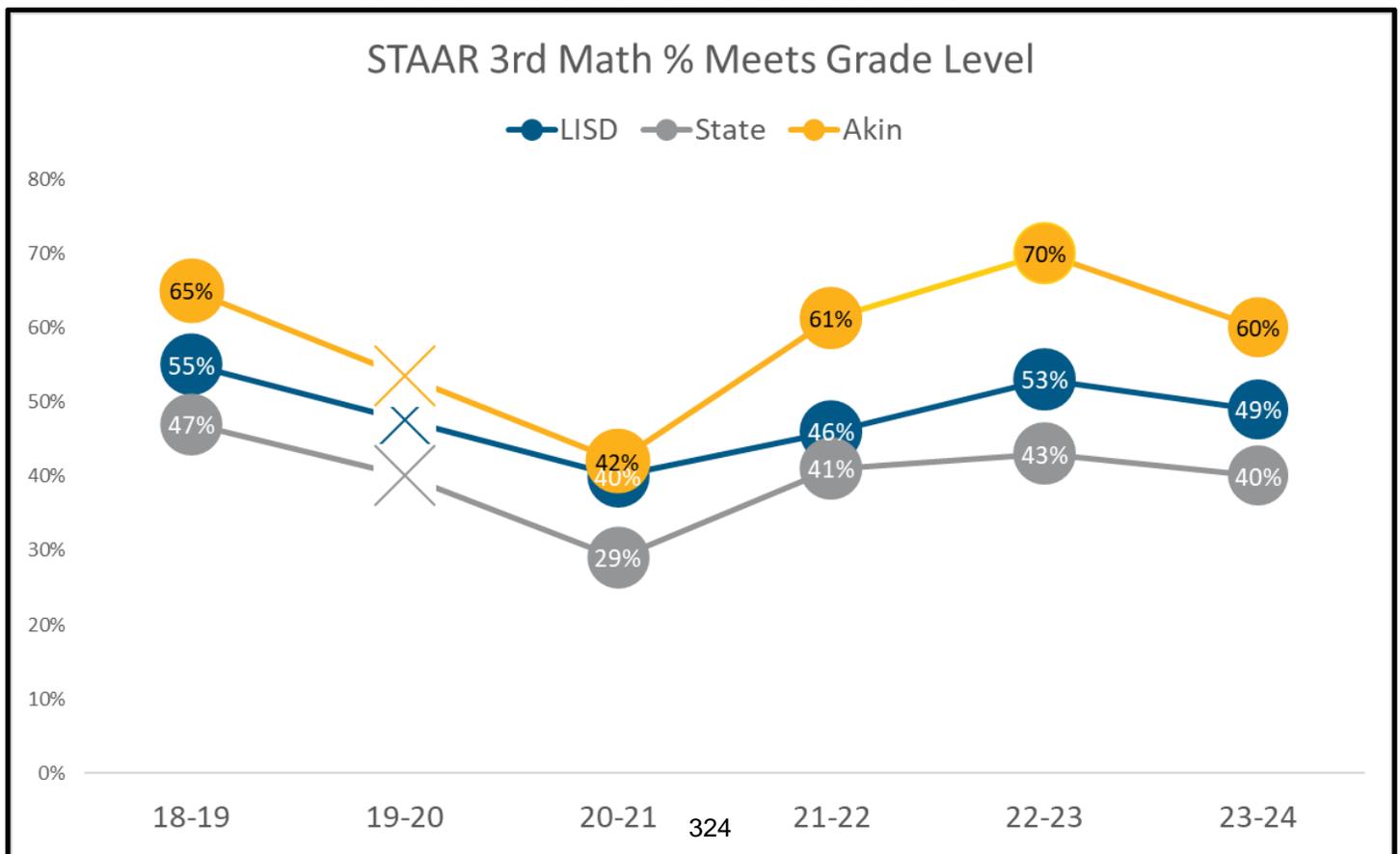
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
2019-20	66%		61%	63%	86%				
2020-21	66%		61%	63%	86%				

2021-22	67%		62%	64%	87%				
2022-23	68%		63%	65%	88%				
2023-24	69%		64%	66%	89%				
2024-25	70%		65%	67%	90%				

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

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

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 - 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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 - 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%

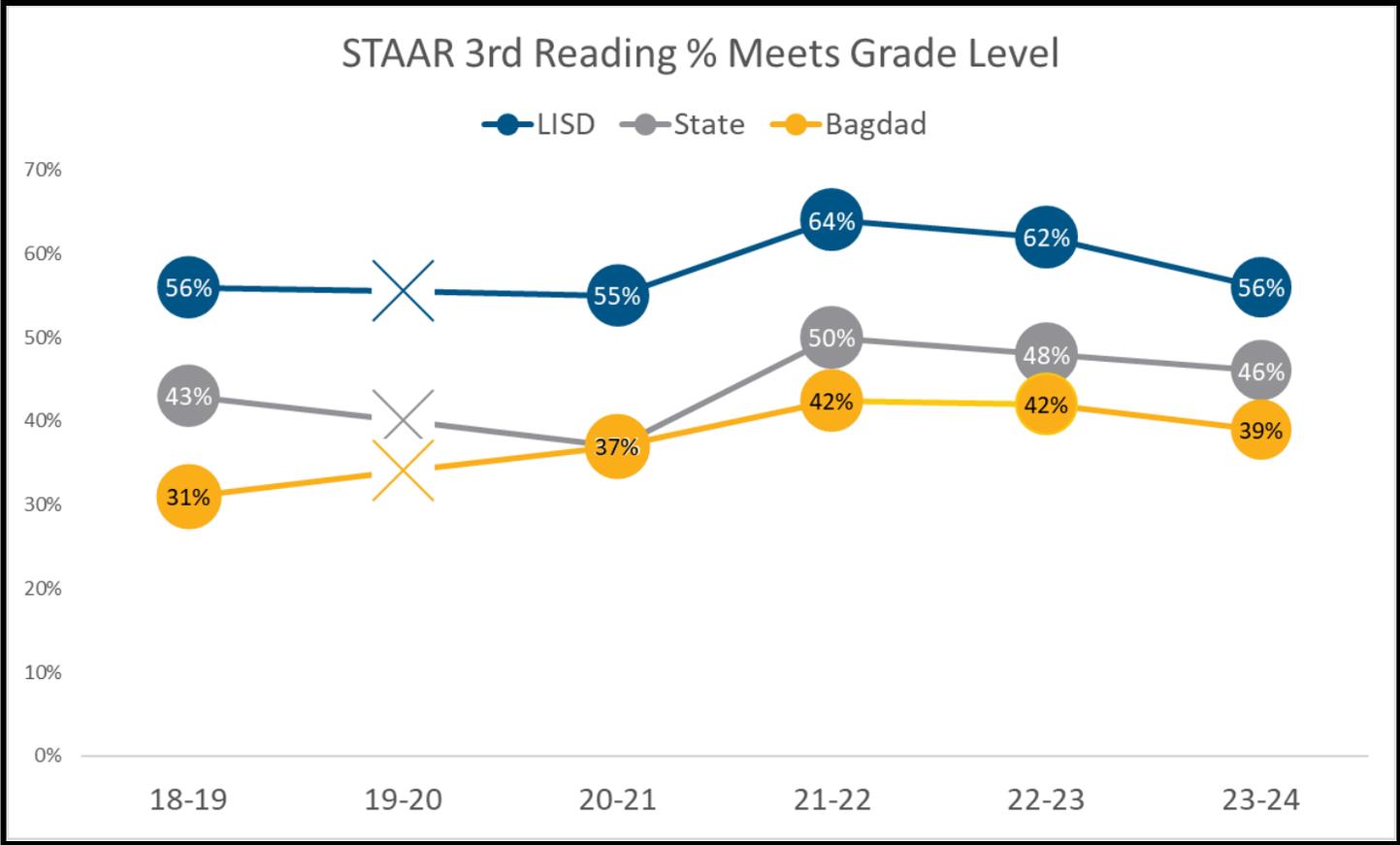
Bagdad Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

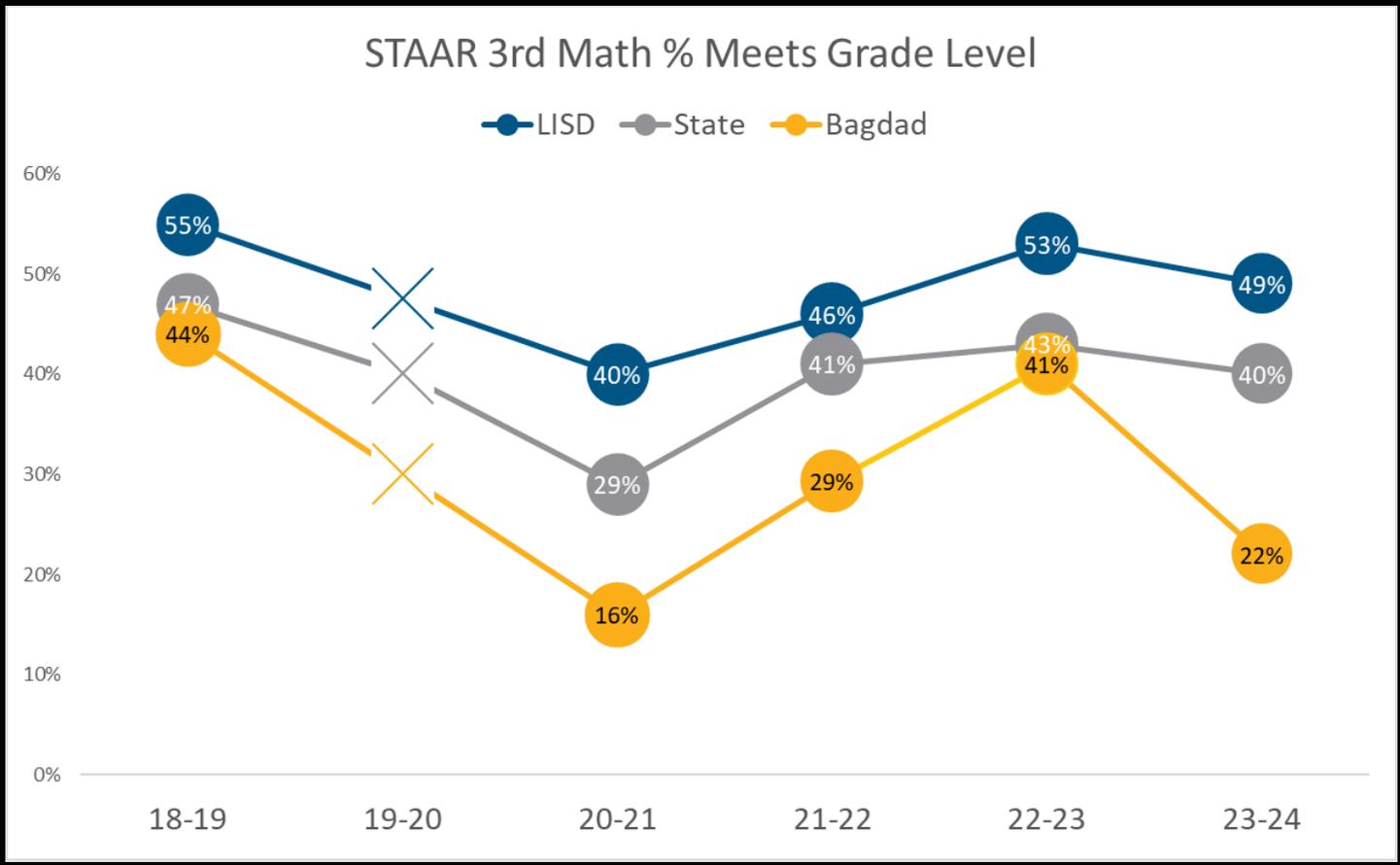
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	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		39%	40%				47%	
2019-20	47%		43%	44%				49%	
2020-21	47%		43%	44%				49%	
2021-22	50%		47%	48%				51%	
2022-23	54%		51%	52%				54%	
2023-24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

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Block House Creek Elementary

Literacy Action Plans

1. *Engage in ongoing EC-5 curriculum enhancements to clarify and strengthen the written curriculum.*
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 - 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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 - 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%

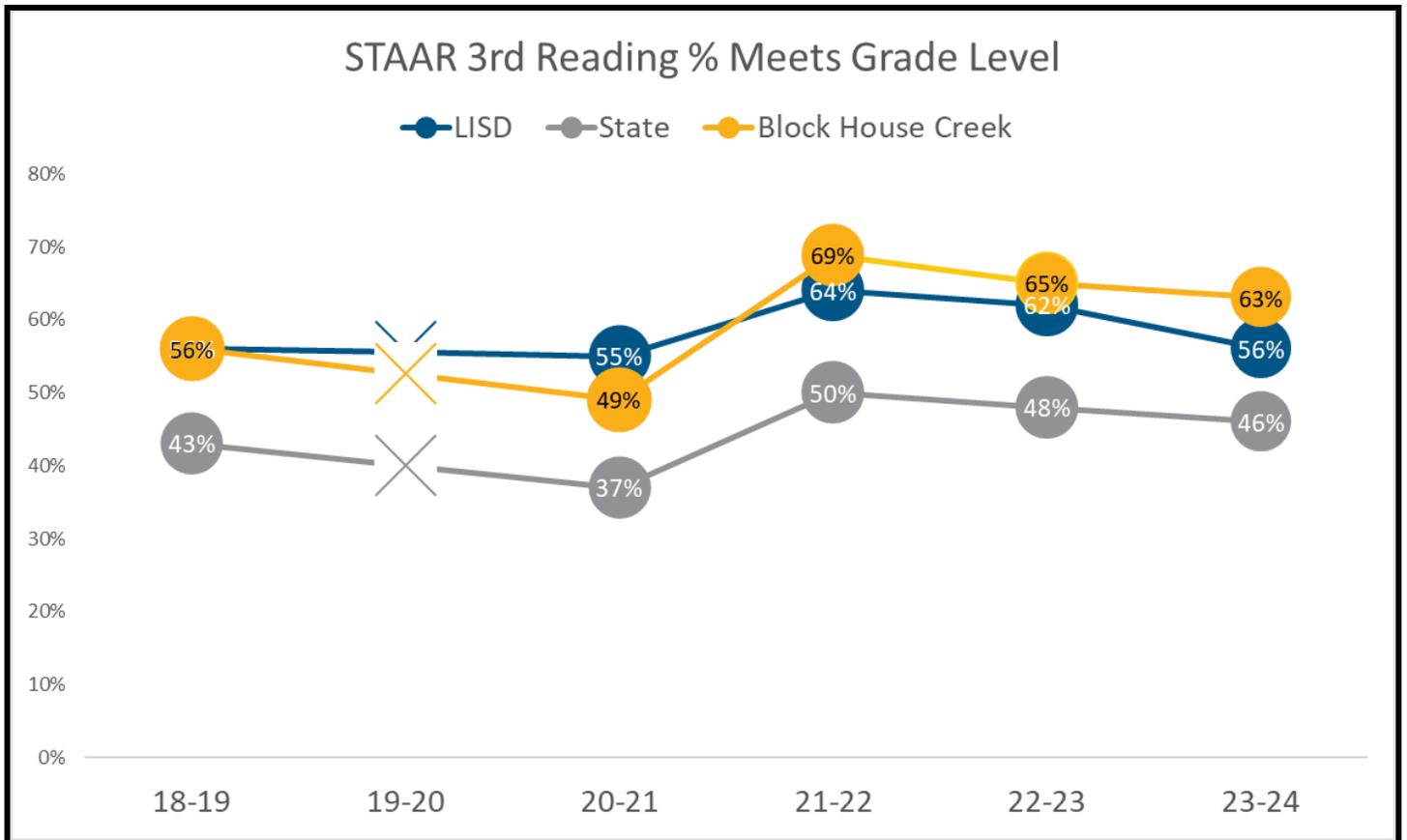
Block House Creek Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*			*					
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%

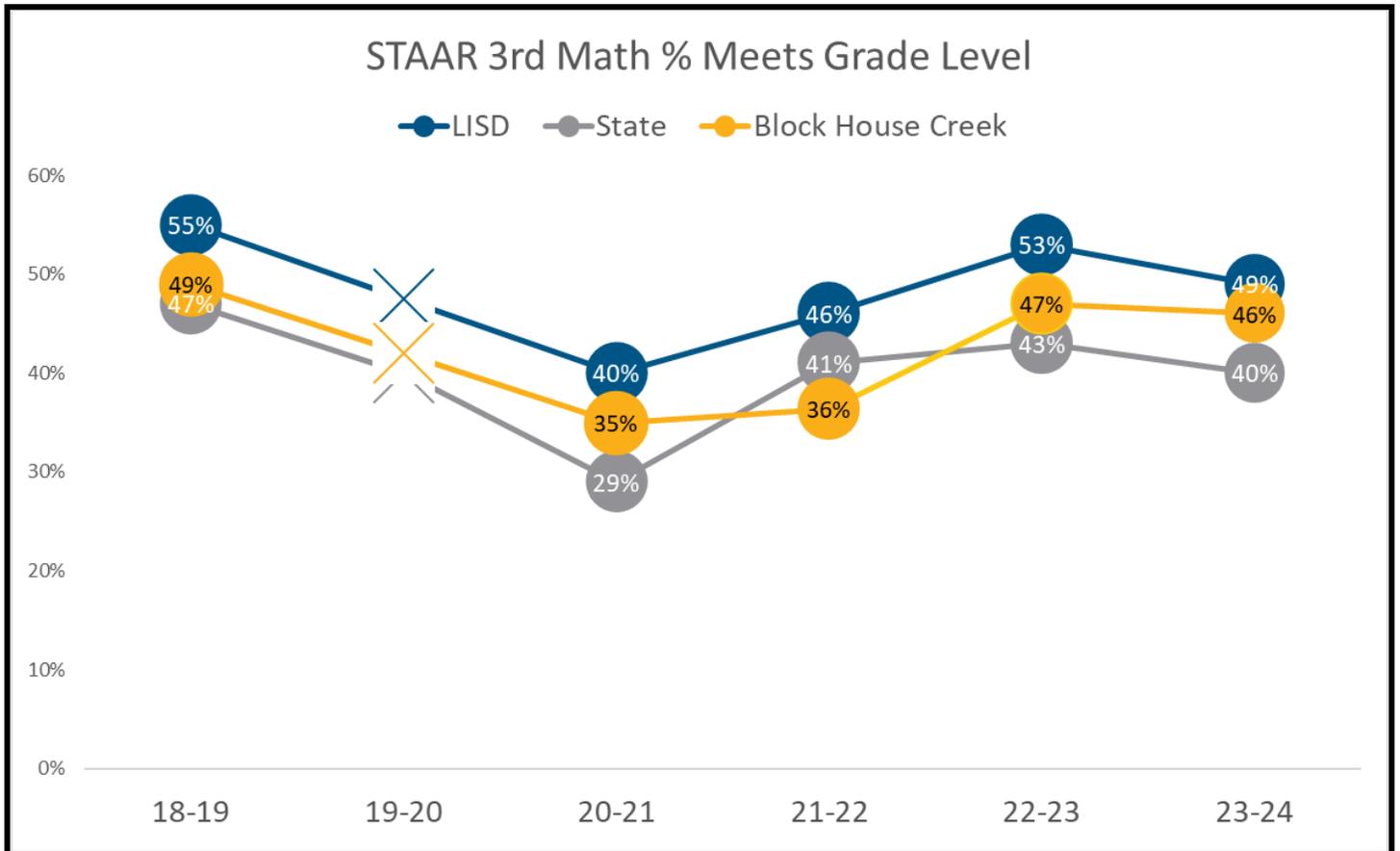
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% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

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

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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.
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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
 - 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%

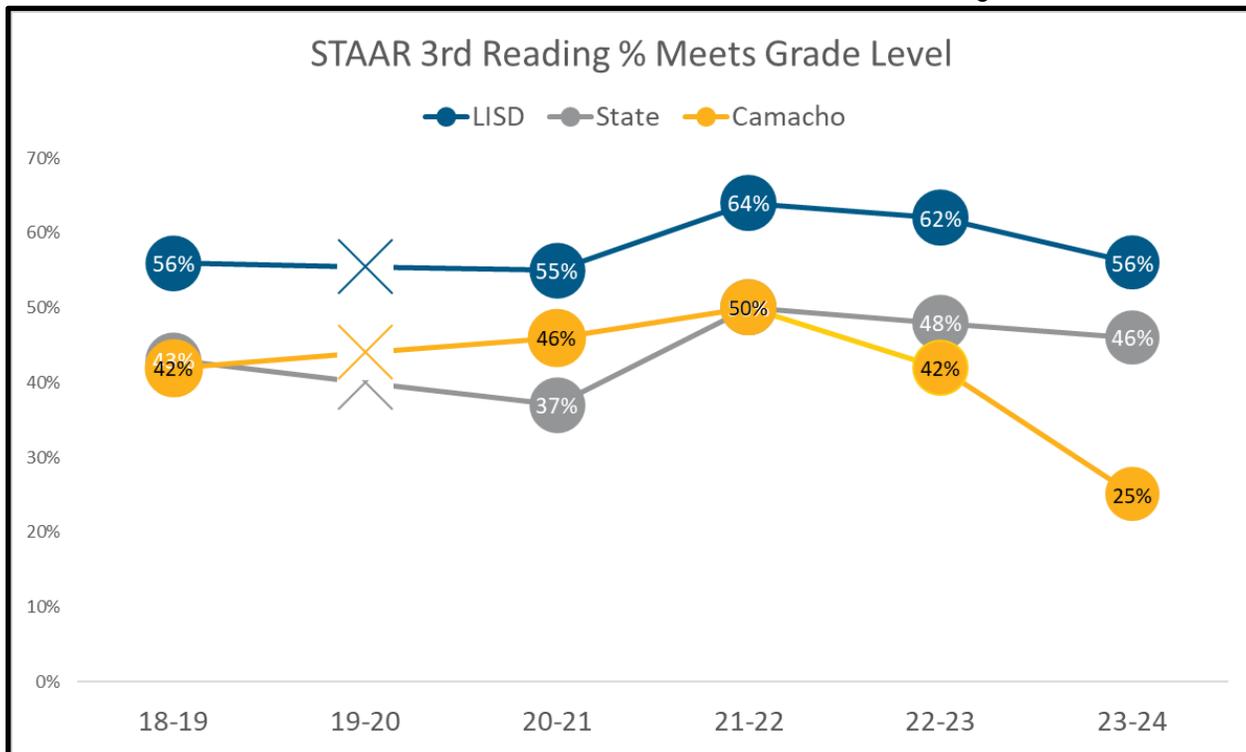
Camacho Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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

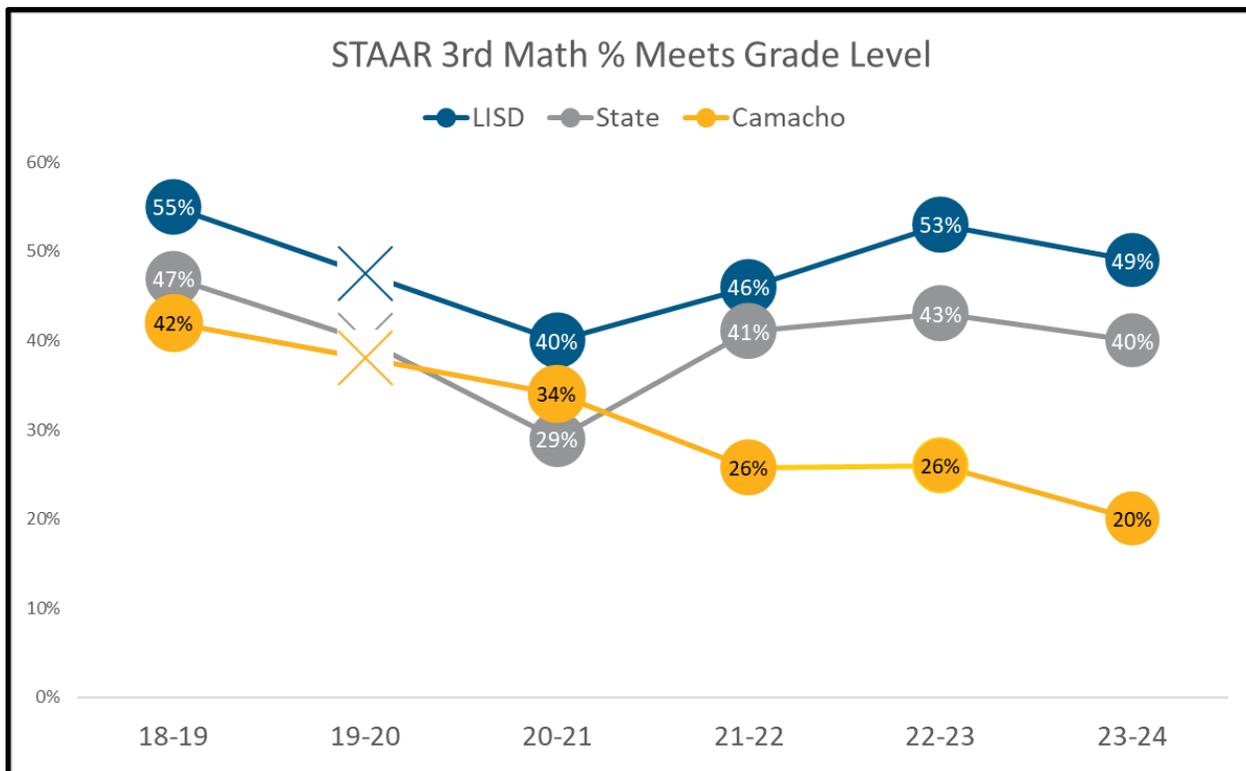
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
2019-20	45%		44%	48%				45%	
2020-21	37%		35%	43%			38%	33%	

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 Completer 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 Completer 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

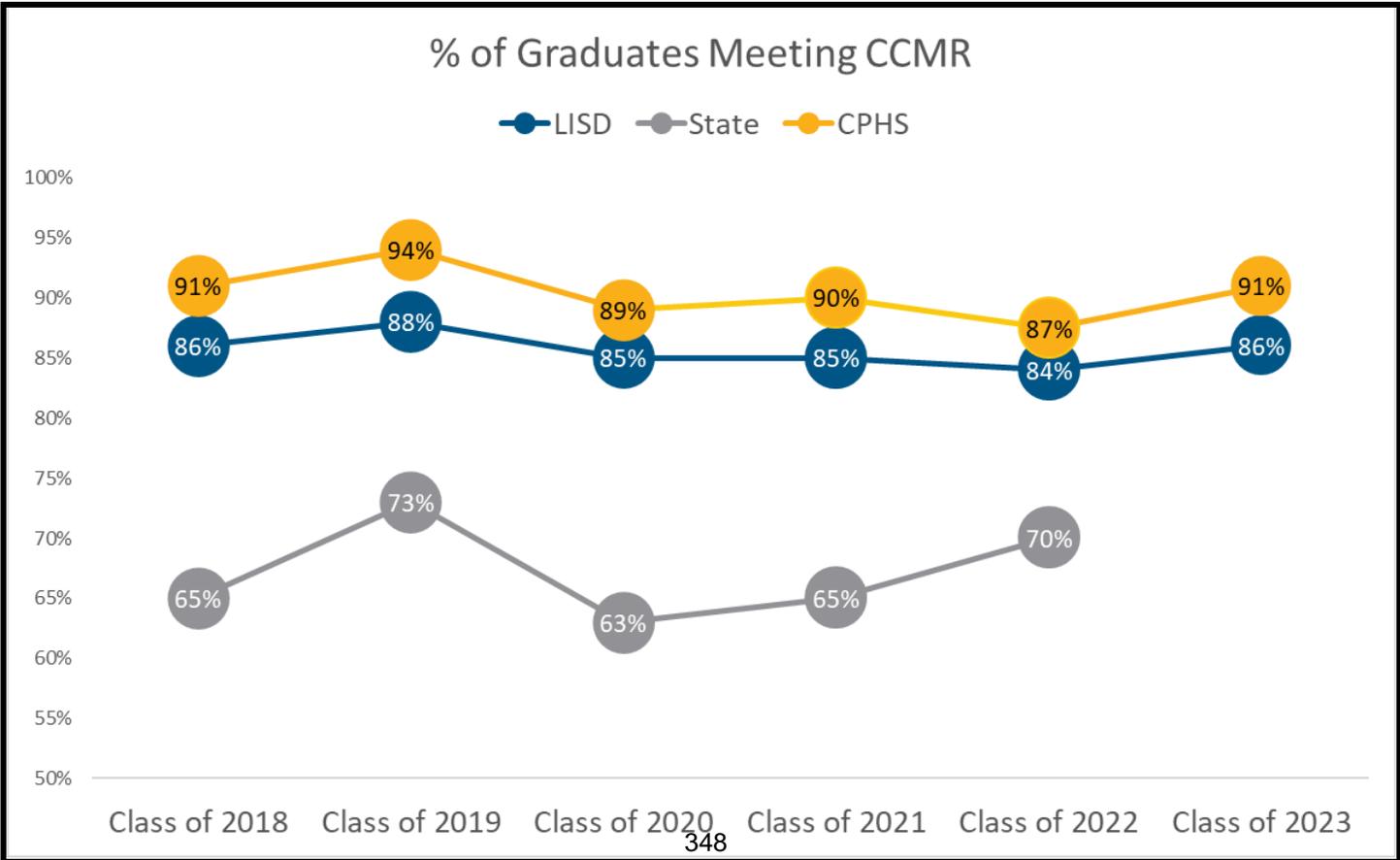
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2021 Goal	93%	82%	85%	95%	98%	87%	97%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

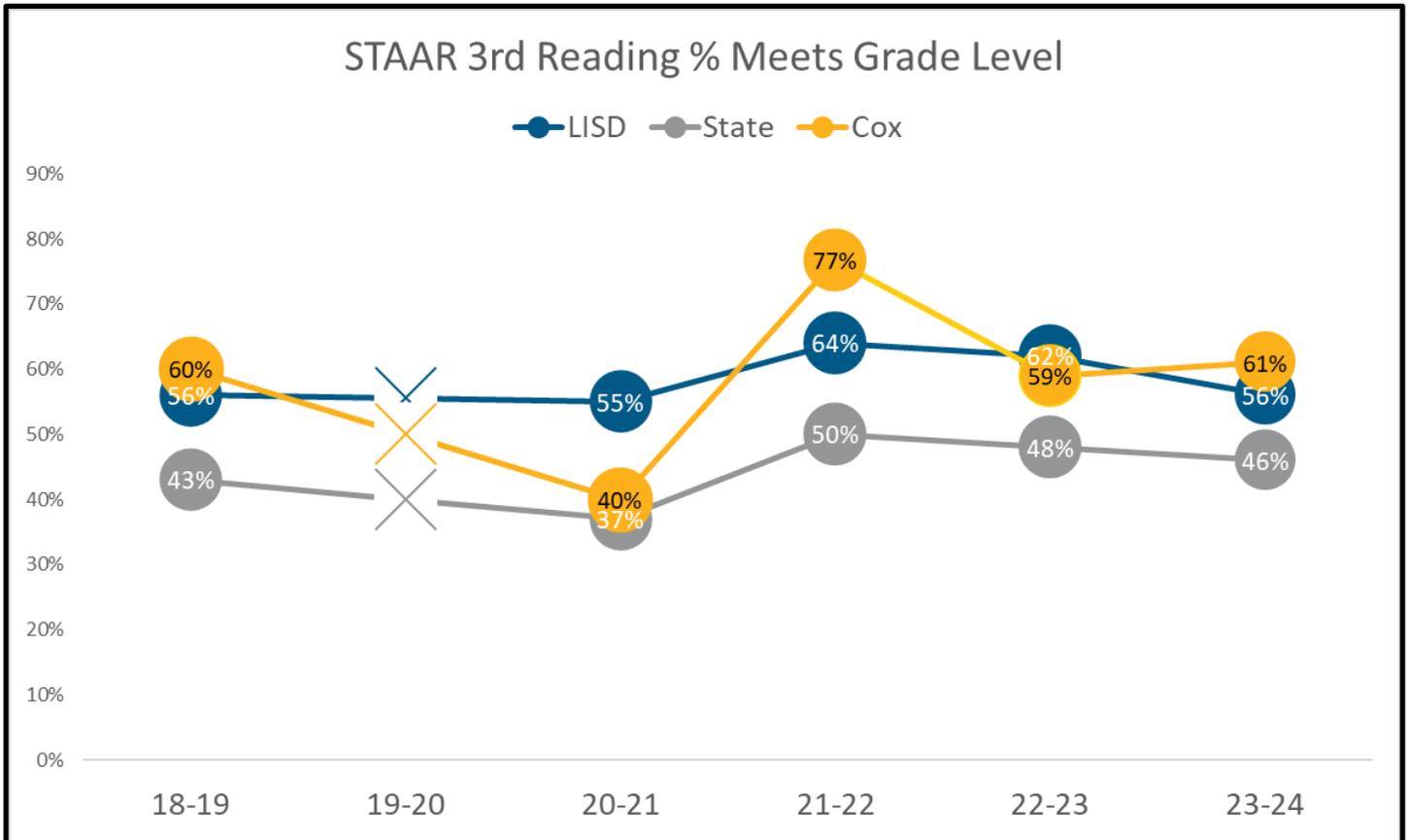
Cox Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%			65%					

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

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

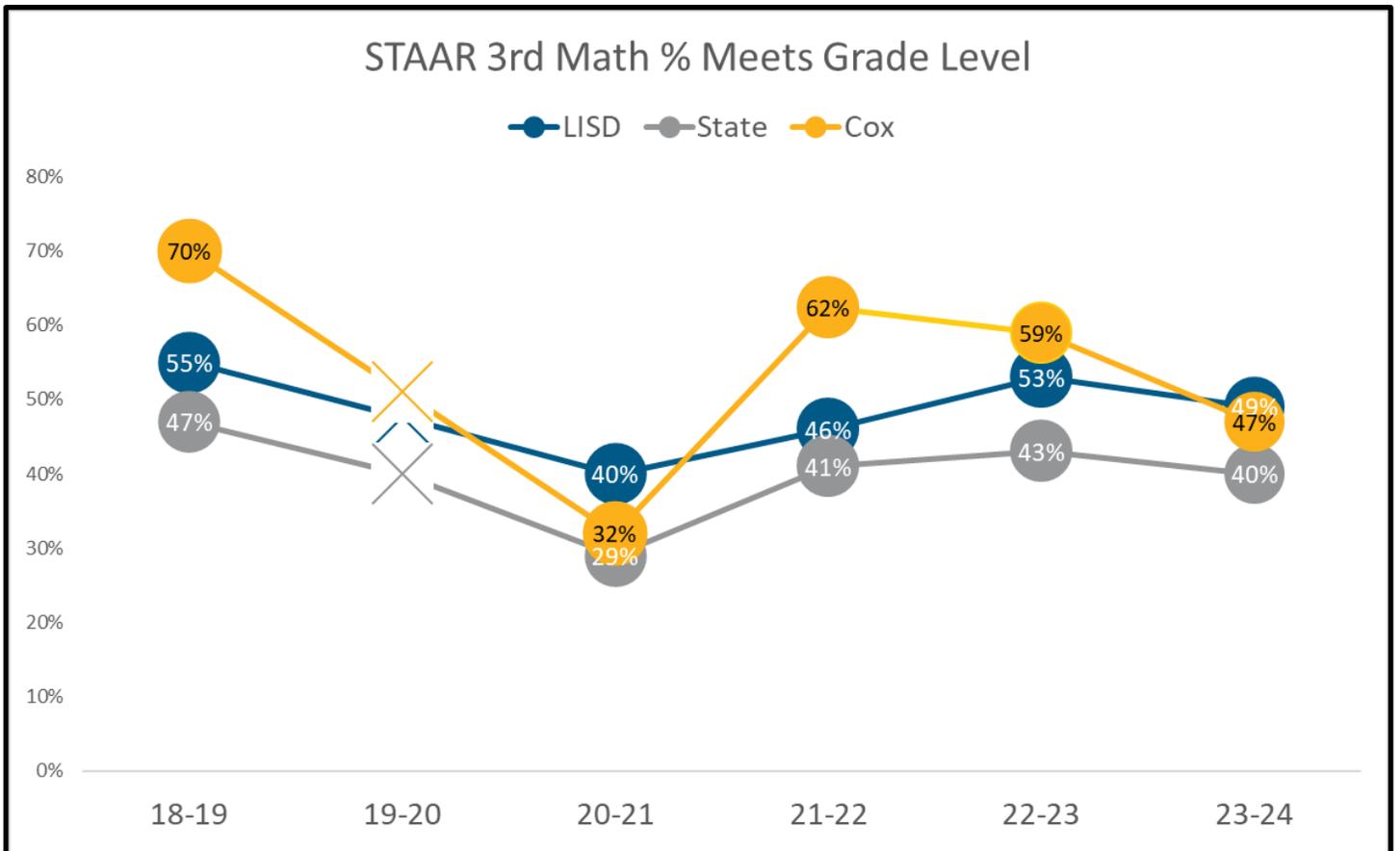
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
2019-20	71%			75%					
2020-21	71%			75%					

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	✕			✕					
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. Utilize 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%

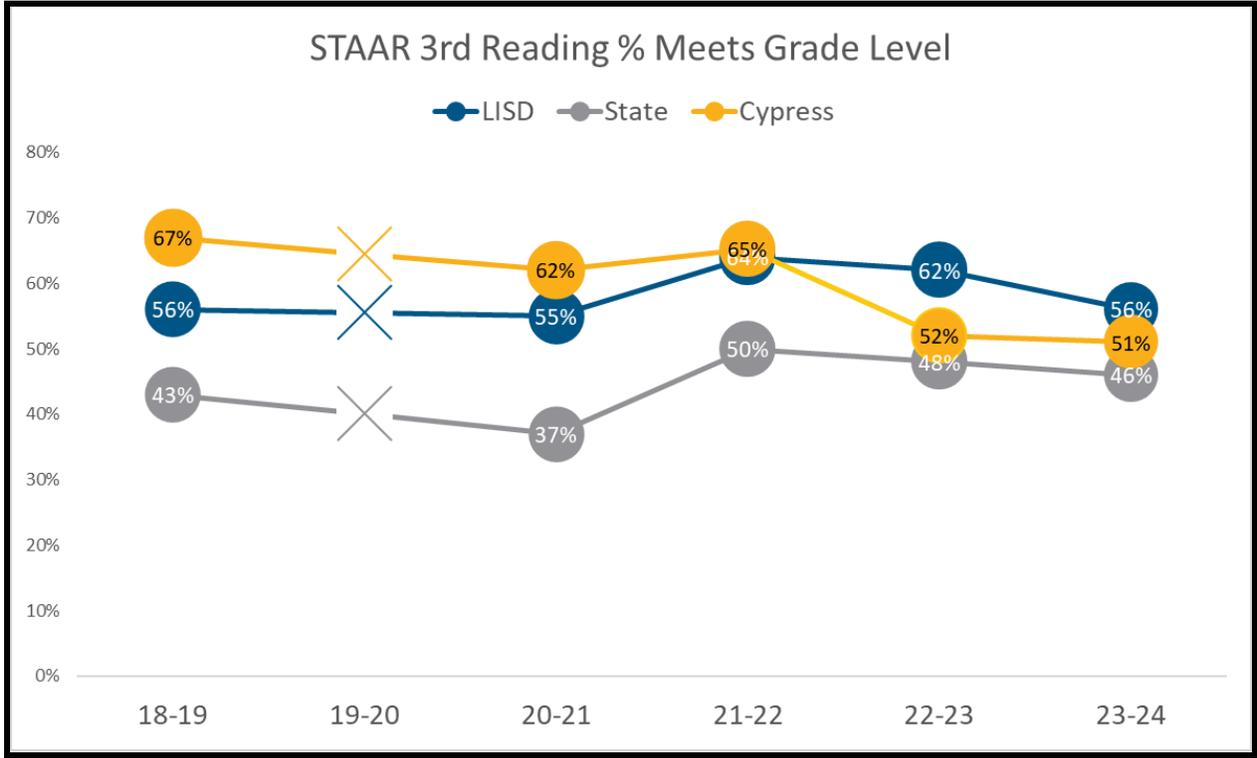
Cypress Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

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

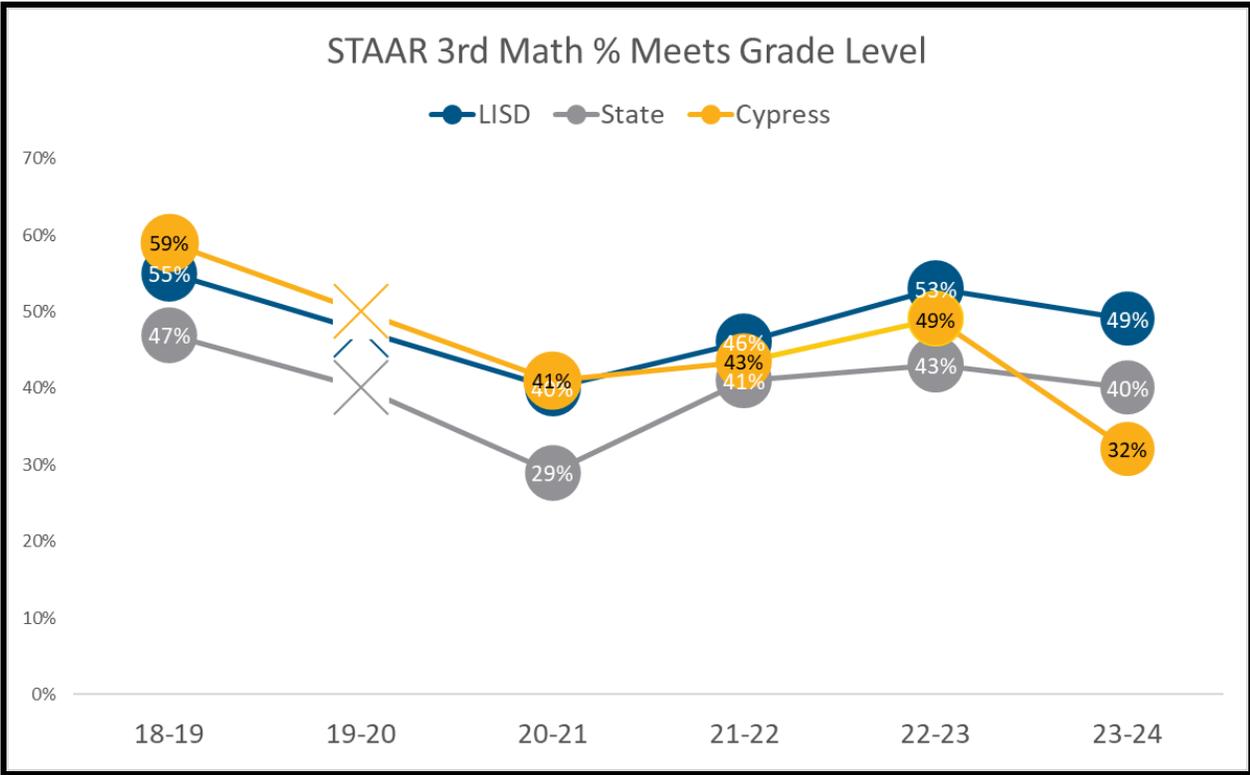
Cypress Baseline Data & Proposed Annual Goals - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*			*					
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

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.

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.
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. Utilize 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
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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
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 - c. Provide ongoing, optional professional learning for teachers
 - i. Guided Reading
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Mathematics Action Plans

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 - 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
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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%

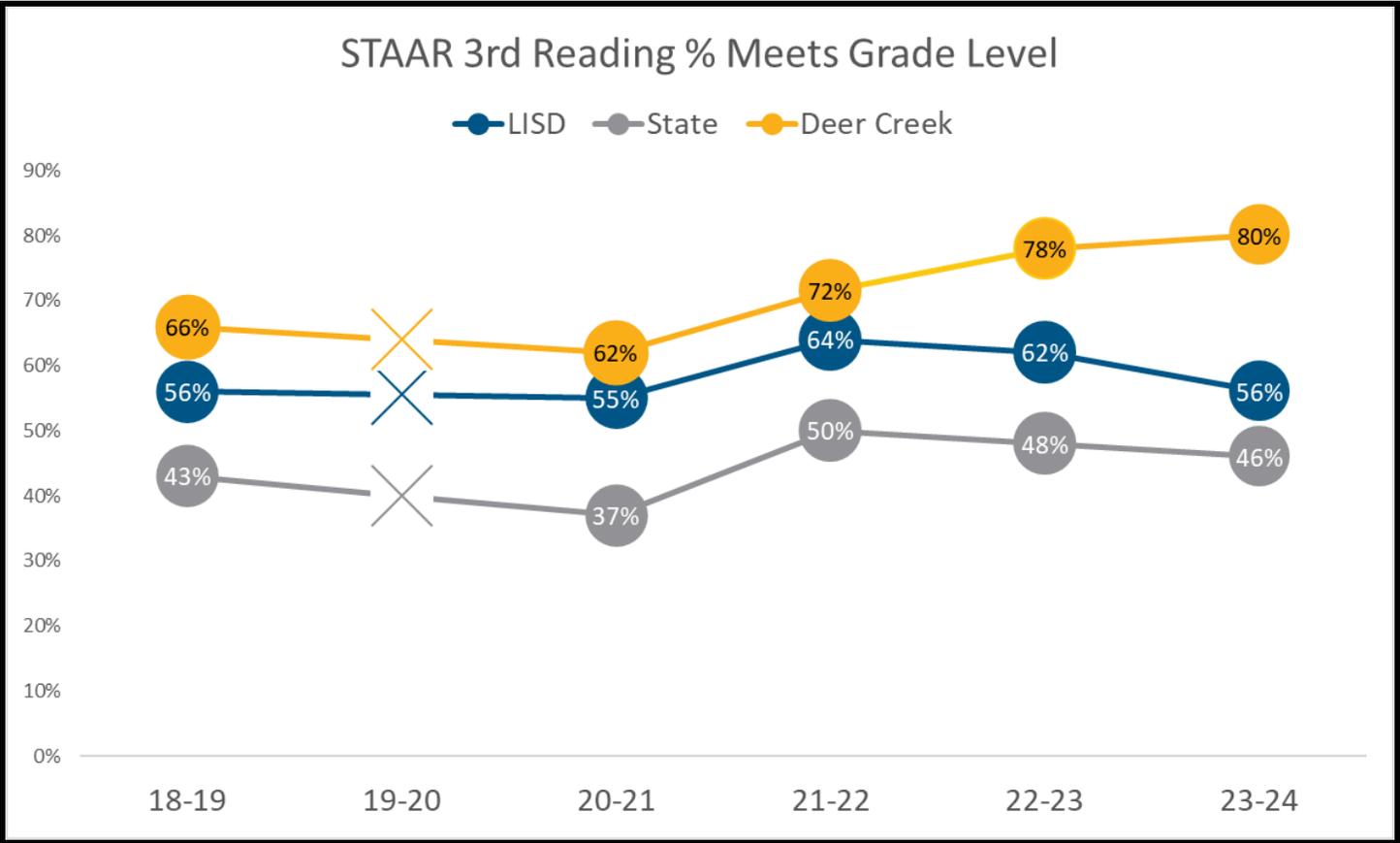
Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%

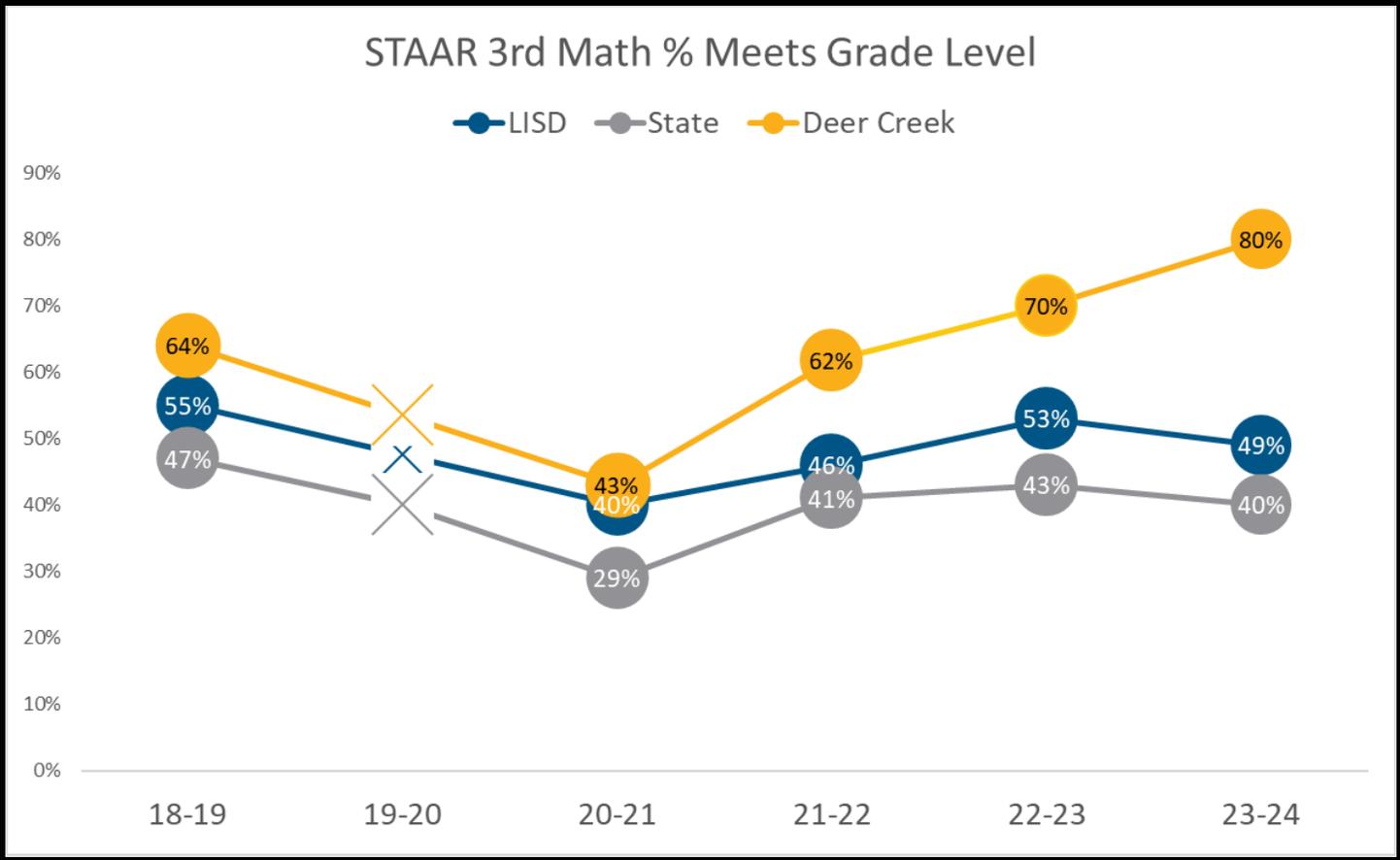
Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*			*					
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

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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.*
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 - b. Support collaborative grade-level teams in growing in PLC practices:
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 - i. Guided Reading
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Mathematics Action Plans

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 - 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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 - 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%

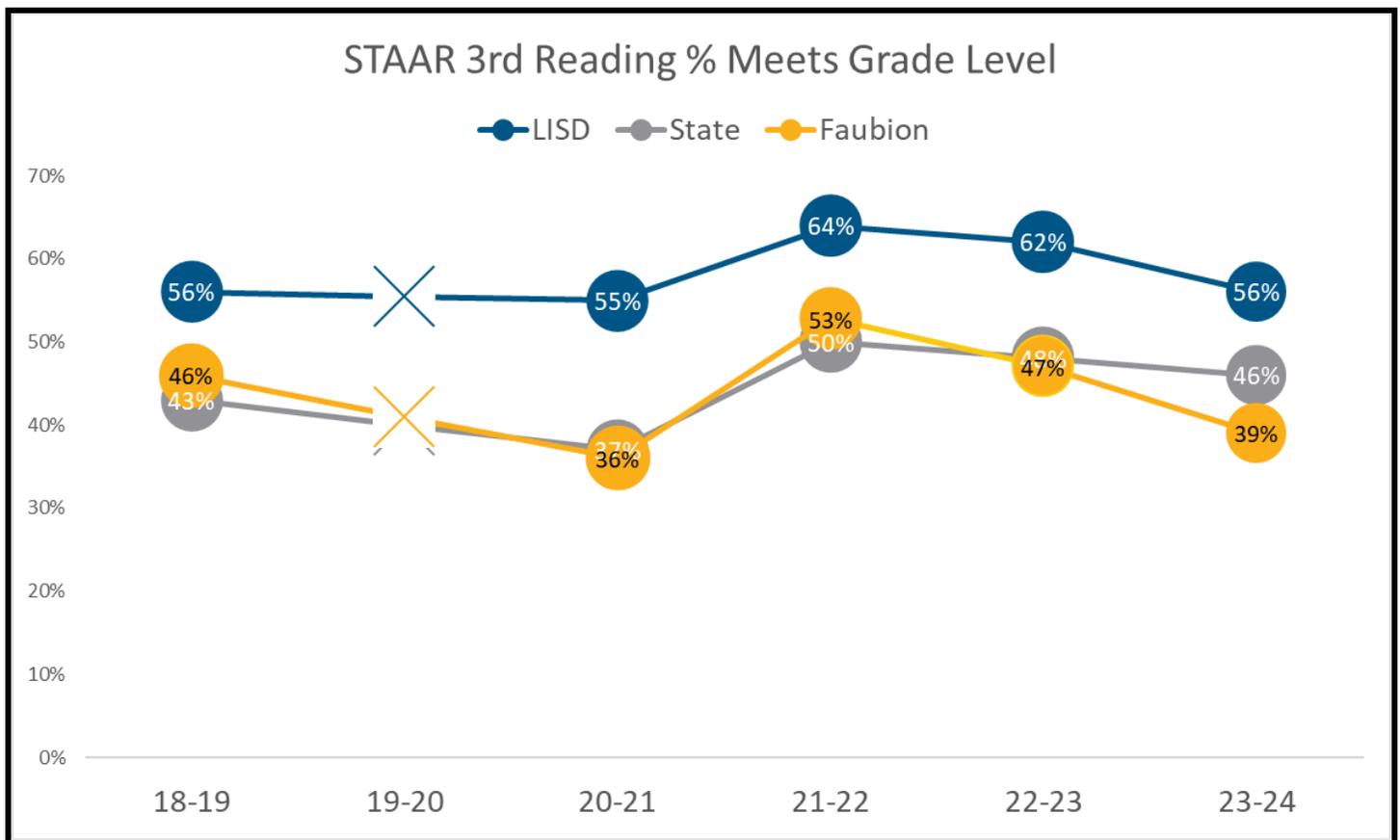
Faubion Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	✖			✖					
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%

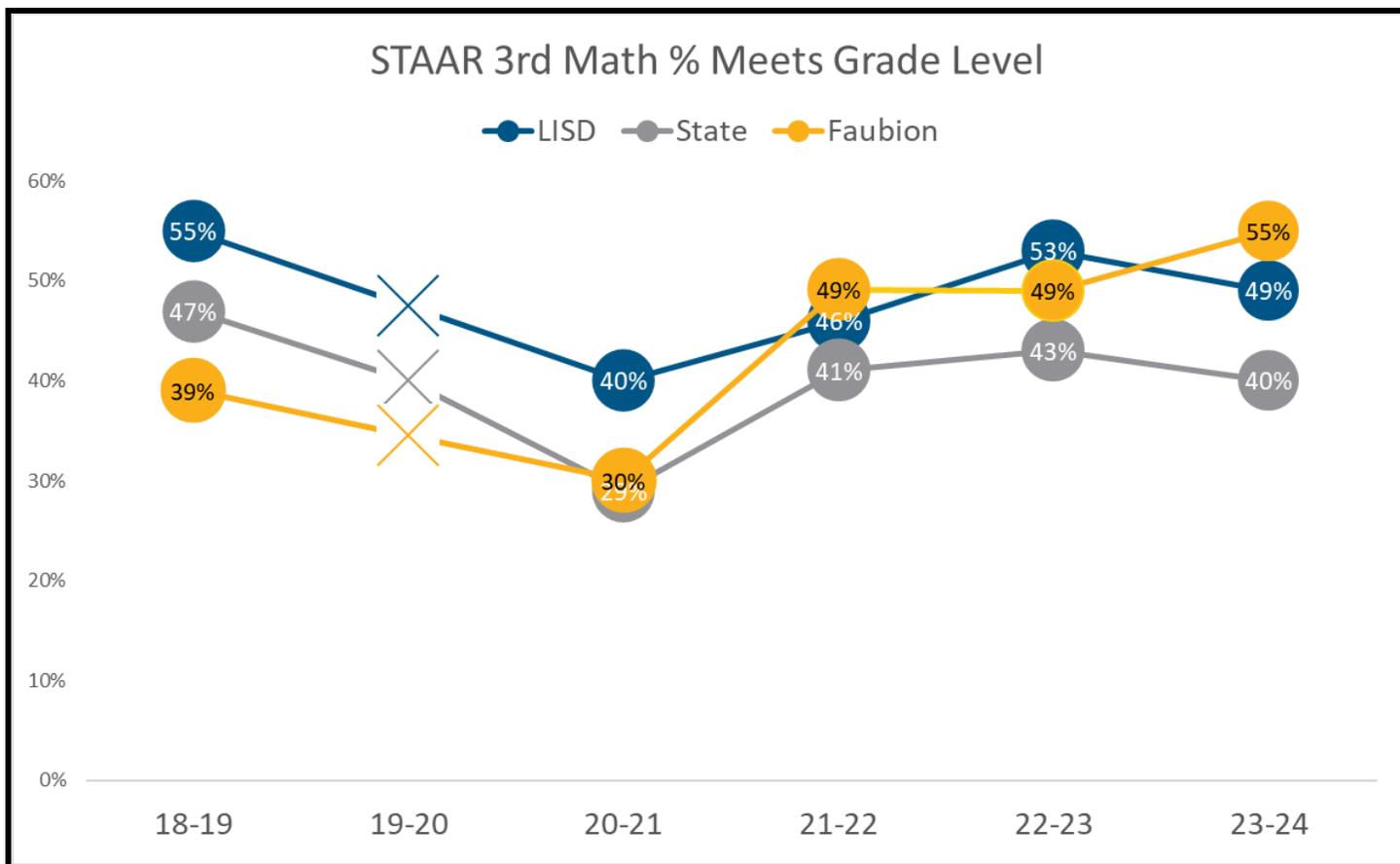
Faubion Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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
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	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	39%			48%					
2019-20	*			*					
2020-21	30%		15%	50%				20%	
2021-22	49%		40%	65%			33%	29%	
2022-23	49%		30%	55%			27%	0%	
2023-24	55%		50%	57%			9%	65%	

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



HOUSE BILL 3 LEGISLATION

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Giddens Elementary

Literacy Action Plans

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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
 - 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%

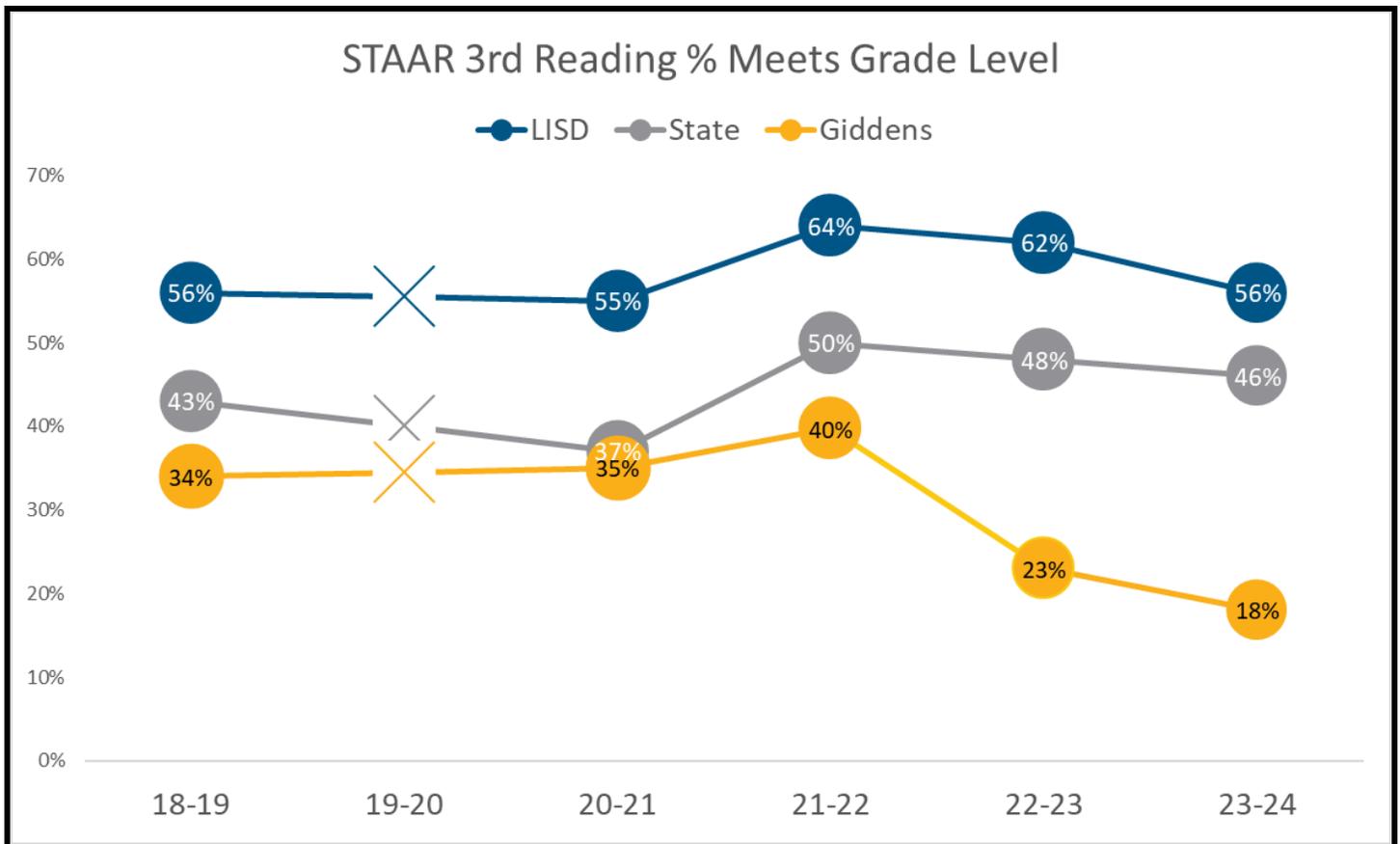
Giddens Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%

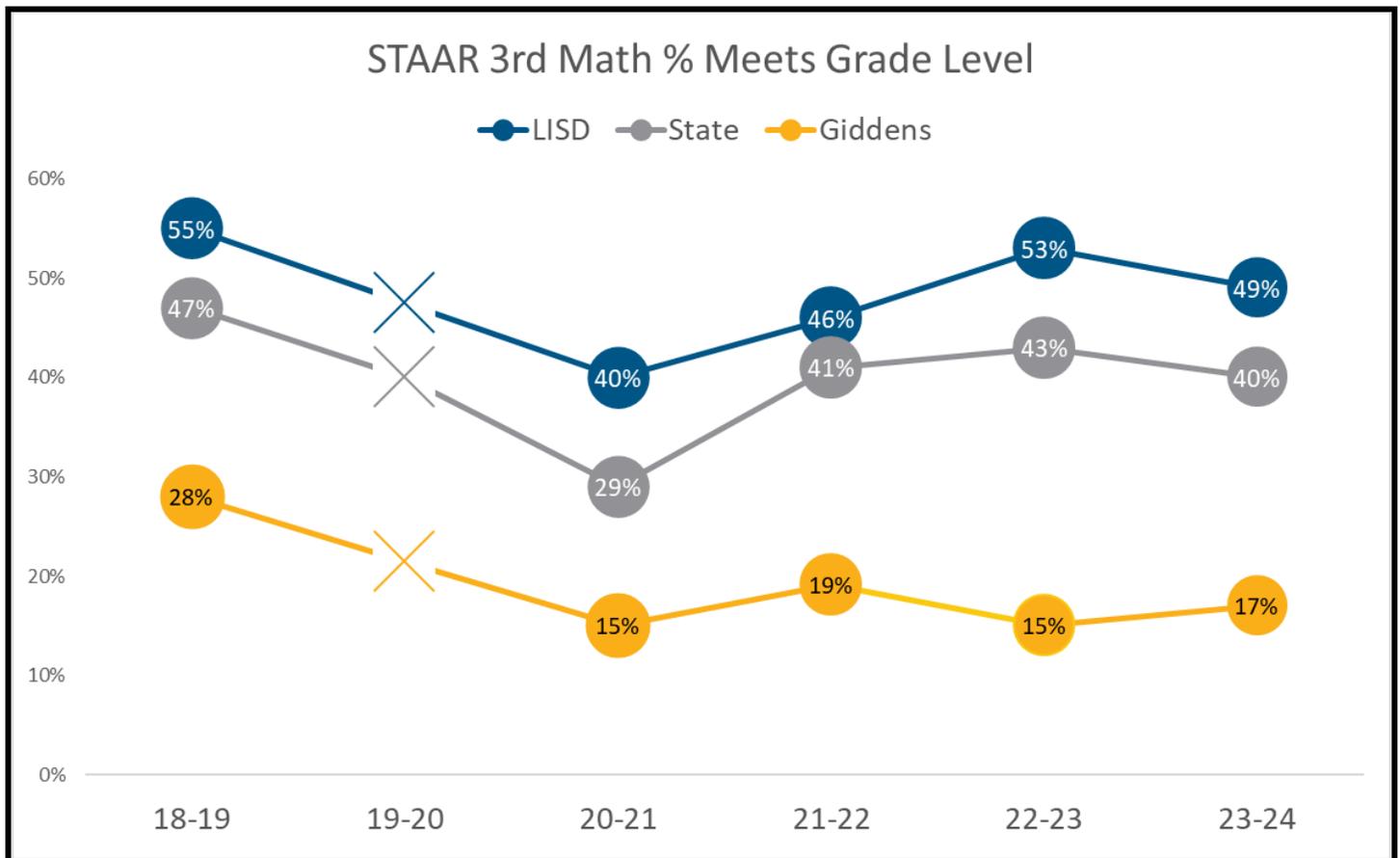
Giddens Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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

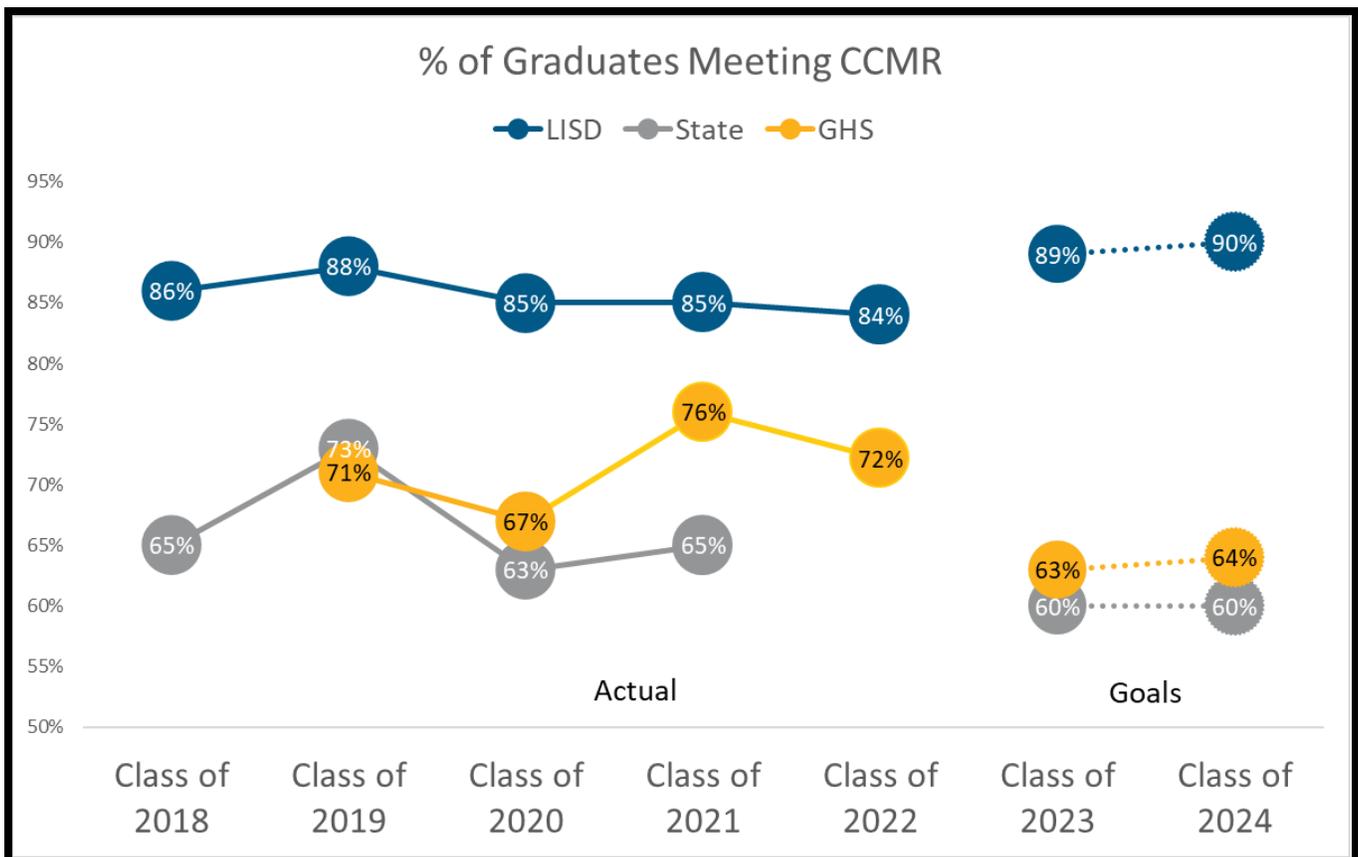
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Goal	59%	46%	49%	66%	89%	71%	88%	51%	38%
Class of 2020 Goal	60%	47%	50%	67%	90%	72%	89%	52%	39%
Class of 2021 Goal	61%	48%	51%	68%	91%	73%	90%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

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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. Utilize 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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 - 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%

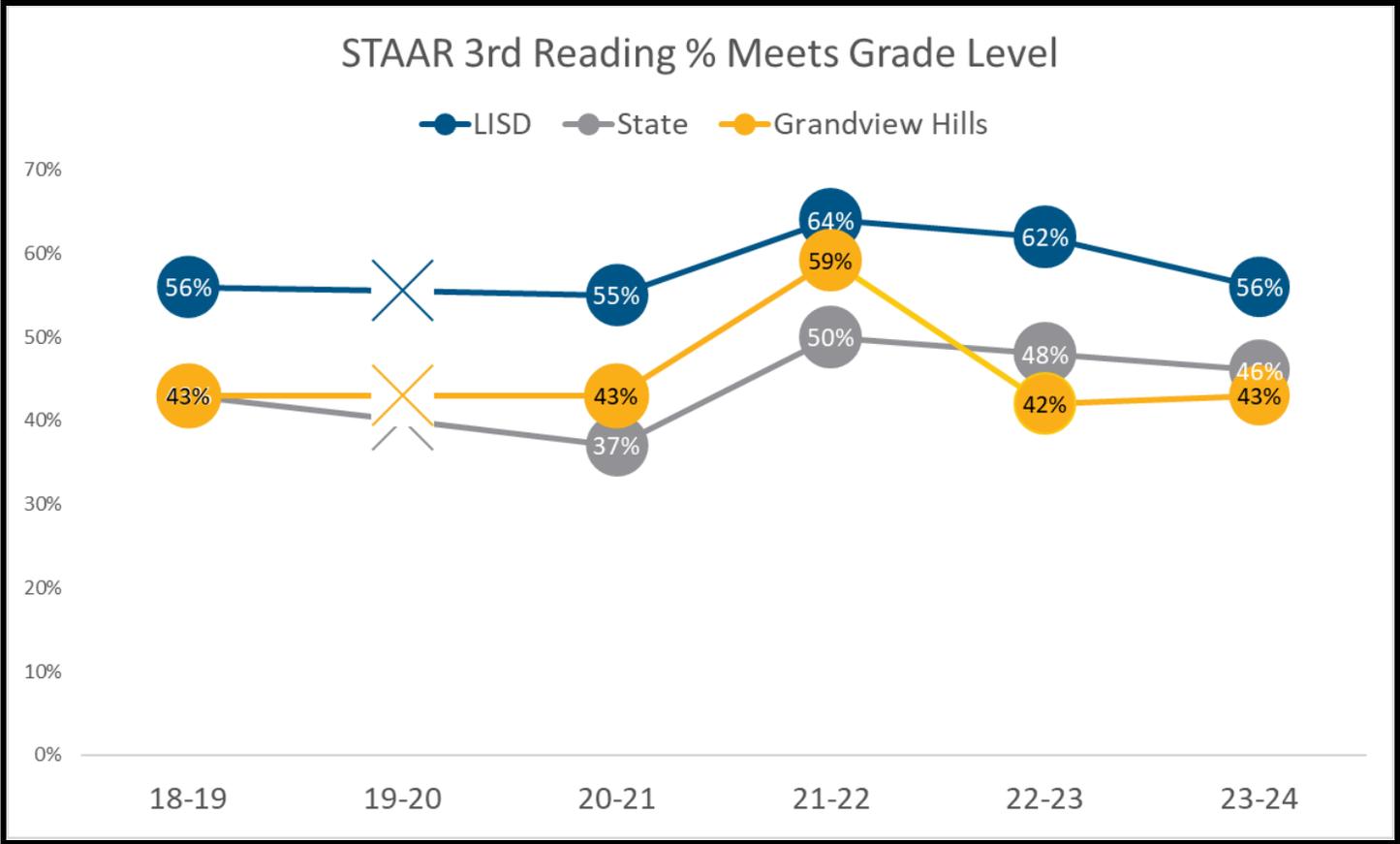
Grandview Hills Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*			*					
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%

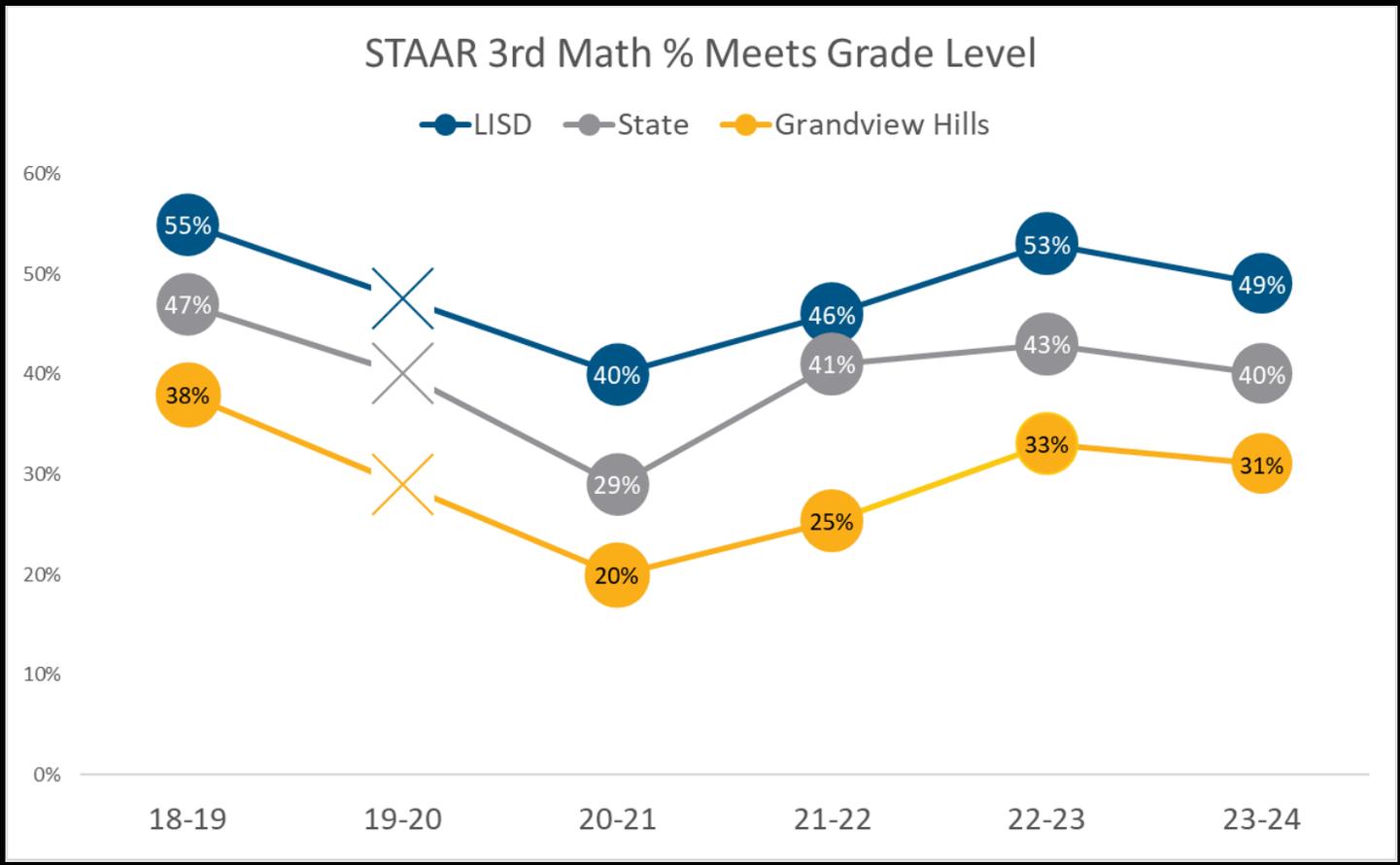
Grandview Hills Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*			*					
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.
 - 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. 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
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 - b. Support collaborative grade-level teams in growing in PLC practices:
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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

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%

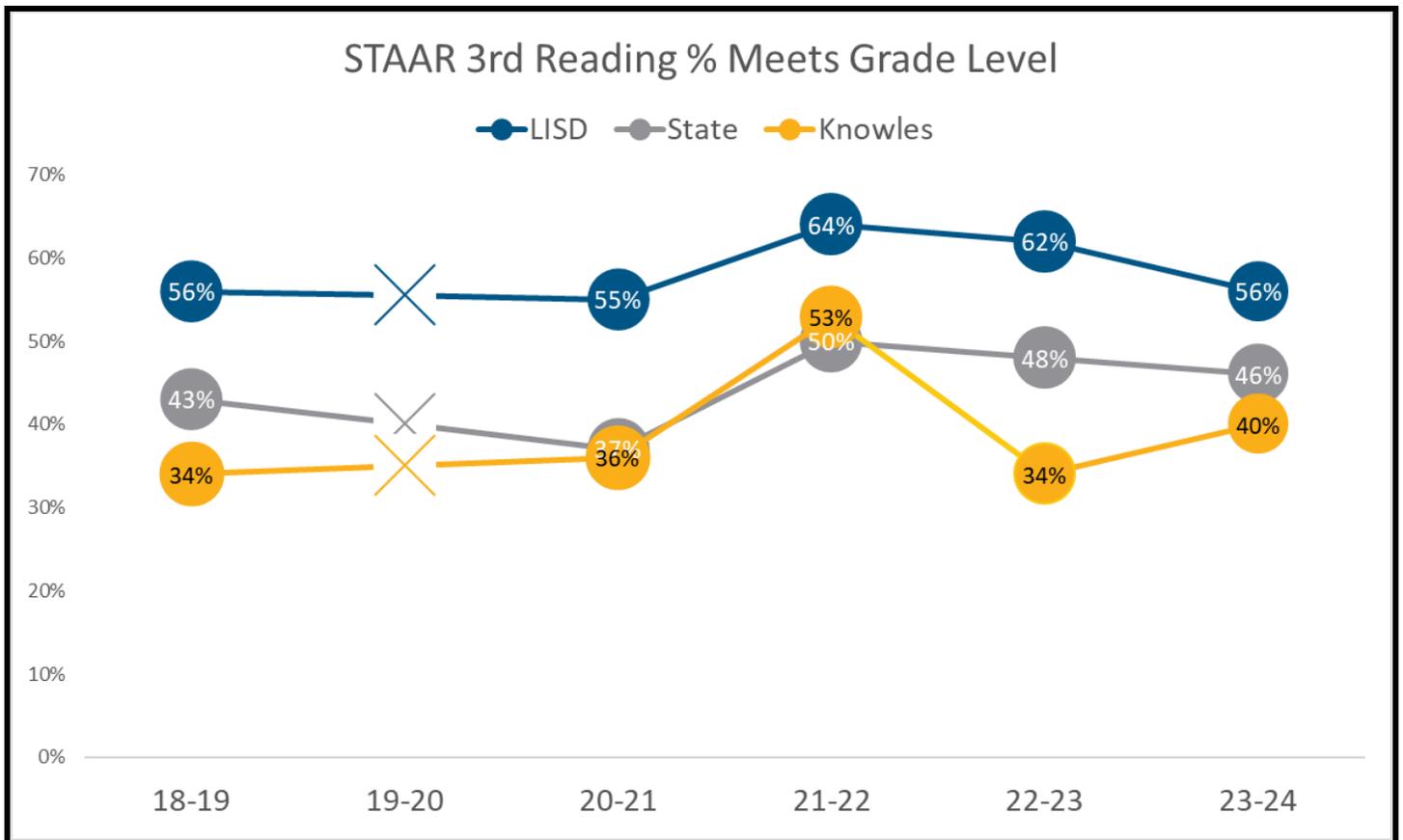
Knowles Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

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

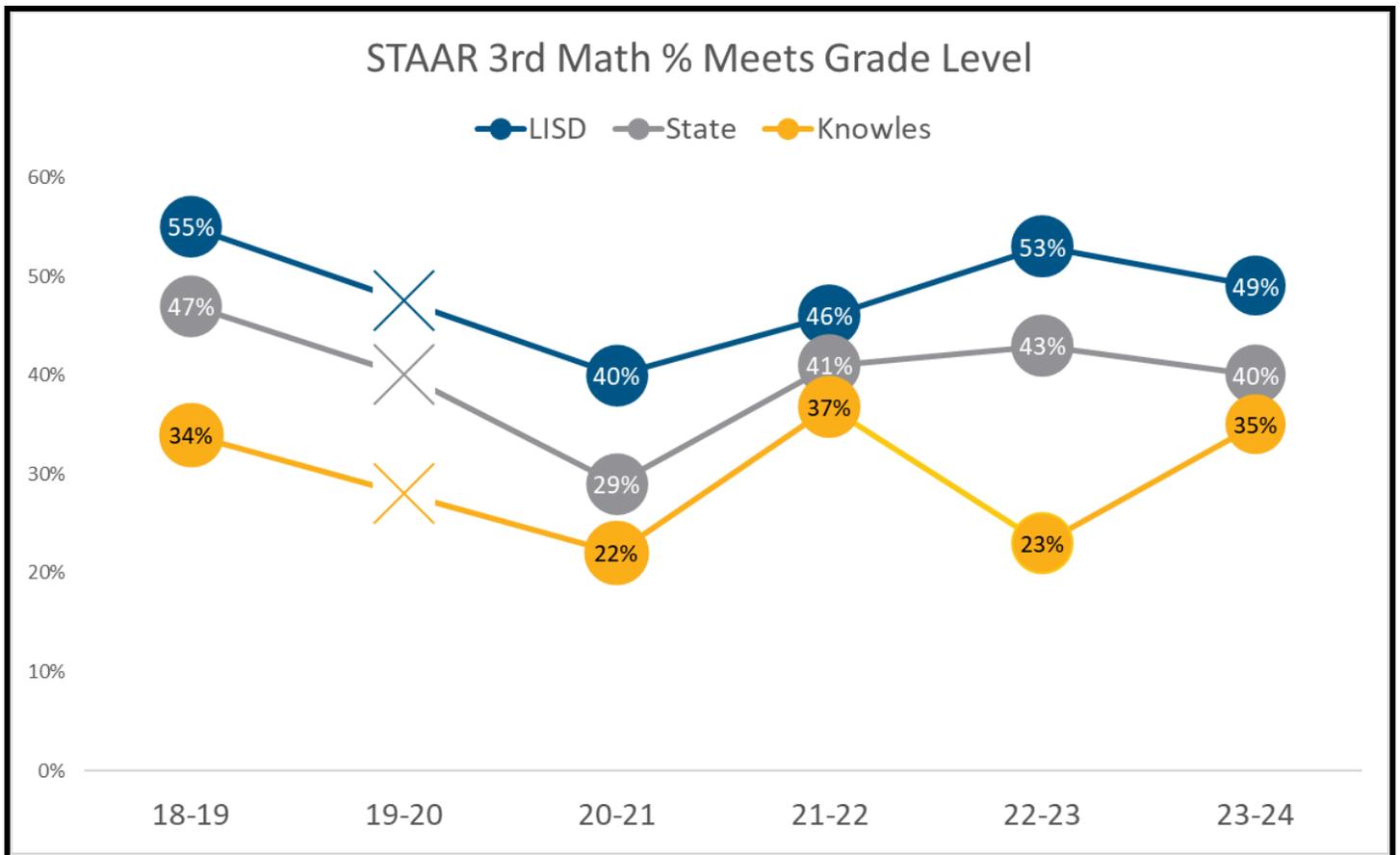
Knowles Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*		*	*				*	*
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

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.

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.
 - 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. Utilize 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
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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
% 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%

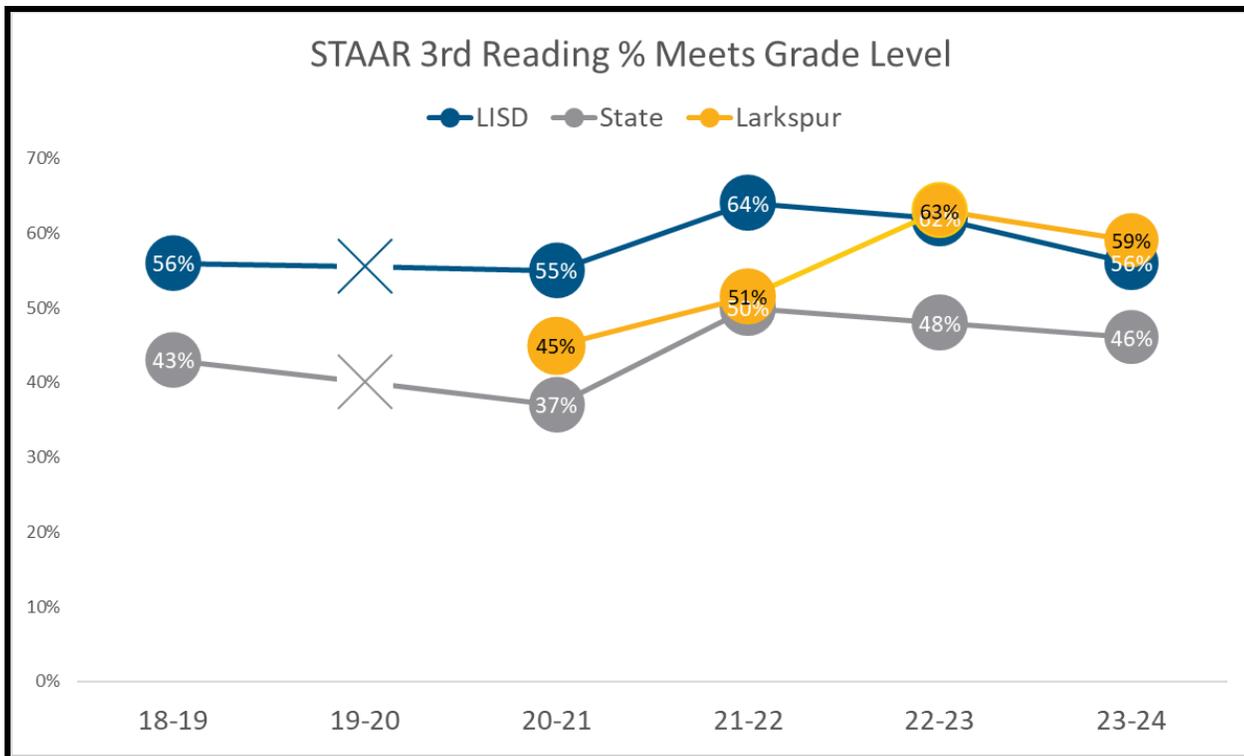
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	✖		✖	✖				✖	
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%

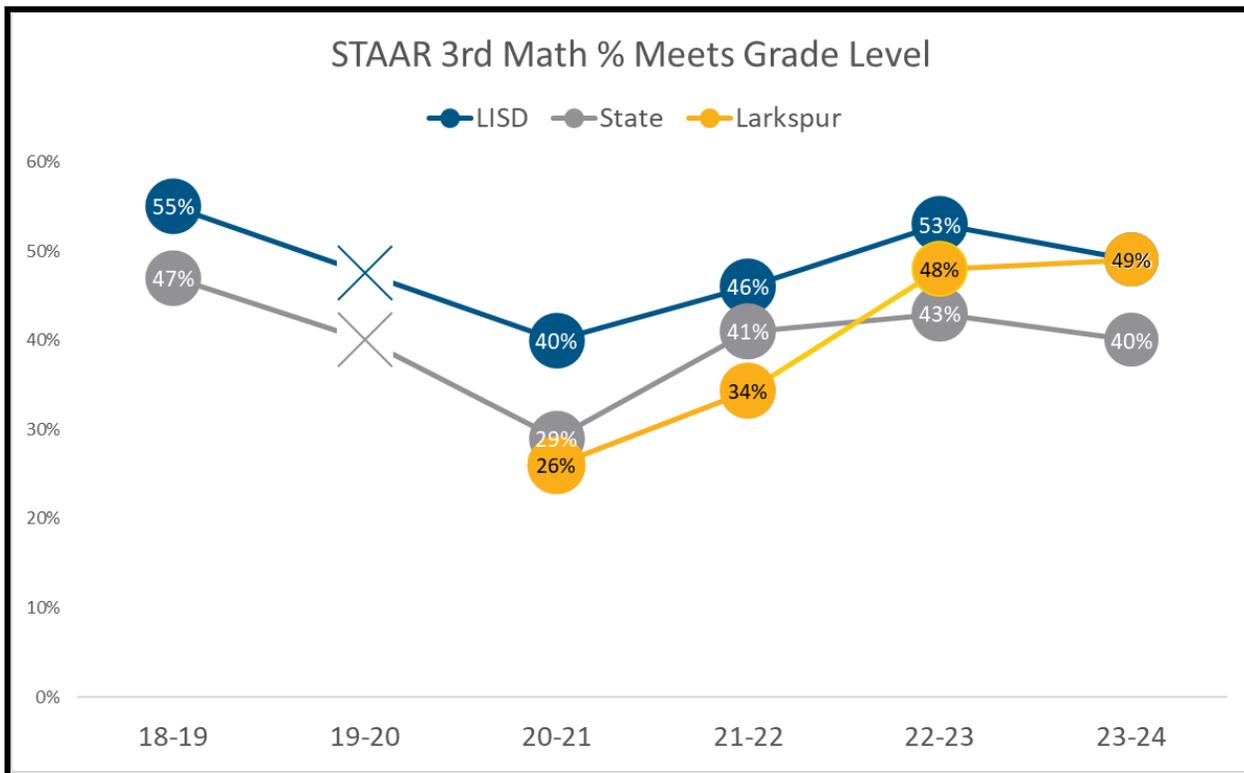
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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

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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.
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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%

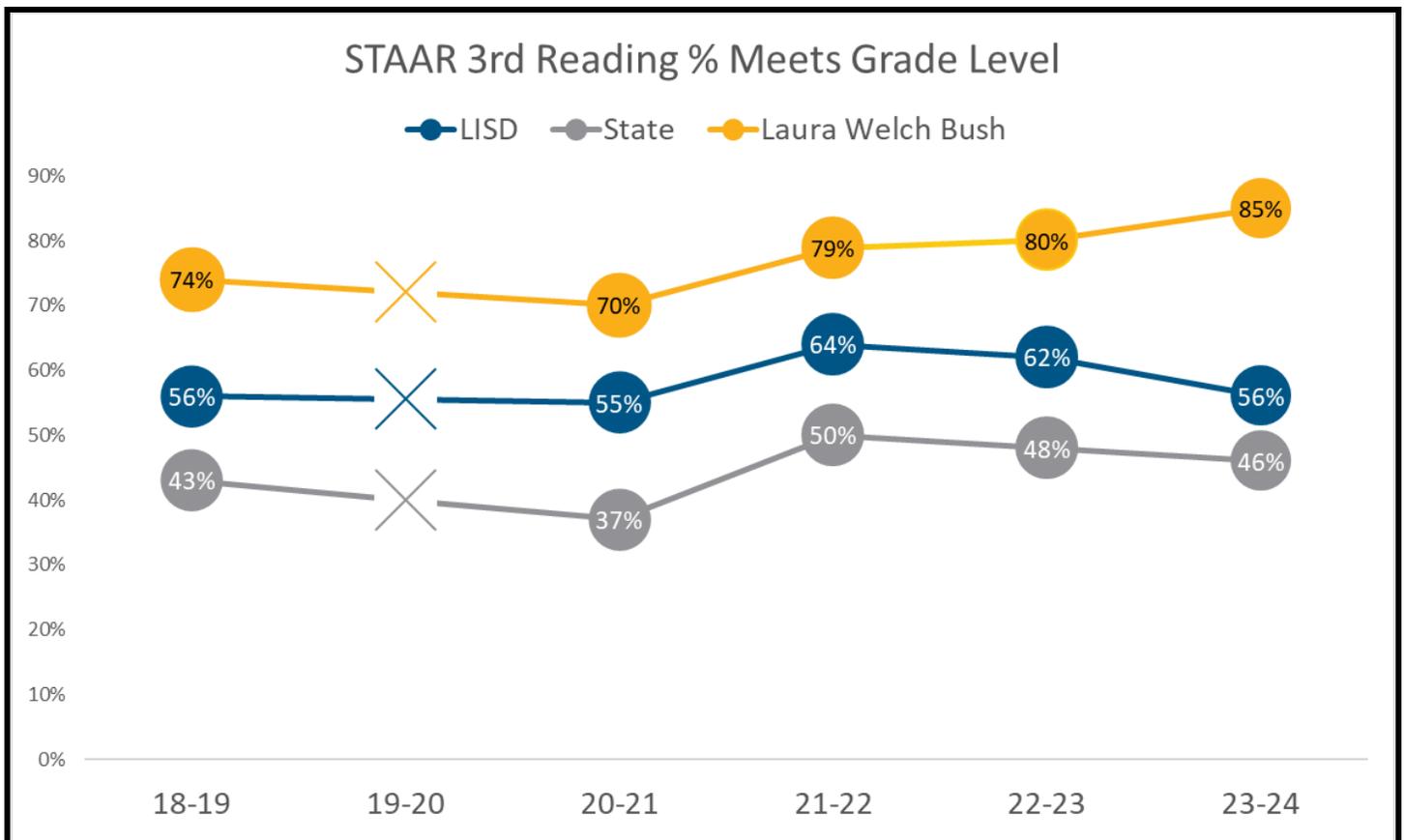
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
2019-20	75%			80%					
2020-21	75%			80%					
2021-22	76%			81%					
2022-23	77%			82%					
2023-24	78%			83%					
2024-25	79%			84%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
2019-20	*			*					
2020-21	70%		80%	64%	92%		46%		
2021-22	79%		74%	80%	100%				
2022-23	80%		90%	71%	94%		54%		
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%

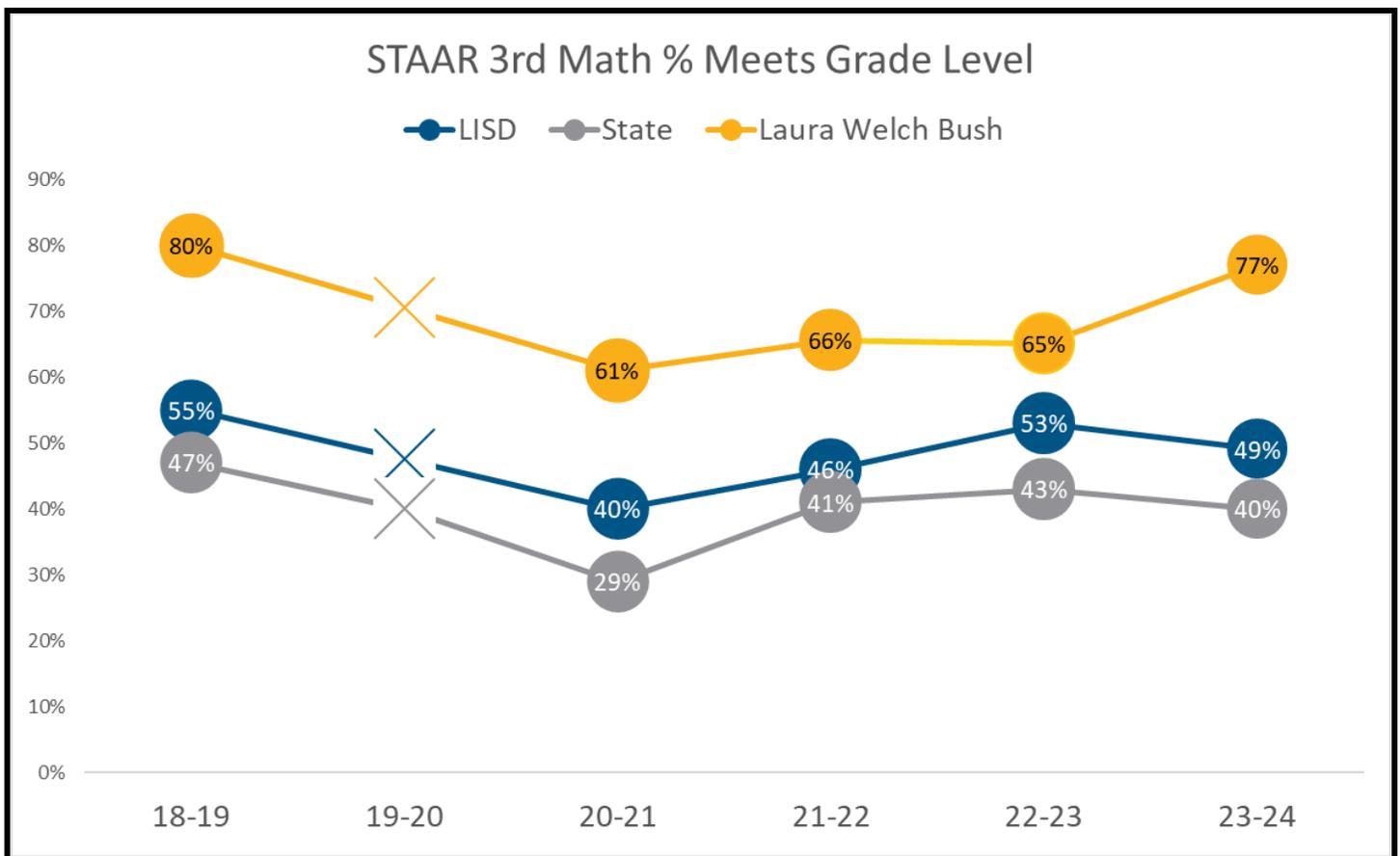
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

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

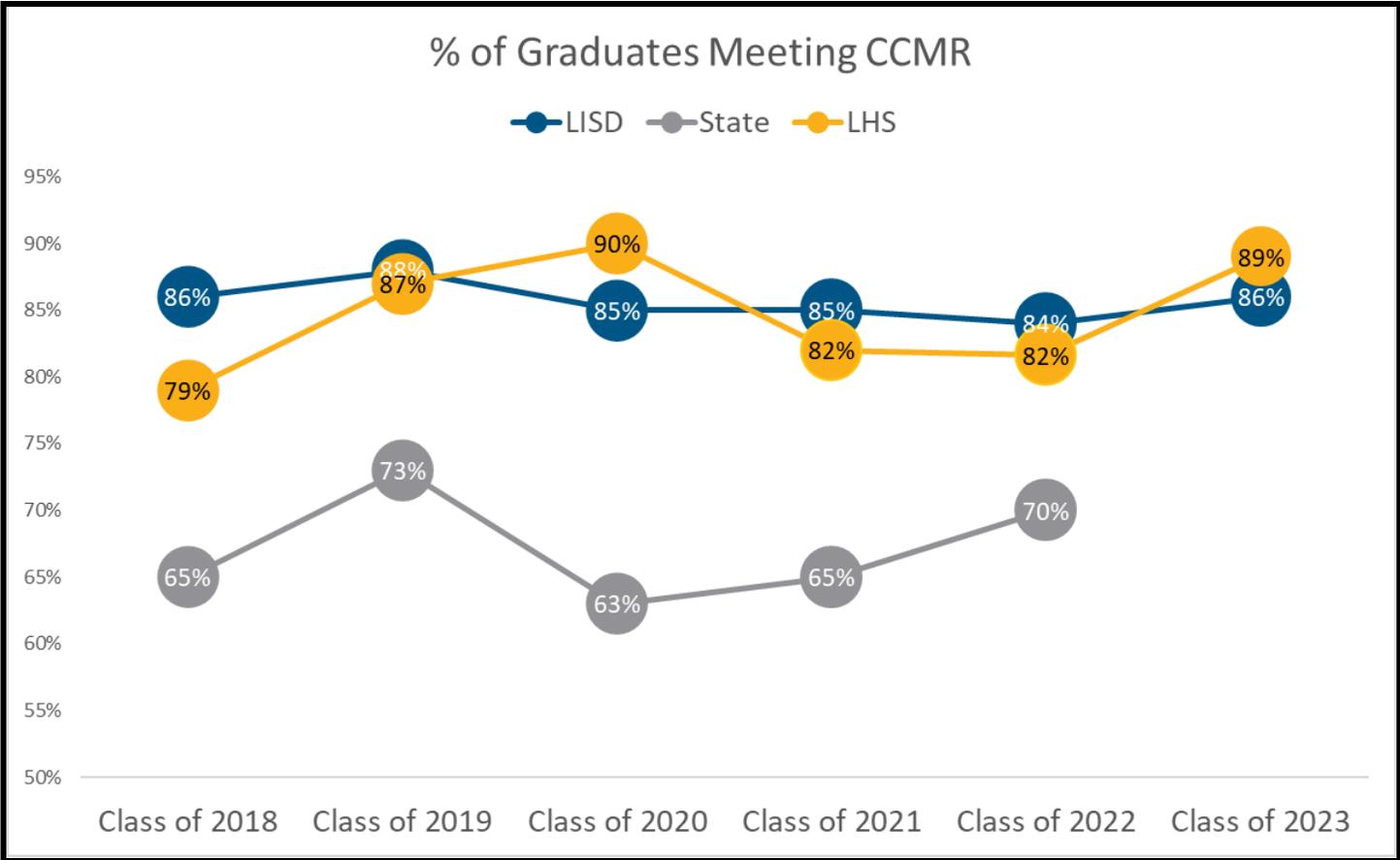
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2020 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2021 Goal	81%	71%	73%	86%	86%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

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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. Utilize 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%

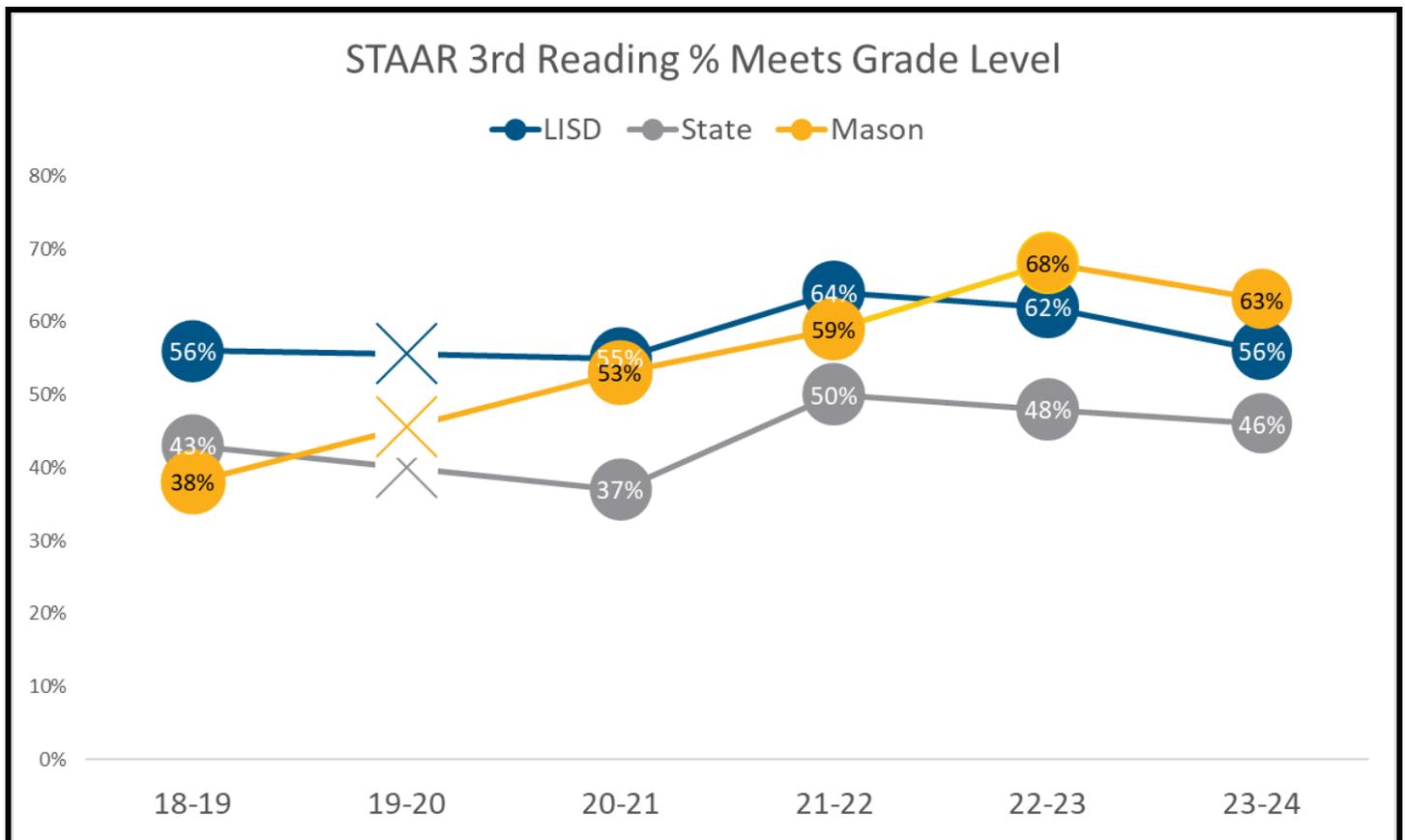
CC Mason Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*		*	*				*	
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%

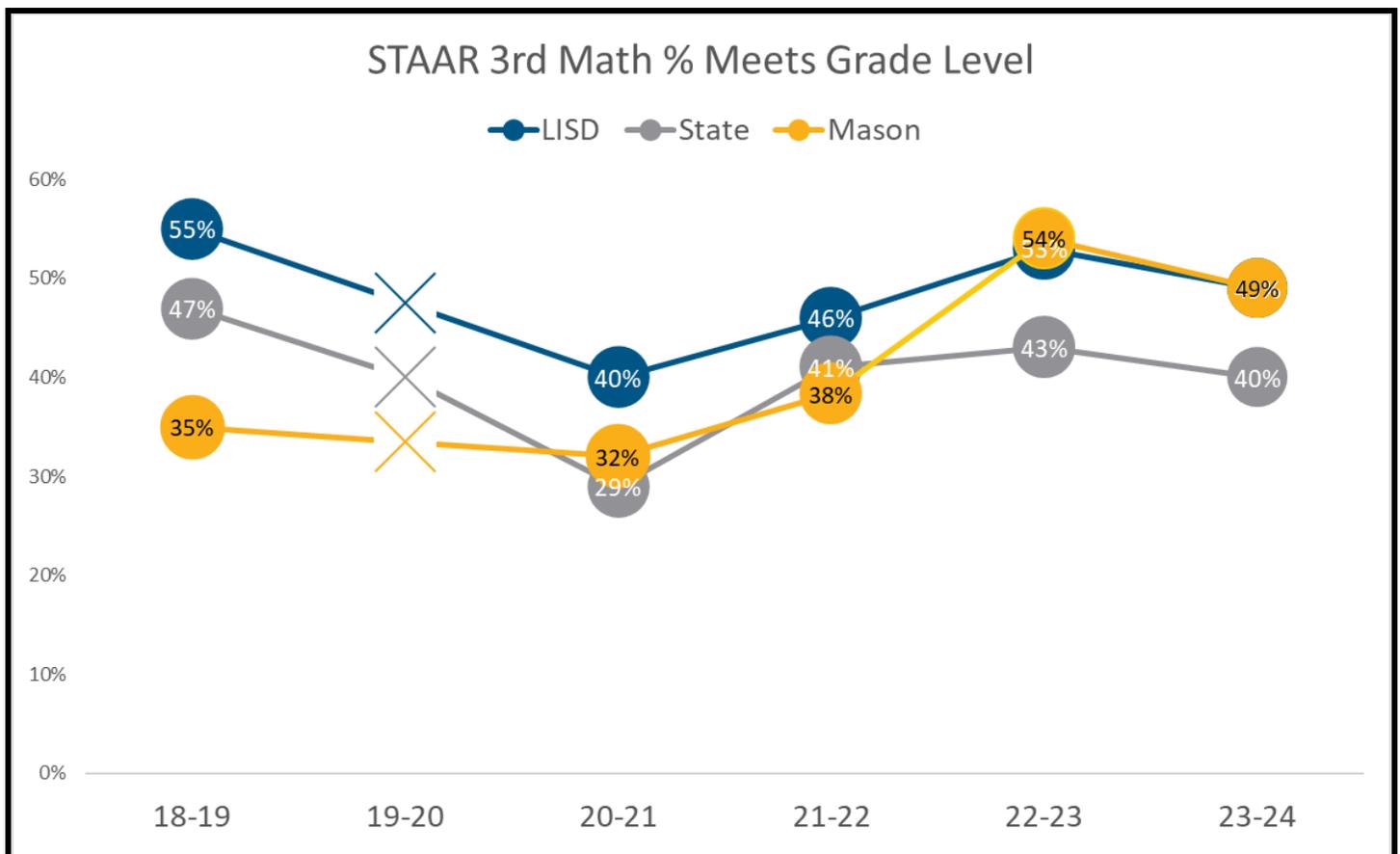
CC Mason Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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.
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 1. Campus Walks as a K-5 ELA team, a K-12 ELA Team, and with ICs evaluating evidence of curriculum implementation
 2. Participate in campus School Support Visits through a lens of curriculum implementation
 3. Utilize 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
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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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Leander ISD Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR

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

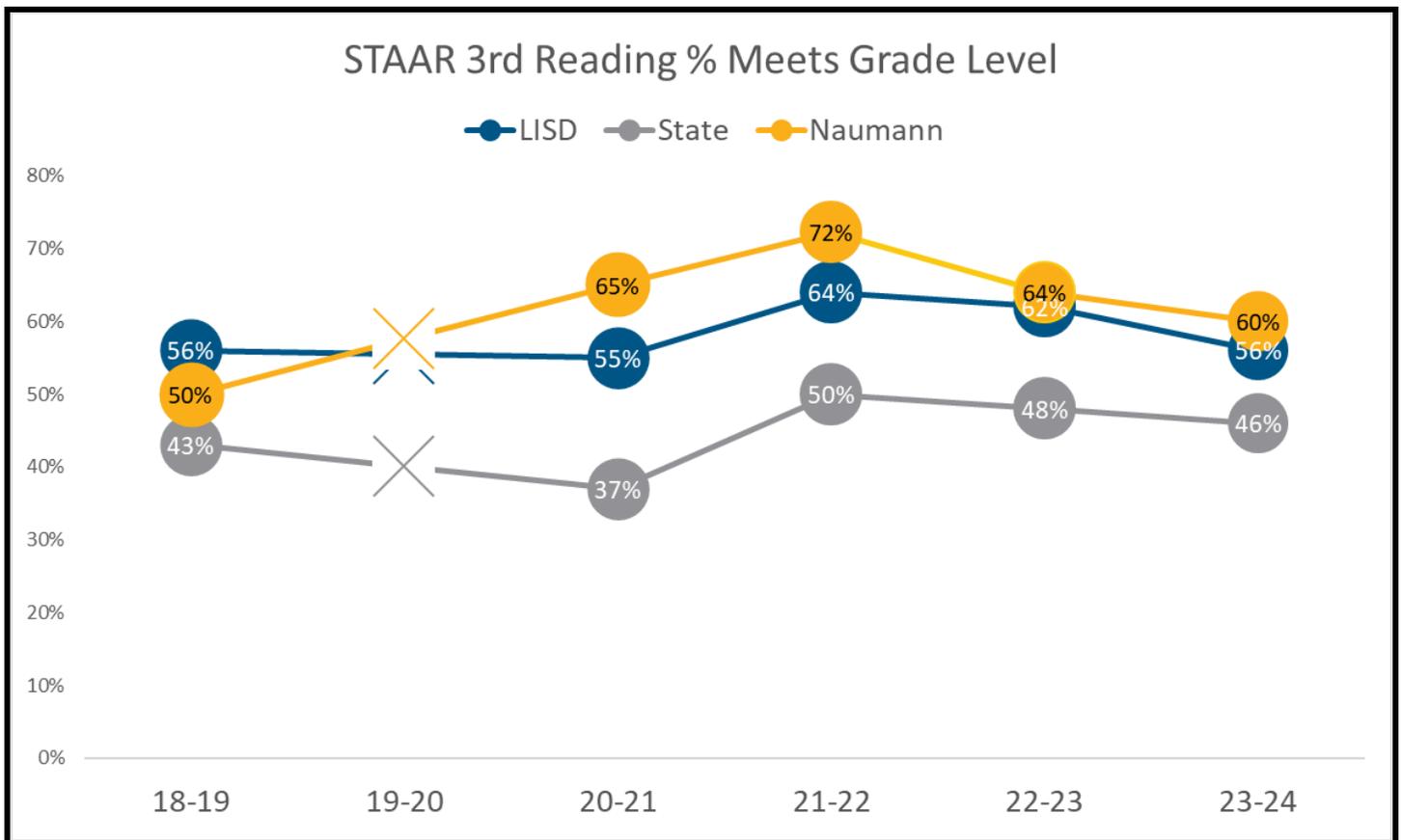
Naumann Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
2019-20	*			*					
2020-21	65%		54%	73%				36%	
2021-22	72%		65%	82%			40%	50%	
2022-23	64%		75%	72%			25%	60%	
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%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

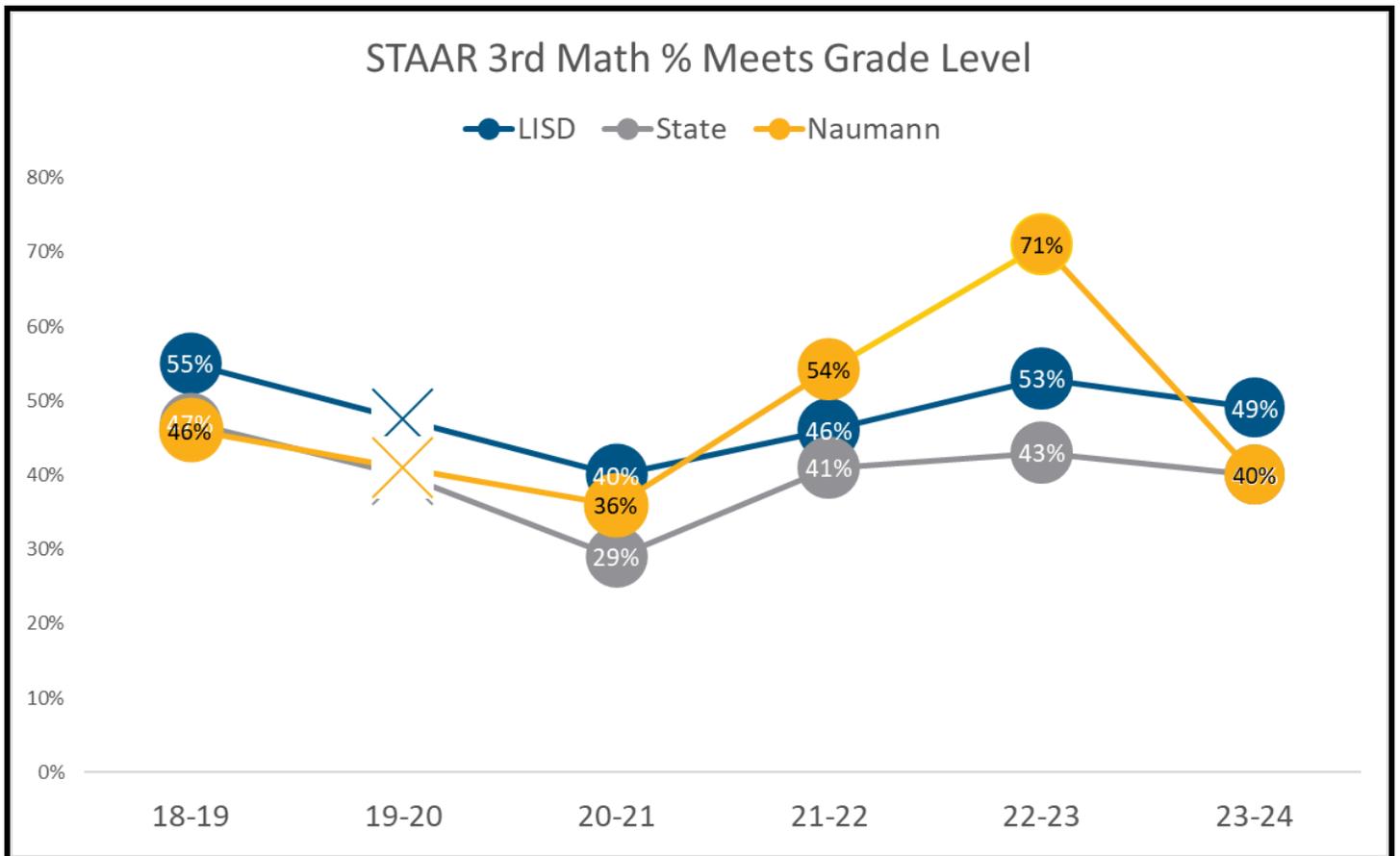
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	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
2019-20	48%			52%					
2020-21	48%			52%					
2021-22	52%			54%					
2022-23	54%			56%					
2023-24	57%			58%					
2024-25	60%			60%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
2019-20	✖			✖					
2020-21	36%		31%	45%				18%	
2021-22	54%		47%	68%			30%	42%	
2022-23	71%		75%	80%			50%	40%	
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
 - c. Revise 3-5 curriculum assessments with varied item types
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 - 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,
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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
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%

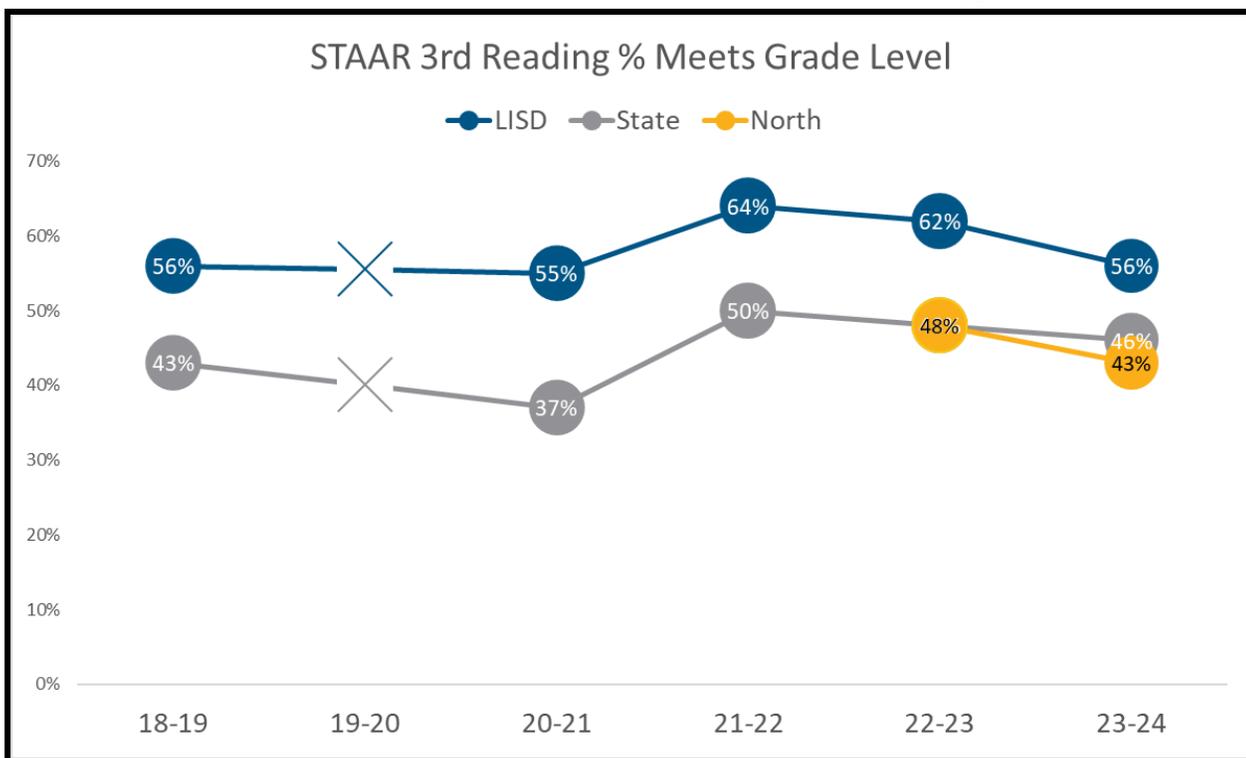
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	✖		✖	✖				✖	
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%

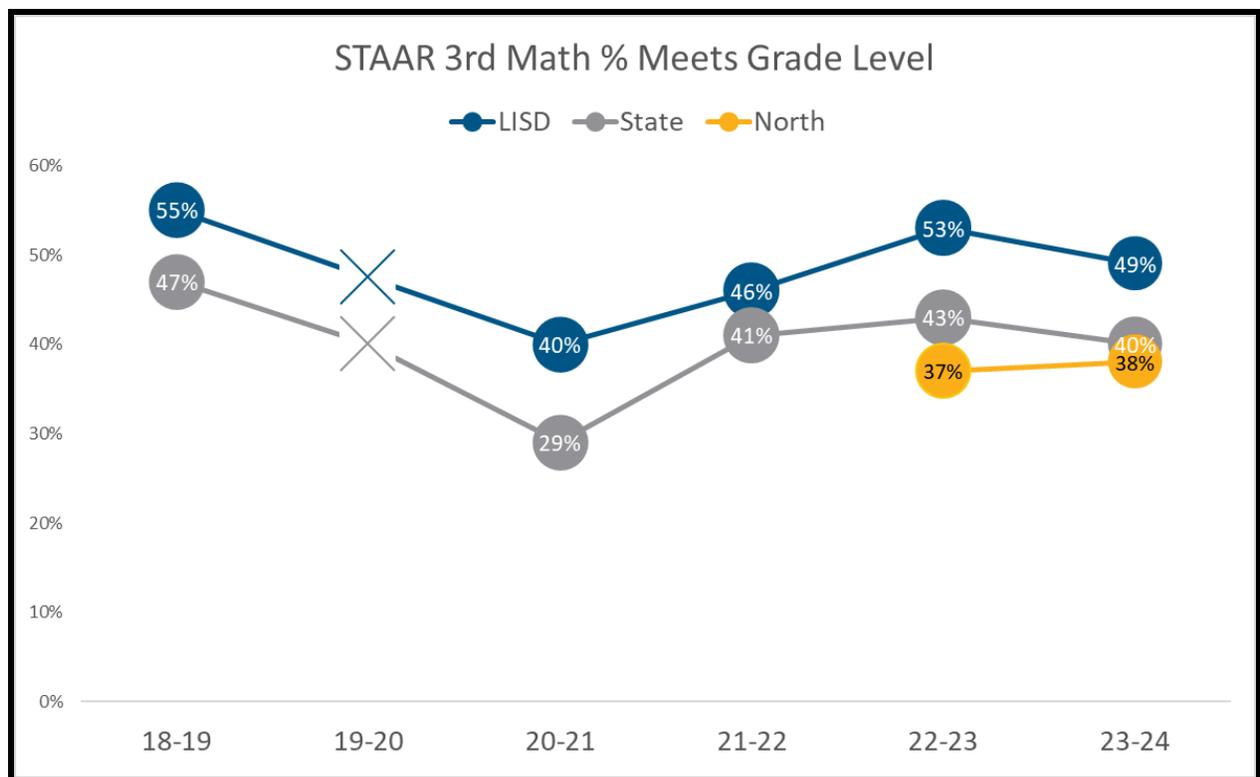
Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	✖		✖	✖				✖	
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. Utilize 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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 - 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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 - 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%

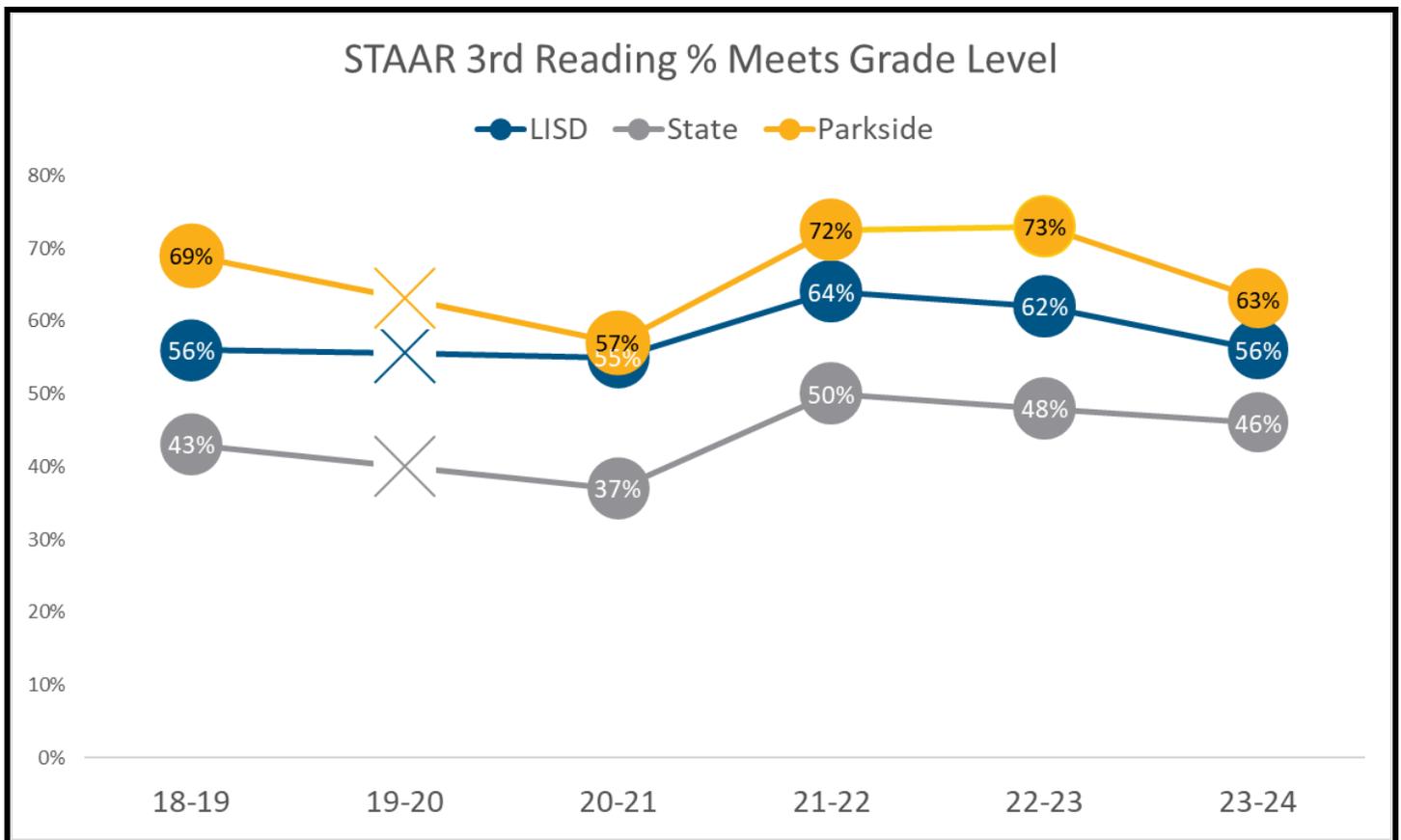
Parkside Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*			*	*				
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%

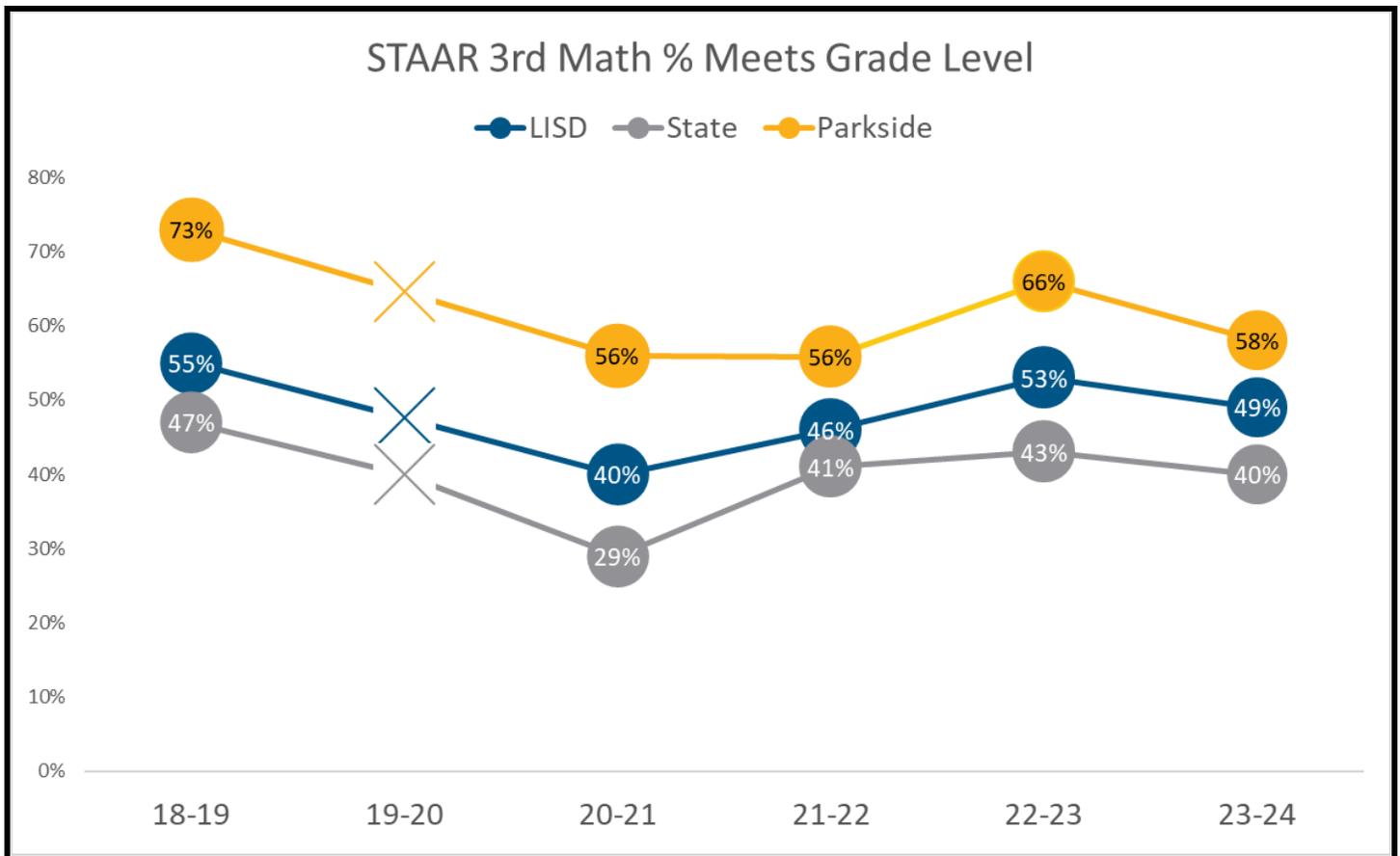
Parkside Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*			*	*				
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.
 - 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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 2. Participate in campus School Support Visits through a lens of curriculum implementation
 3. Utilize 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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 - 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
 - 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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 - 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%

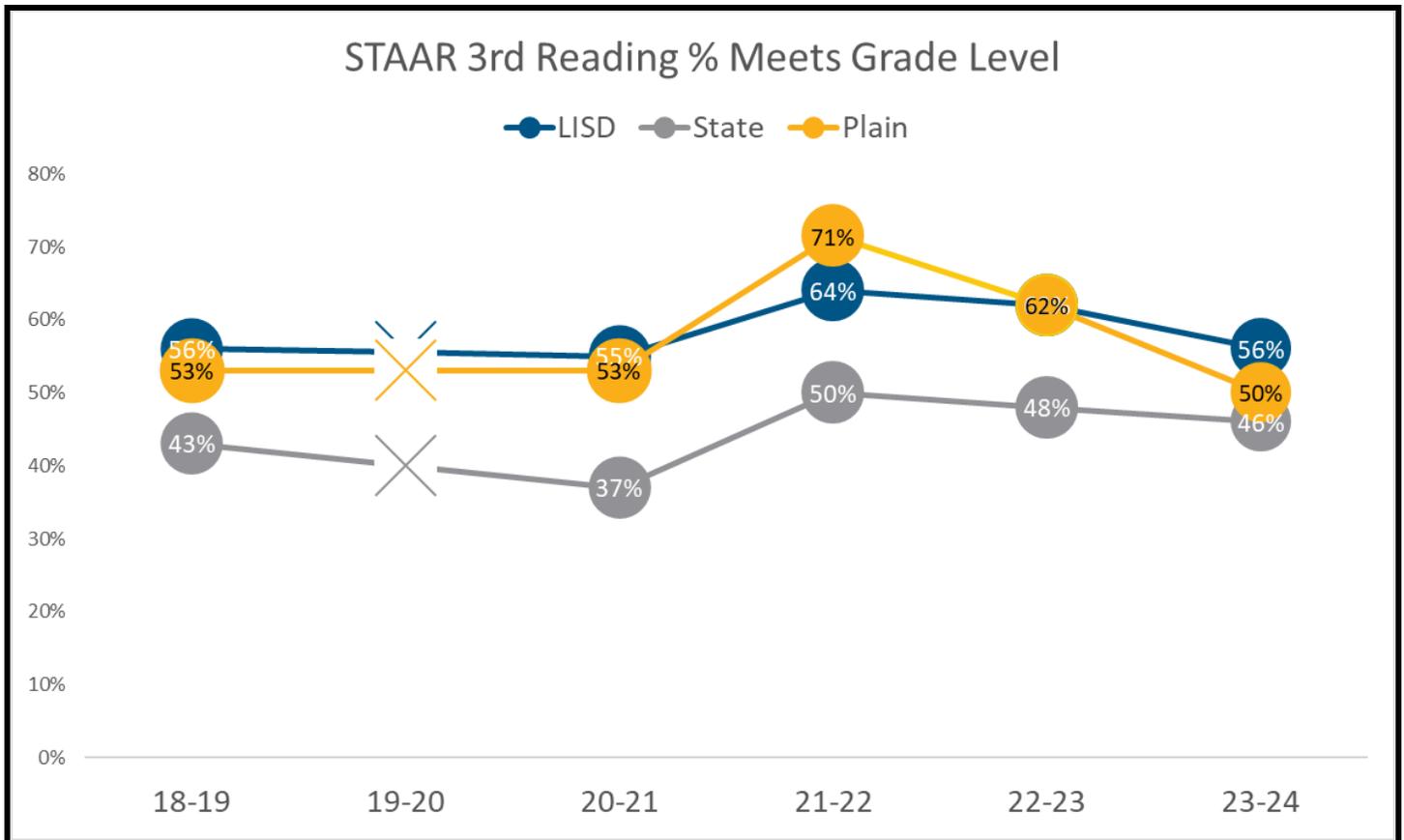
Plain Baseline Data & Proposed Annual Goals- Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

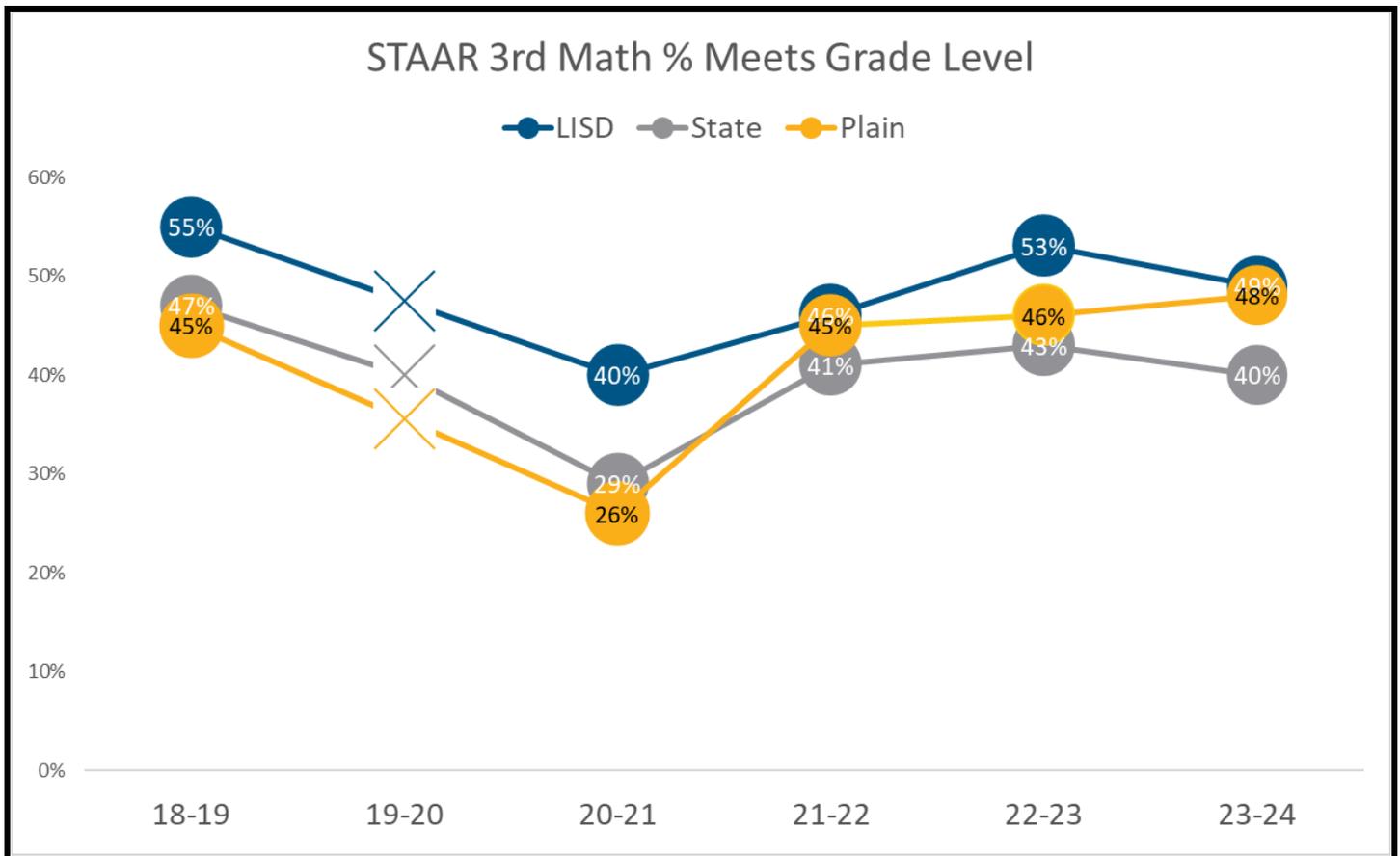
Plain Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
2019-20	48%		39%	52%				37%	
2020-21	26%	8%	23%	37%			12%	14%	
2021-22	45%		30%	46%	69%		6%	19%	69%
2022-23	46%		40%	44%	77%		31%	12%	78%
2023-24	48%		41%	44%	73%	58%	28%	27%	50%

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



HOUSE BILL 3 LEGISLATION

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Pleasant Hill 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. 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%

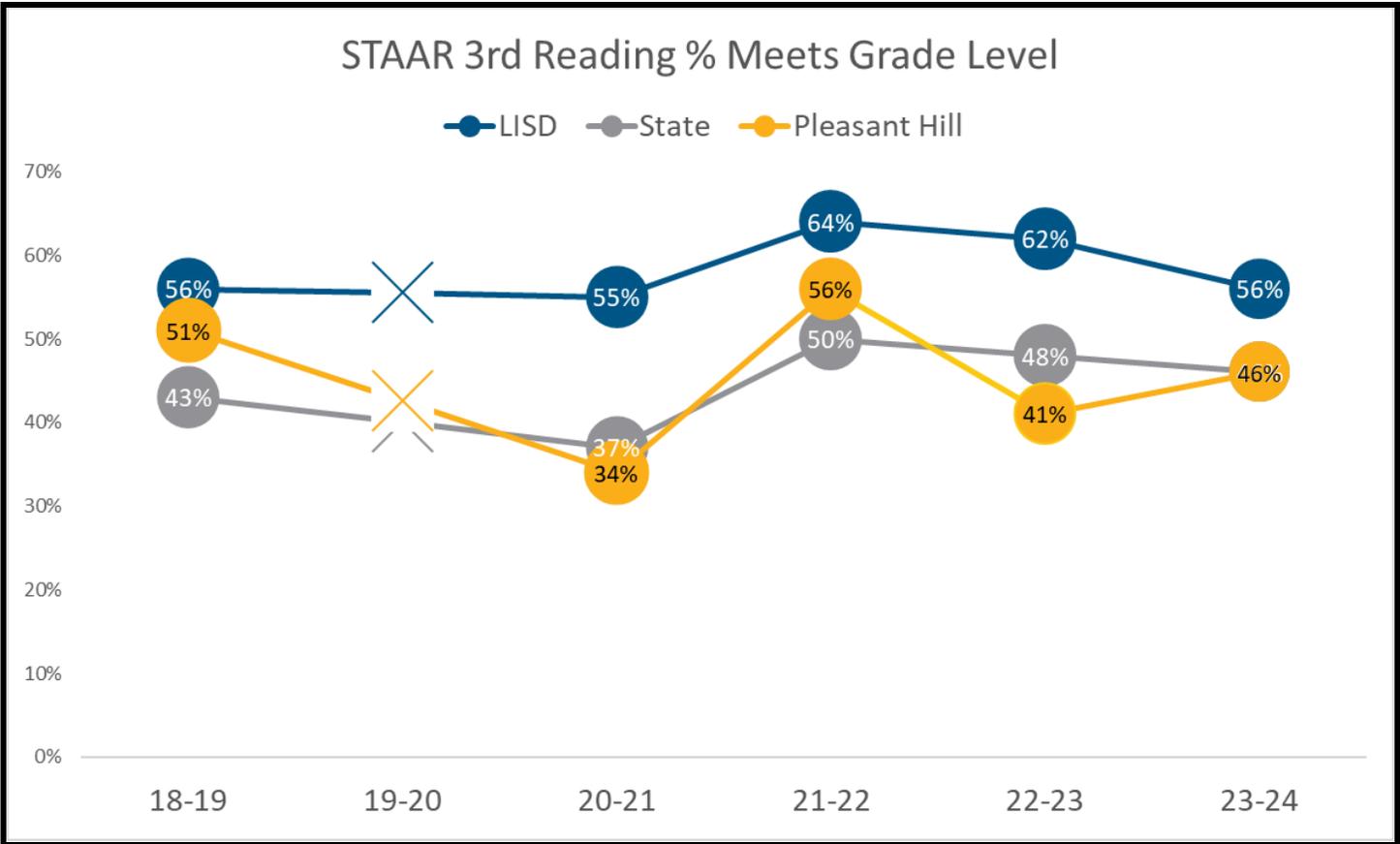
Pleasant Hill Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
2019-20	57%	29%	48%	58%	84%	60%	34%	40%	45%
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

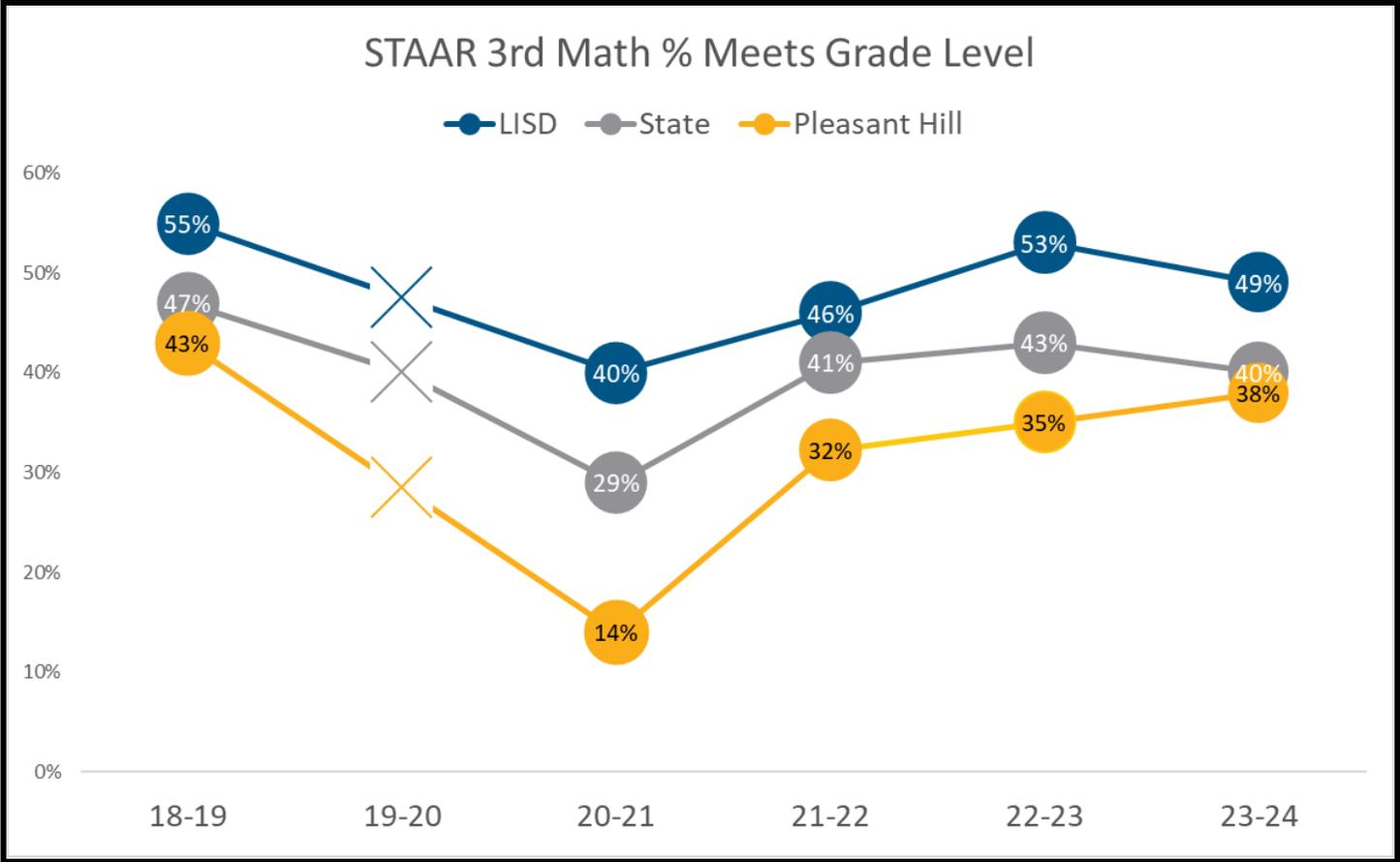
Pleasant Hill Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
2019-20	46%		38%	46%				36%	
2020-21	16%		16%	14%			17%	19%	
2021-22	50%		43%	49%				42%	
2022-23	53%		48%	52%				48%	
2023-24	57%		54%	56%				54%	
2024-25	60%		60%	60%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
2019-20	✖		✖	✖				✖	
2020-21	14%		16%	14%			17%	19%	
2021-22	32%		21%	37%		20%	25%	26%	
2022-23	35%		27%	40%		14%	26%	43%	
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

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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. Utilize 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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 - 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%

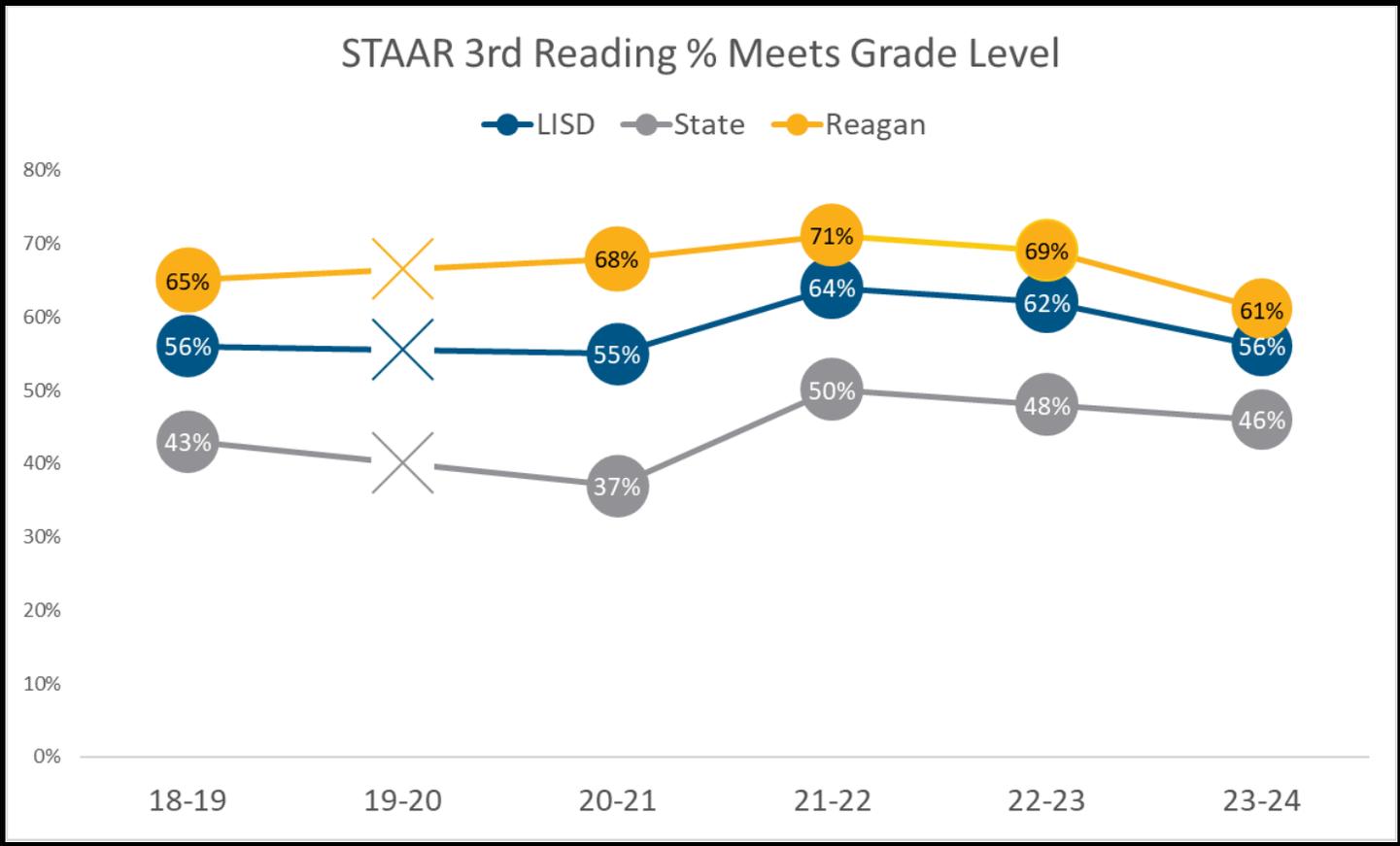
Reagan Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%
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2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
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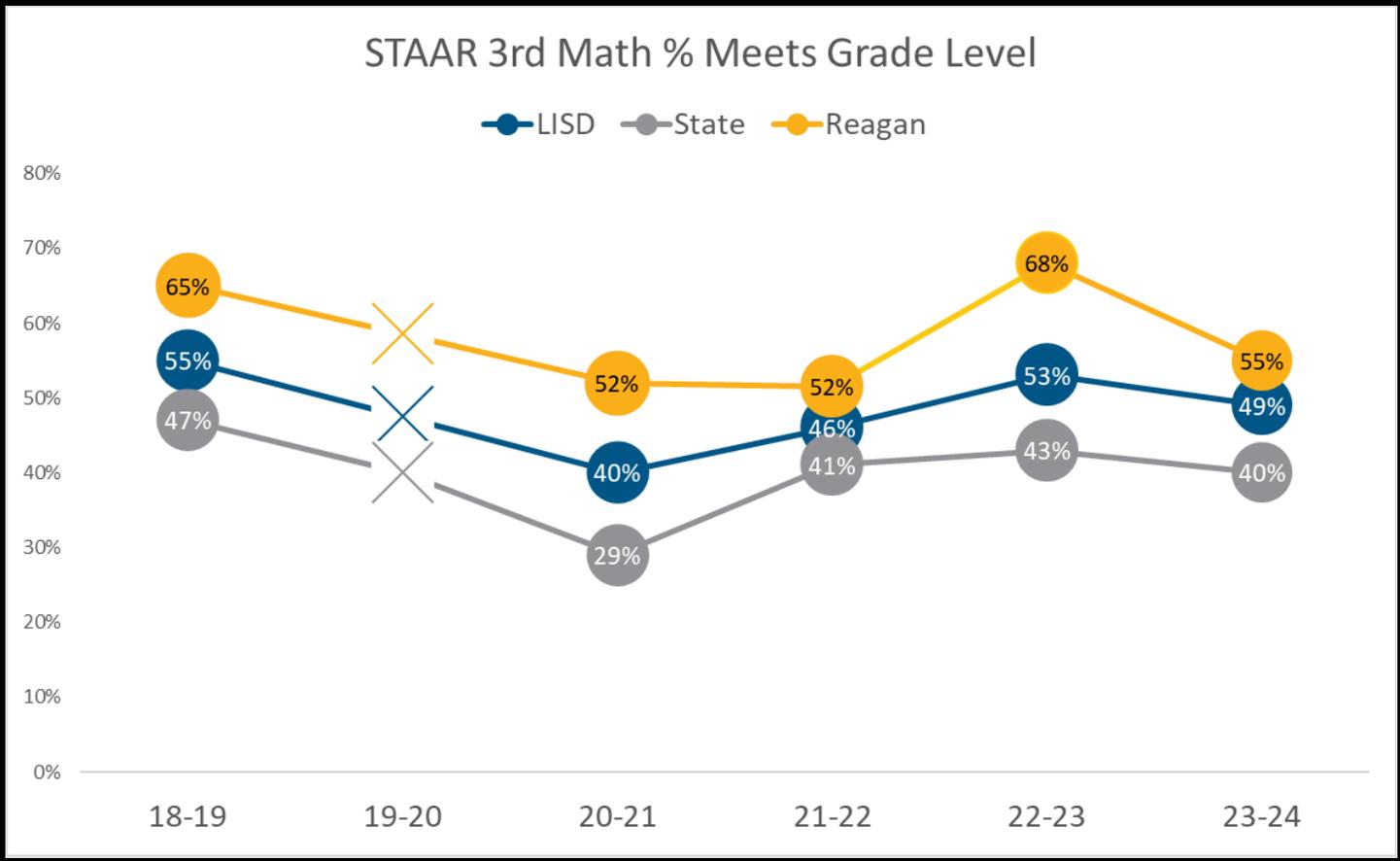
Reagan Baseline Data & Proposed Annual Goals - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
2019-20	*		*	*					
2020-21	52%		35%	59%	67%		31%	22%	55%
2021-22	52%		41%	43%	78%	31%	17%	33%	70%
2022-23	69%		74%	66%	80%	33%	50%		59%
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.
 - 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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 - 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
 - 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
 % 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%

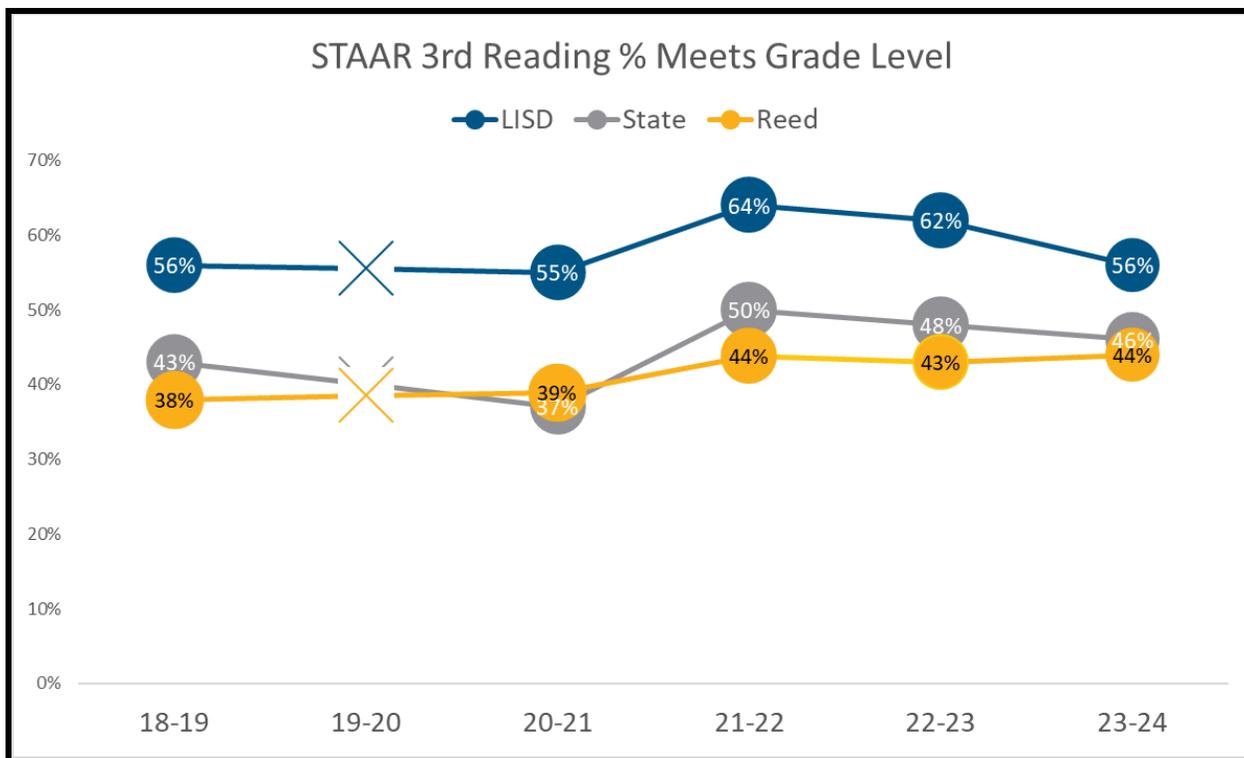
Reed Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%

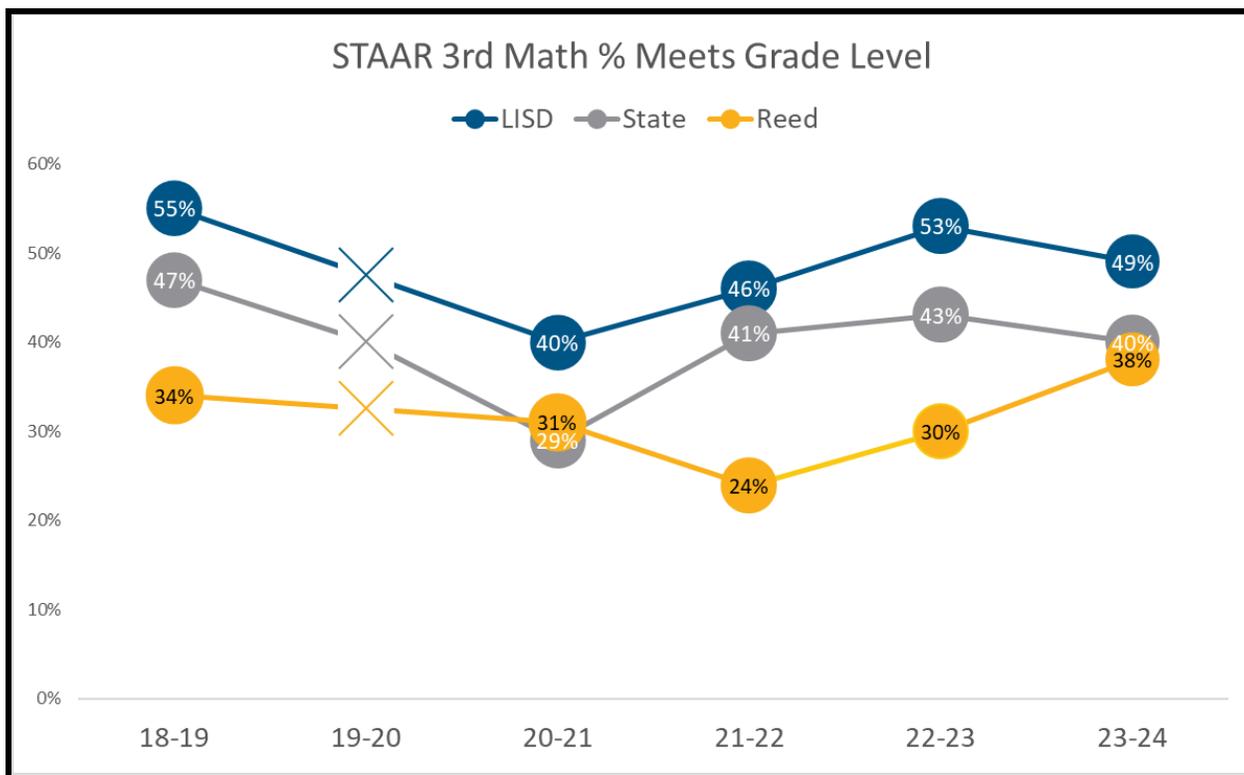
Reed Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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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 - 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%

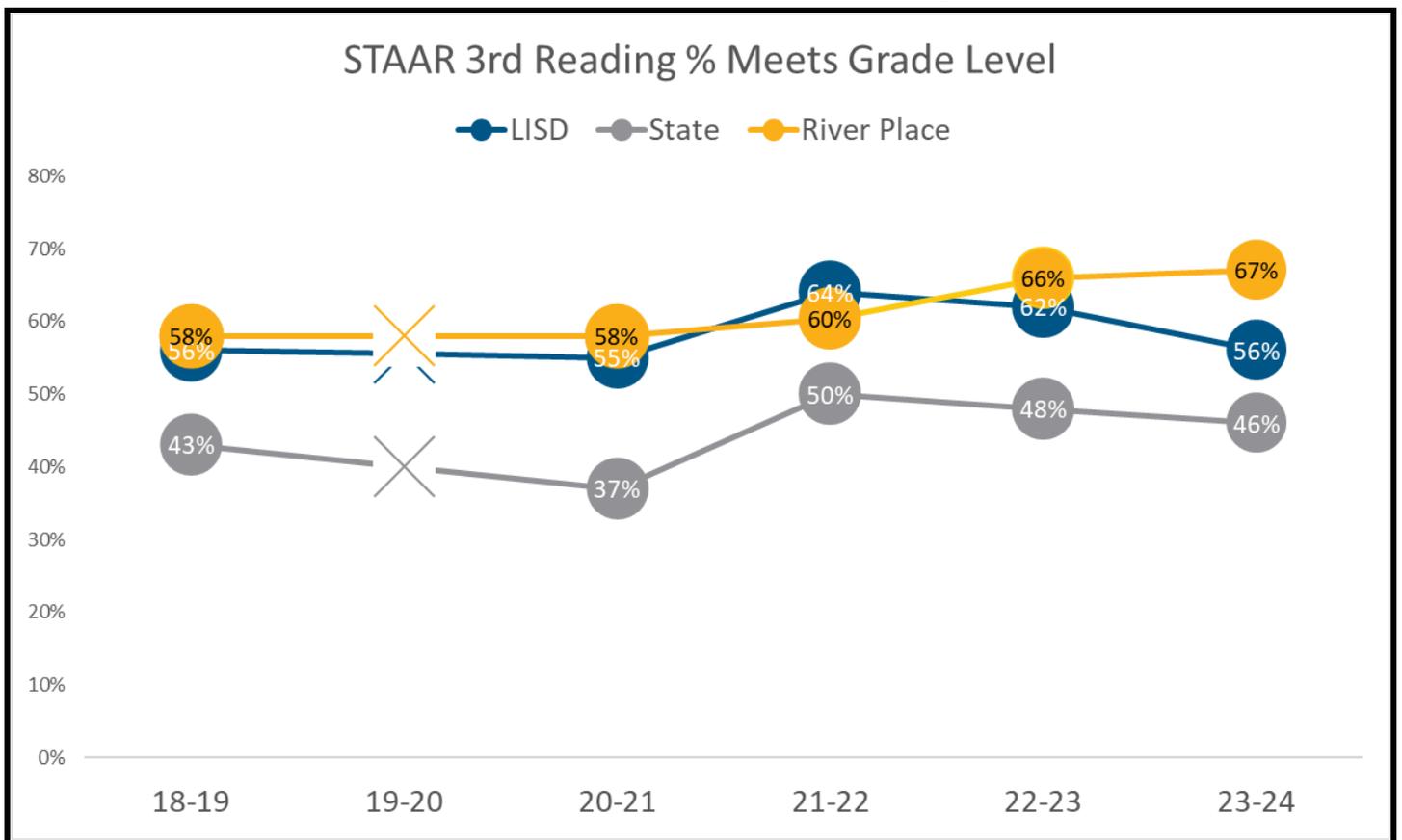
River Place Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
2019-20	59%		67%	64%				34%	
2020-21	59%		67%	64%				34%	
2021-22	60%		68%	65%				40%	
2022-23	61%		69%	66%				47%	
2023-24	62%		70%	67%				53%	
2024-25	63%		71%	68%				60%	

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
2019-20	✖		✖	✖				✖	
2020-21	58%		36%	64%	50%	91%	40%	35%	
2021-22	60%	36%	44%	70%			30%	52%	46%
2022-23	66%	25%	59%	77%	83%	62%	41%	42%	54%
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%

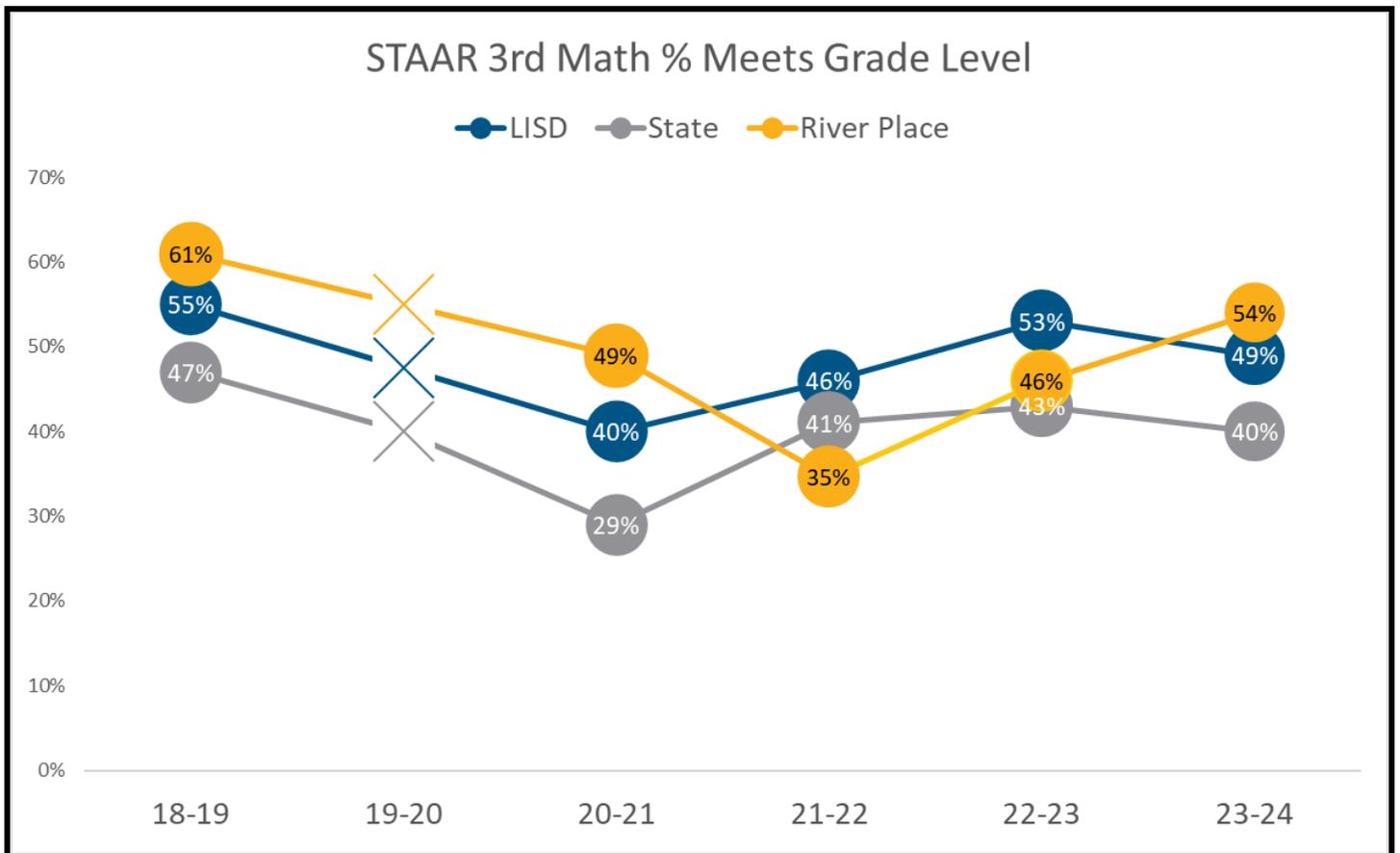
River Place Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*		*	*				*	
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. Utilize 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
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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%

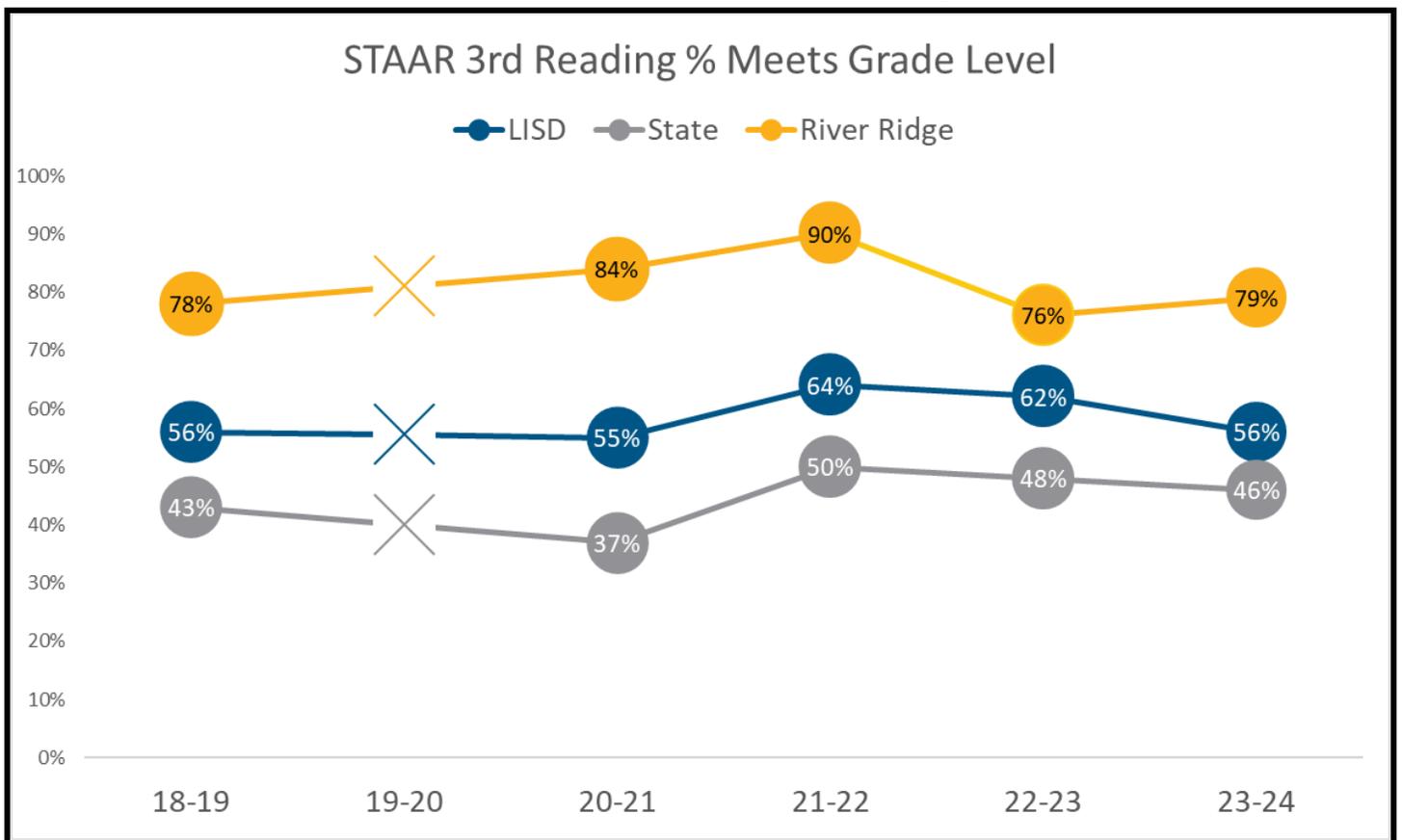
River Ridge Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

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

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
2019-20	✖			✖					
2020-21	84%		100%	78%					
2021-22	90%		100%	86%	86%	100%	73%		
2022-23	76%		75%	74%	80%	86%	40%		
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%
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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%
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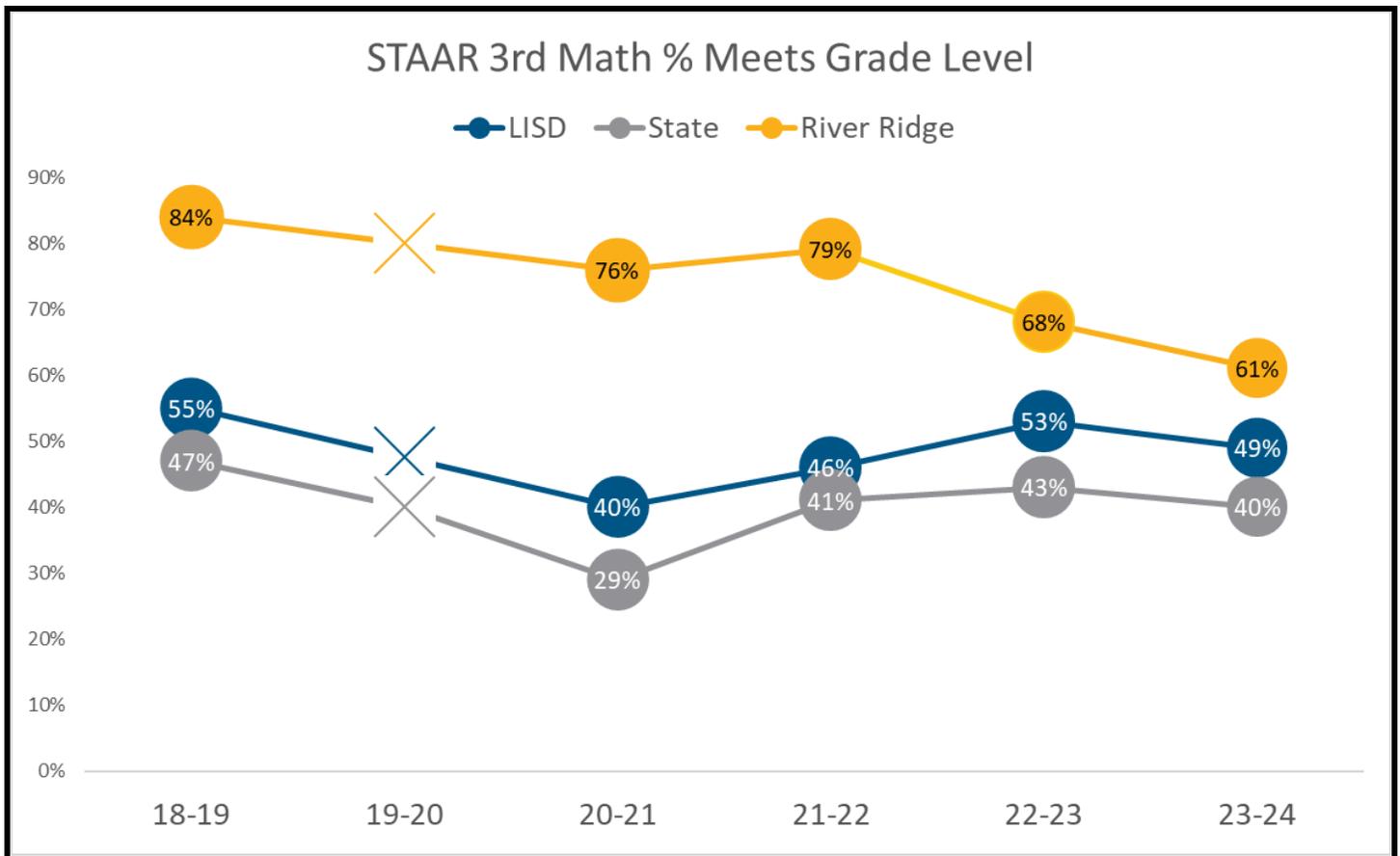
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	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
2019-20	85%			79%					
2020-21	76%		60%	77%					
2021-22	86%			80%					
2022-23	87%			81%					
2023-24	88%			82%					
2024-25	89%			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 Completer 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 Completer 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

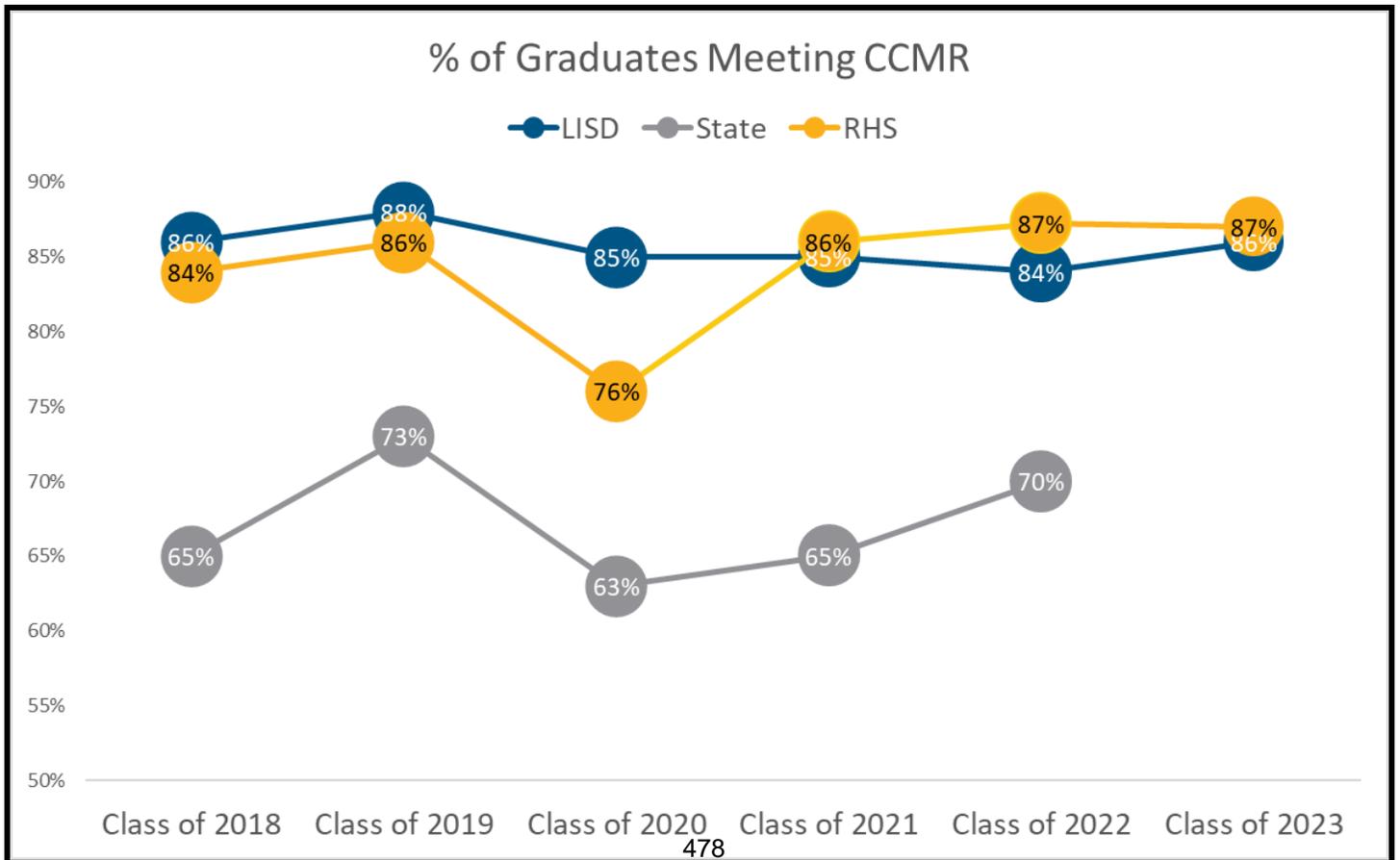
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2021 Goal	86%	83%	78%	88%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

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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
 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. Utilize 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%

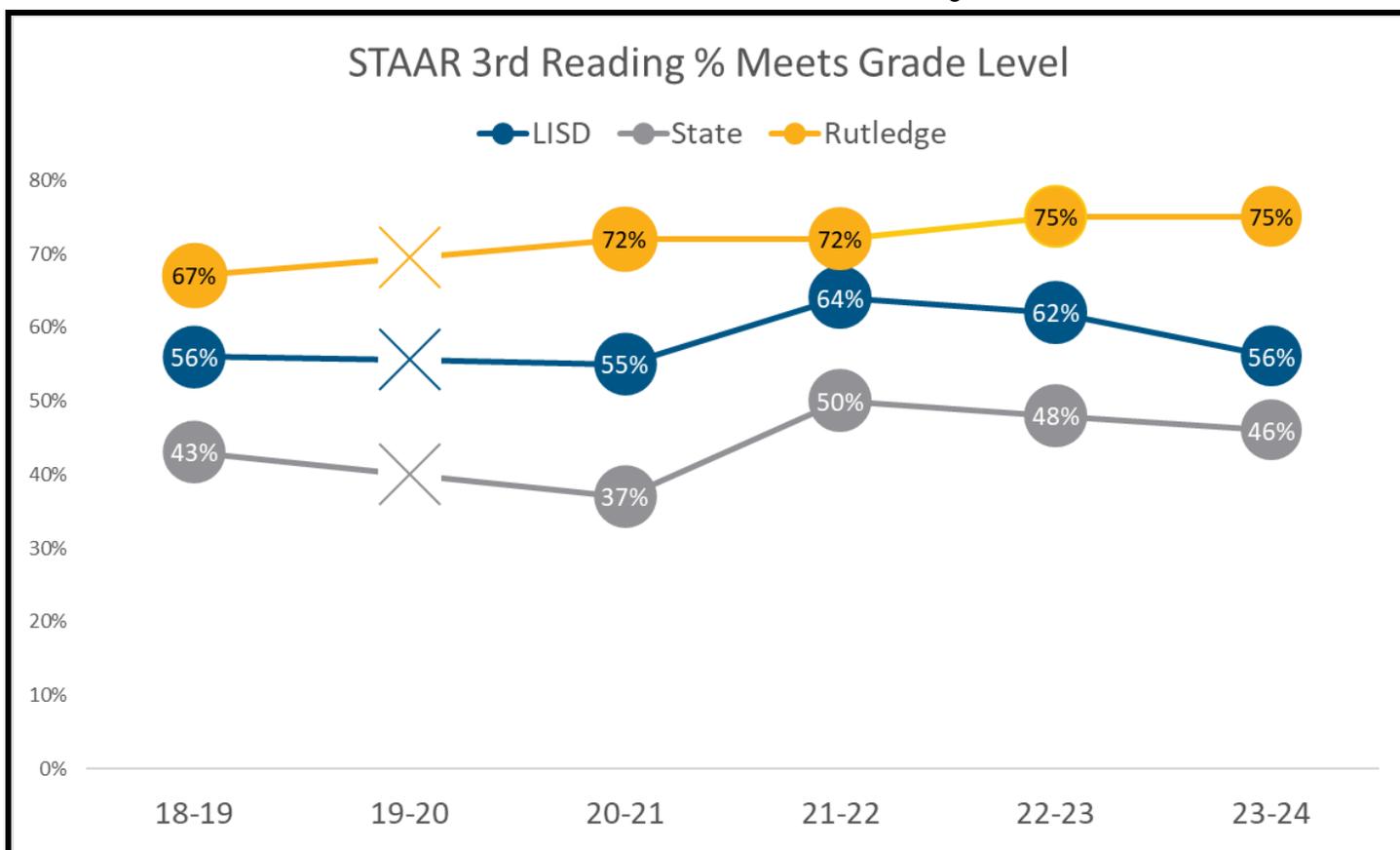
Rutledge Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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%

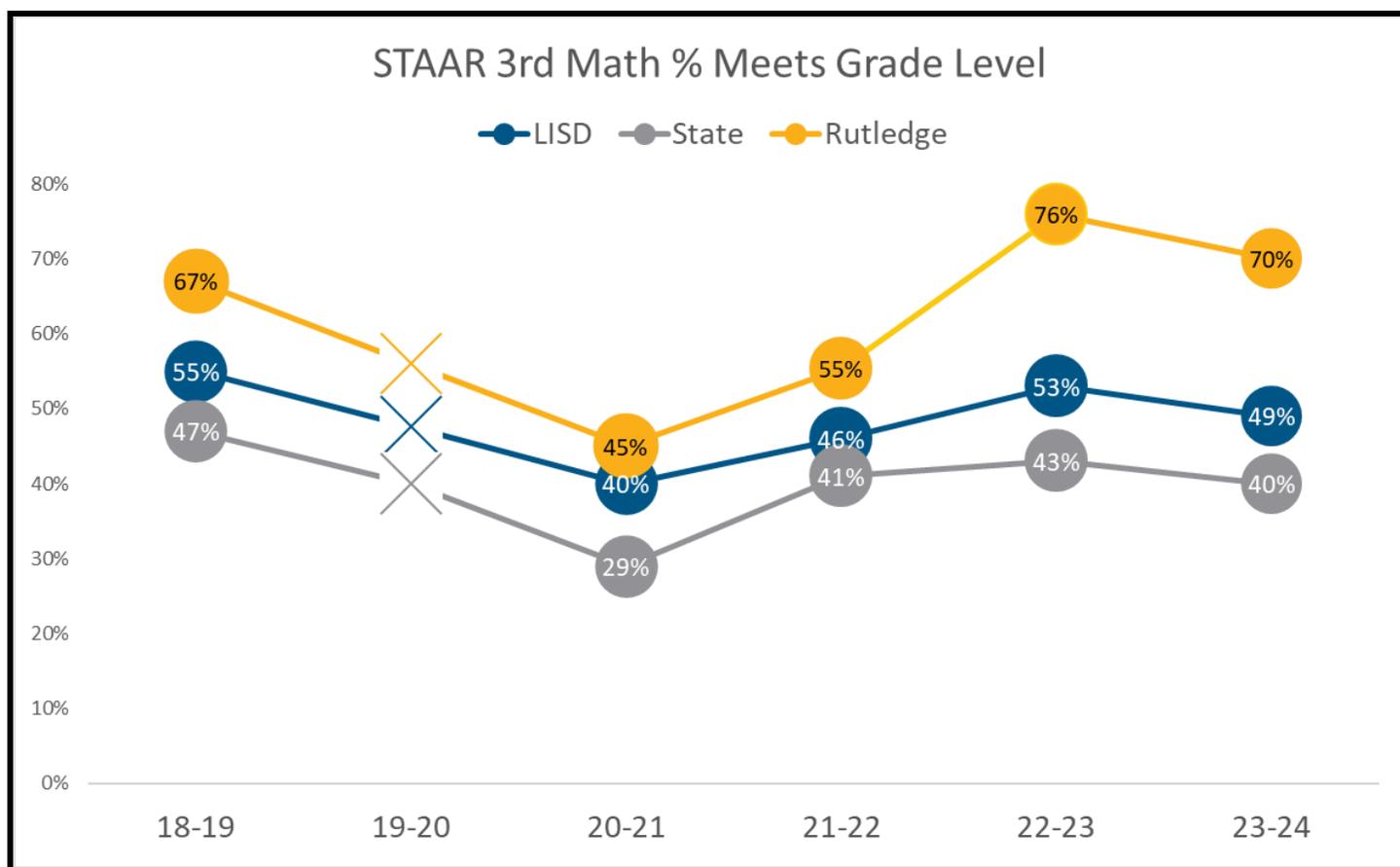
Rutledge Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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. Utilize 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-weekly 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%

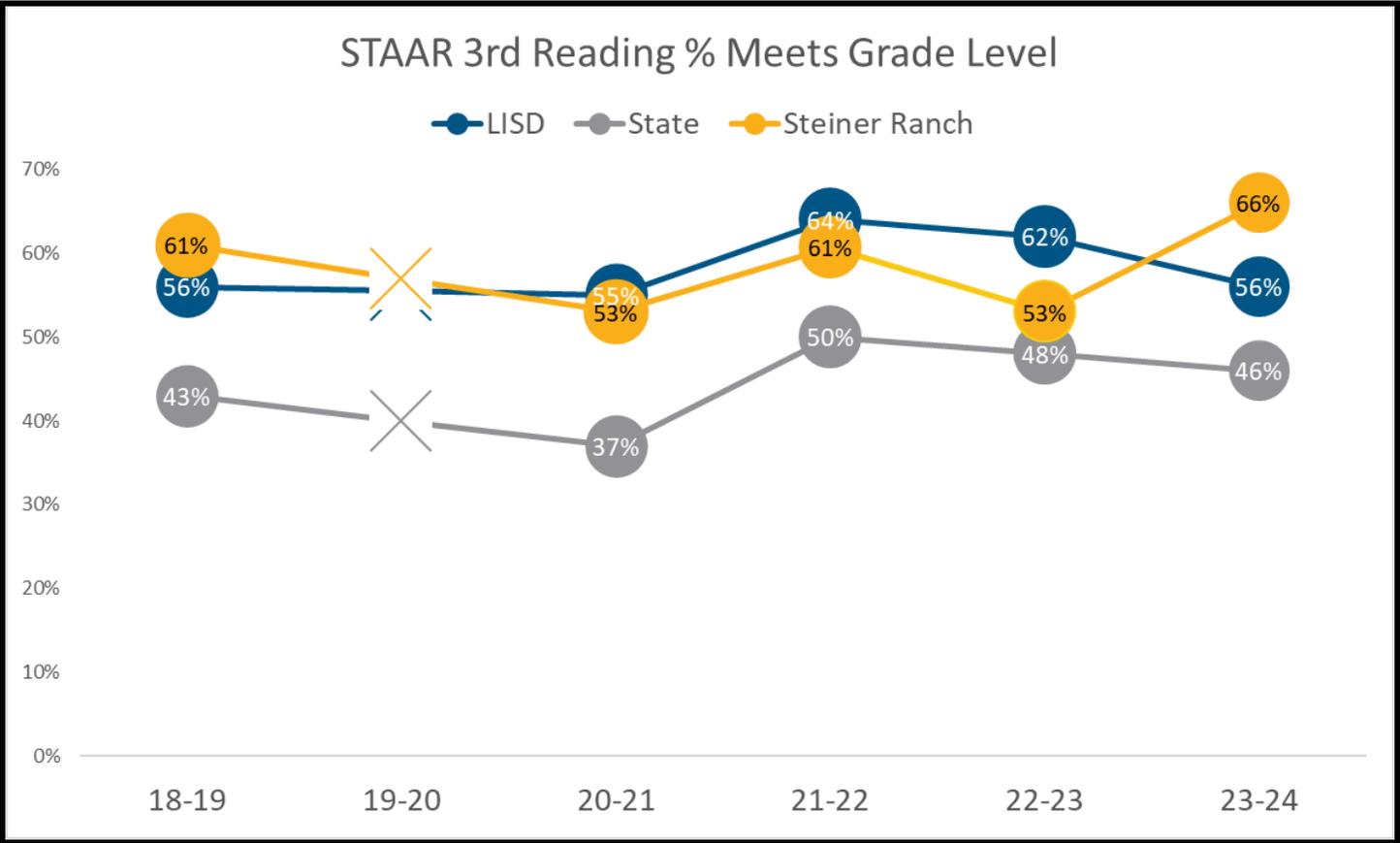
Steiner Ranch Baseline Data & Proposed Annual Goals - Reading
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*		*	*					
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%

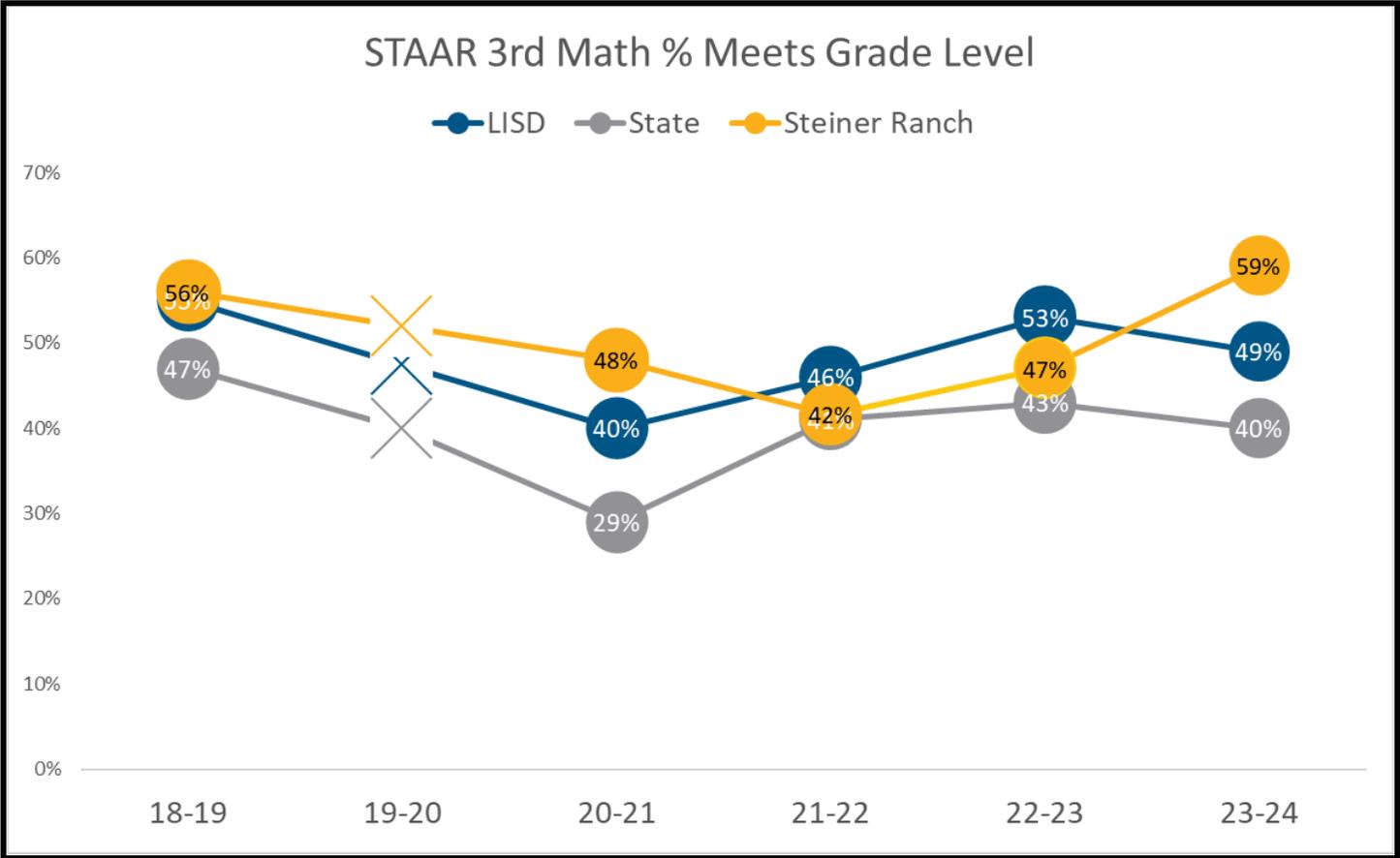
Steiner Ranch Baseline Data & Proposed Annual Goals - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*		*	*					
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%

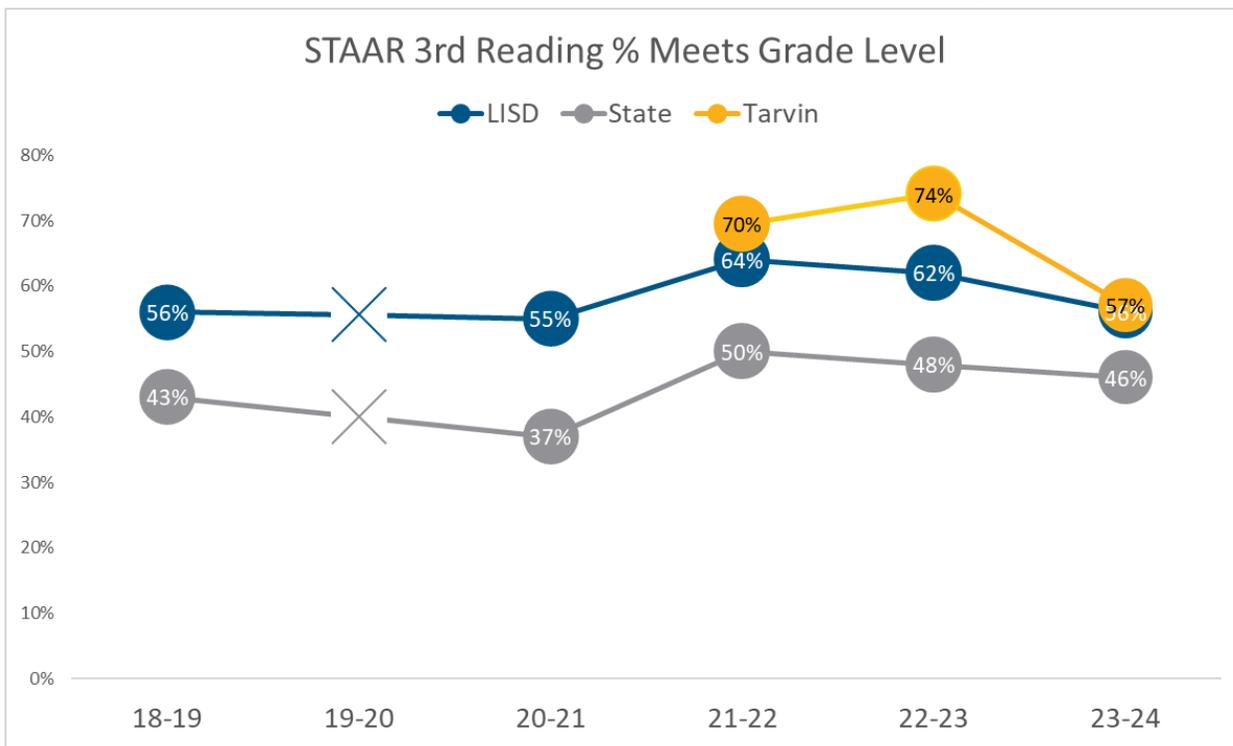
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*			*	*				
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%

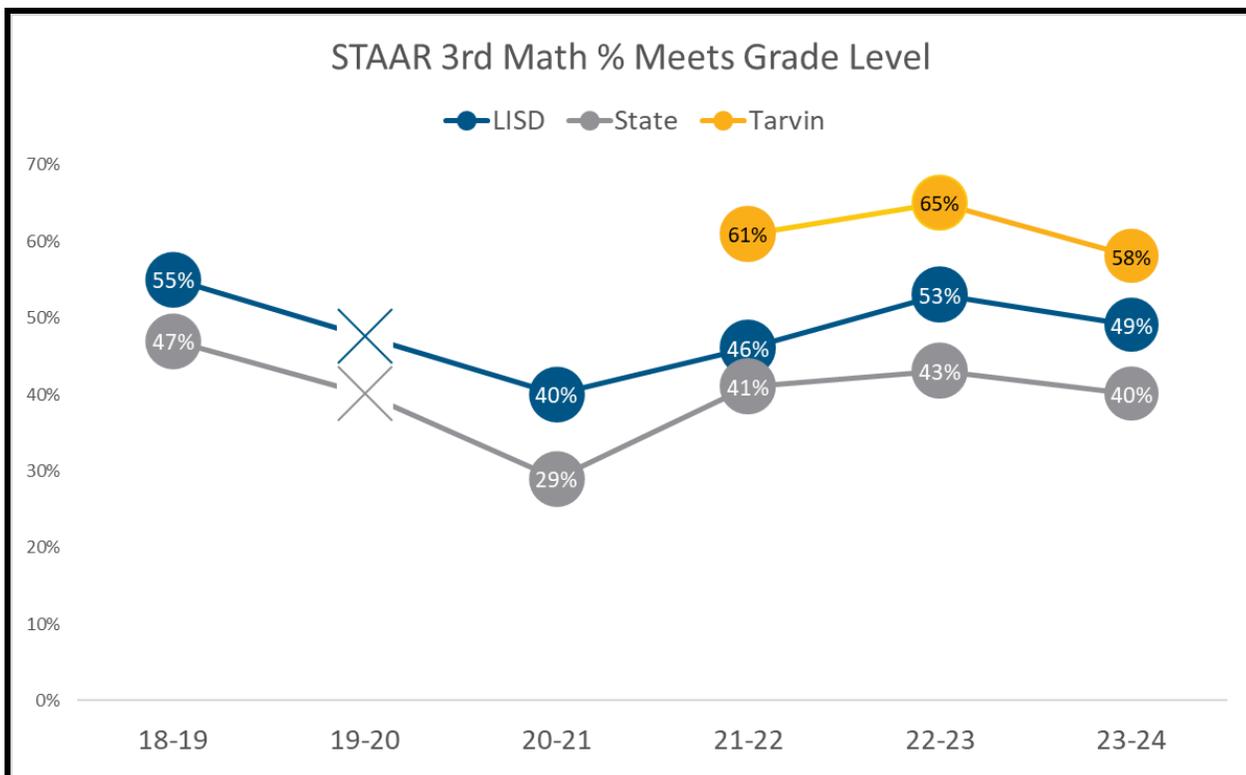
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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	*			*	*				
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 Completer 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 Completer 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

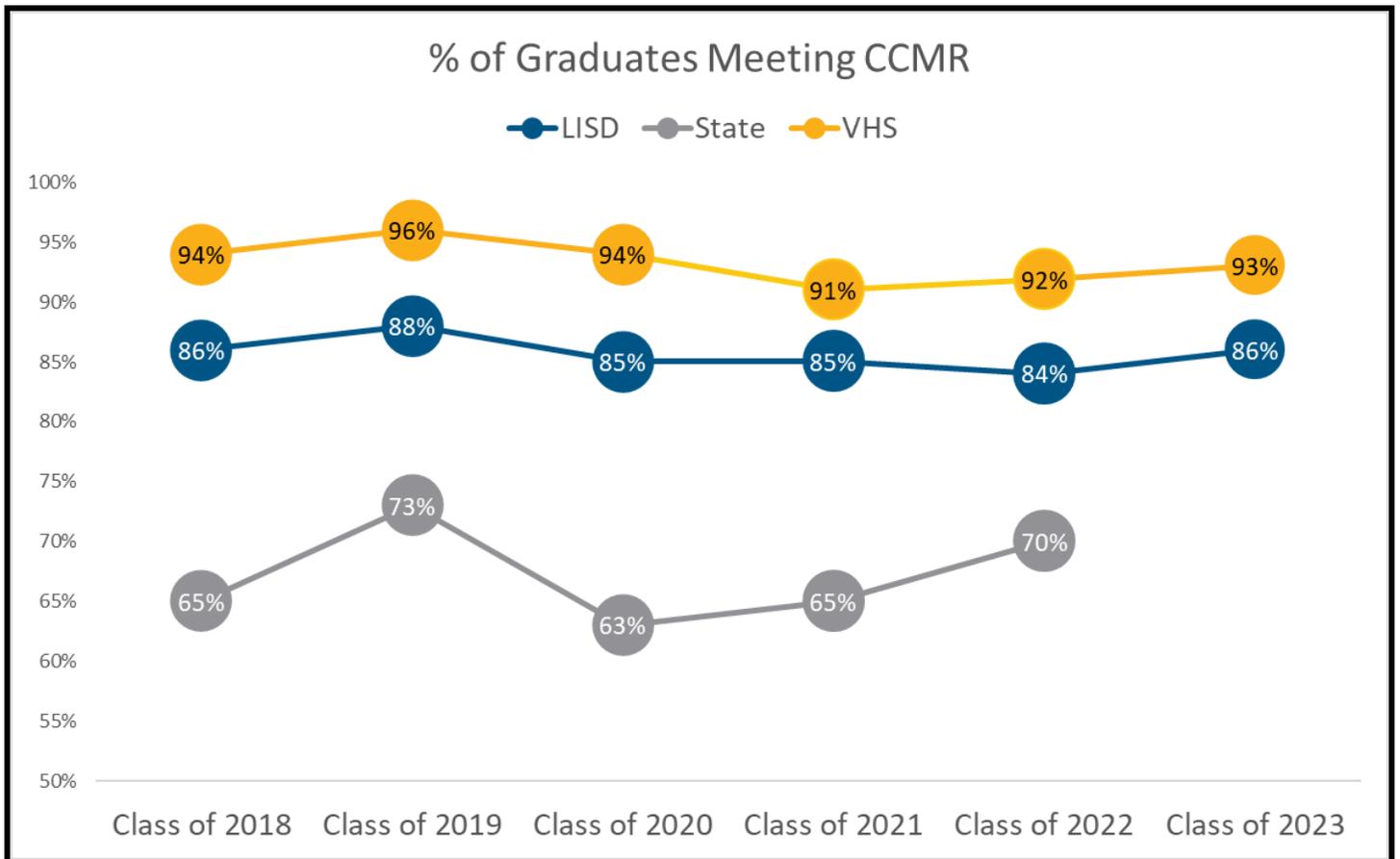
% Meets College, Career, & Military Readiness Accountability Data, Only groups of 10+ Reported

	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 Completer 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 Completer 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.

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 - 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.
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 - Student recruitment, participation and performance in AP/IB.
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 - 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.
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 - Coordinate College Board SAT Suite Workshops for teachers.
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 - 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

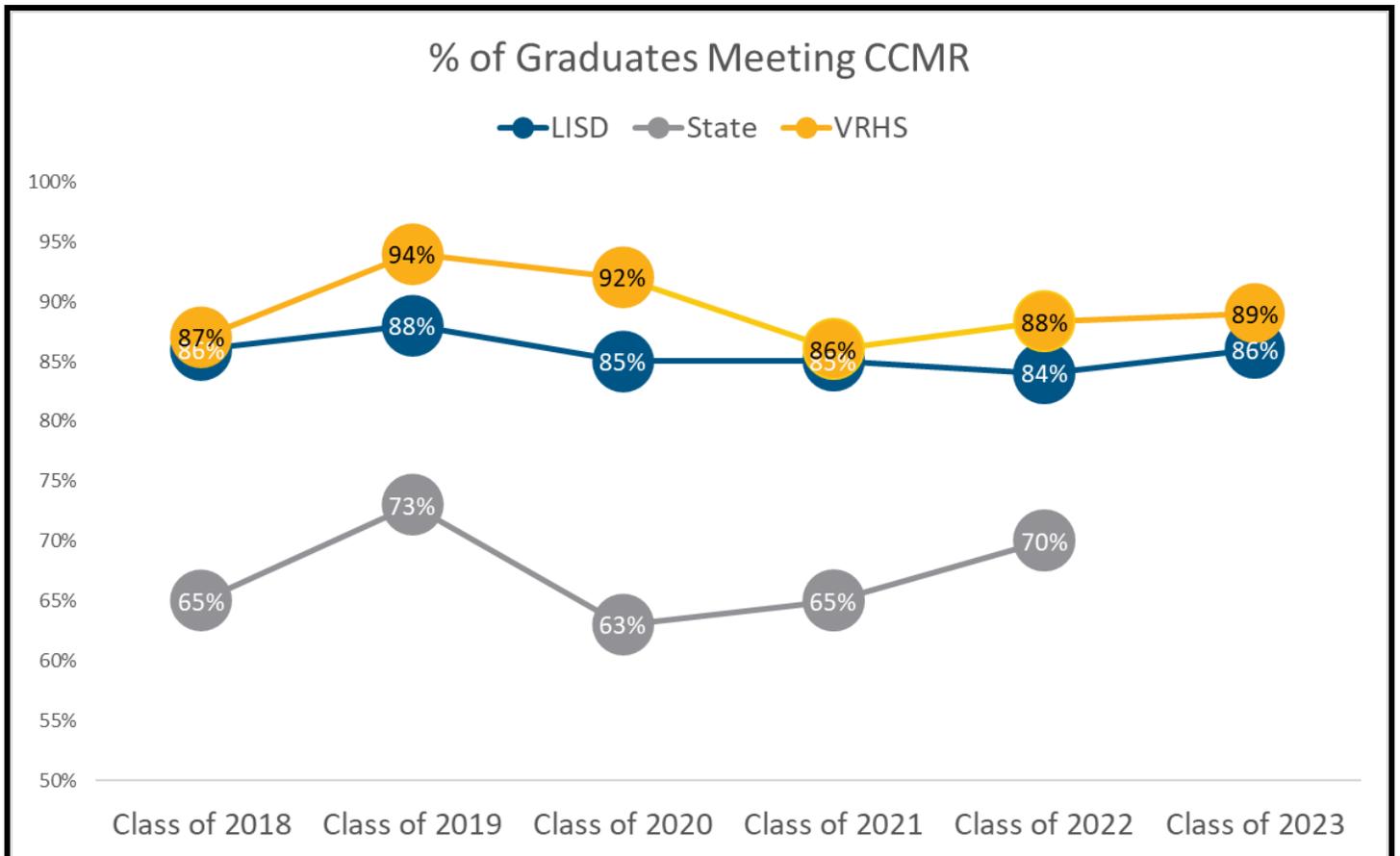
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2021 Goal	89%	67%	84%	93%	93%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

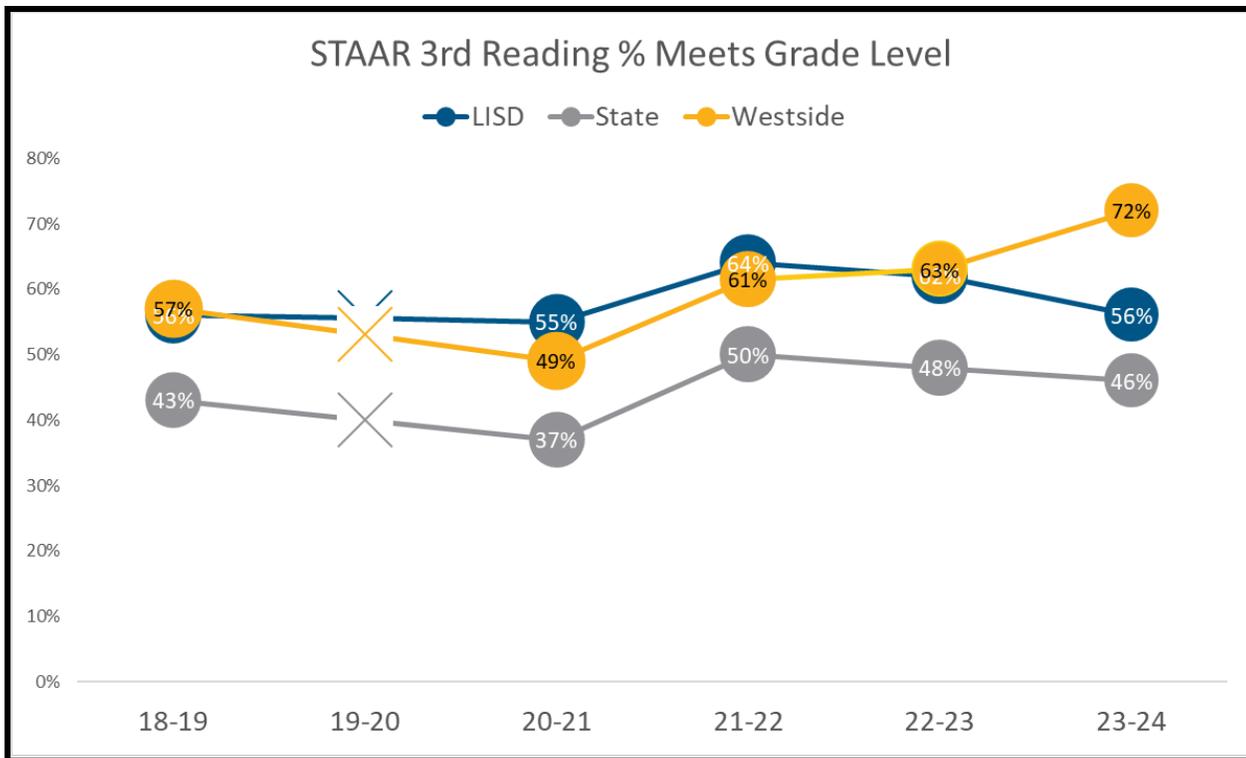
Westside Actual Data - Reading

% 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	✖			✖					
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



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

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

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

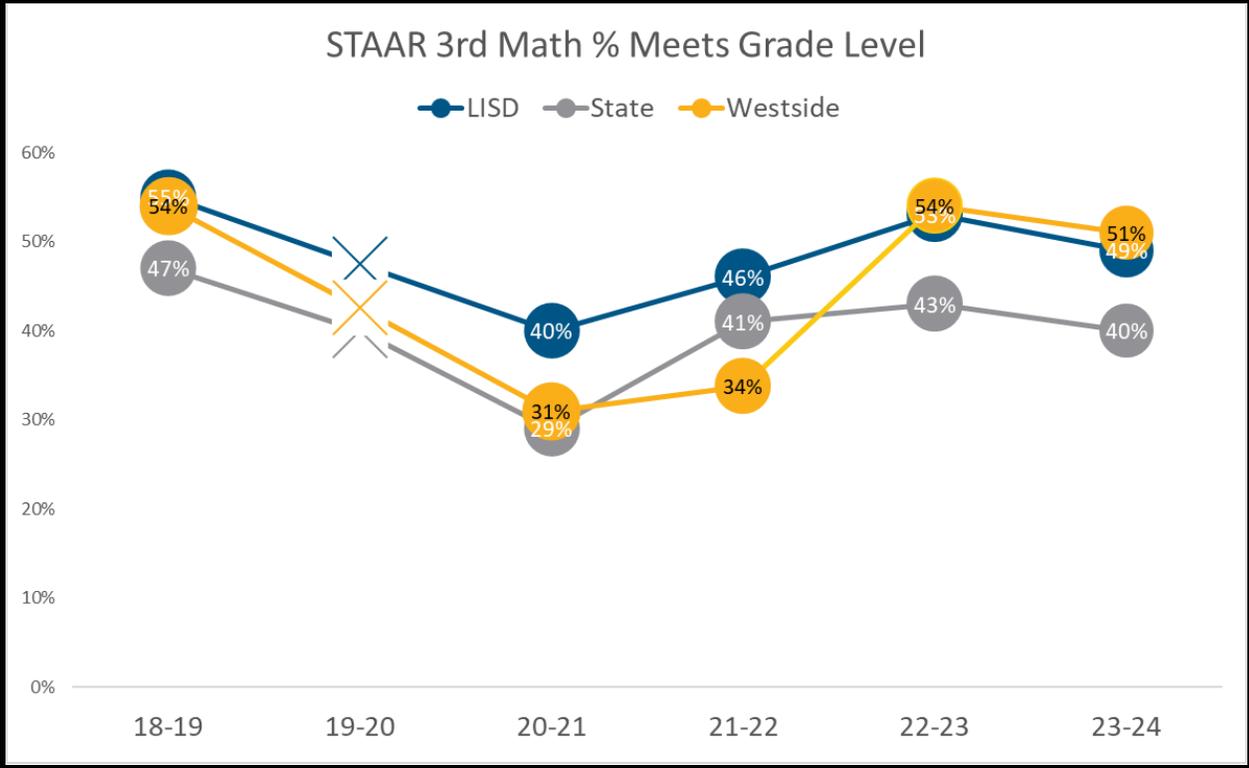
Westside Baseline Data & Proposed Annual Goals
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
2019-20	55%			54%					
2020-21	55%			54%					
2021-22	56%			55%					
2022-23	58%			56%					
2023-24	59%			58%					
2024-25	60%			60%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
2019-20	*			*					
2020-21	31%		10%	34%			21%		
2021-22	34%		25%	34%			25%		
2022-23	54%		40%	59%			38%		
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. Utilize 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%

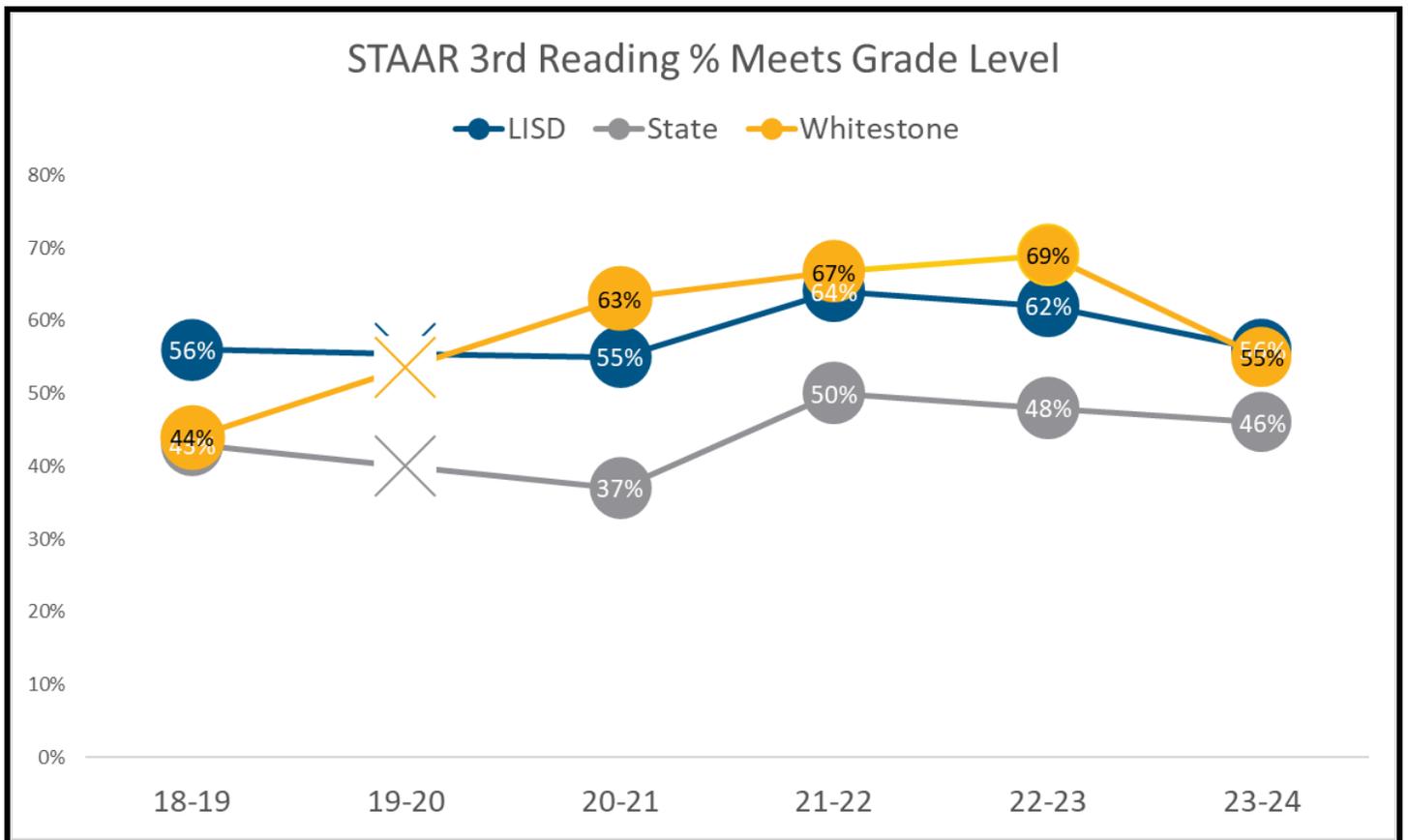
Whitestone *Baseline* Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	✖		✖	✖				✖	✖
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%

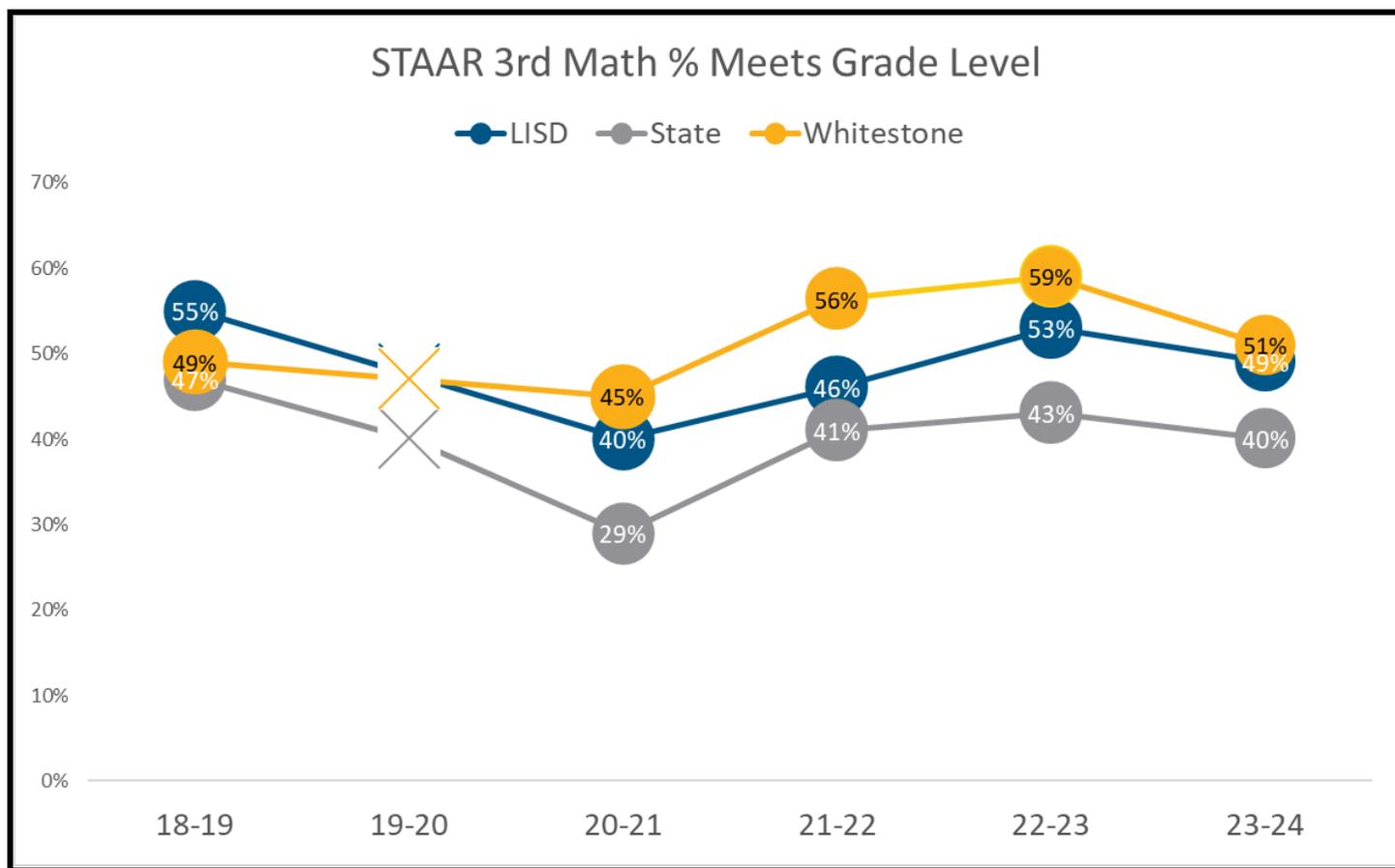
Whitestone Baseline Data & Proposed Annual Goals - Math
 % Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	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.
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 - 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,
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 - 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

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 - 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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4. *Provide ongoing support for Mathematics through Professional Learning*
 - a. Early Childhood Professional learning focused on:
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 - ii. utilizing student portfolios to increase student ownership of learning
 - iii. creating cross-disciplinary deeper learning experiences to increase creative and critical mathematical thinking
 - b. 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%

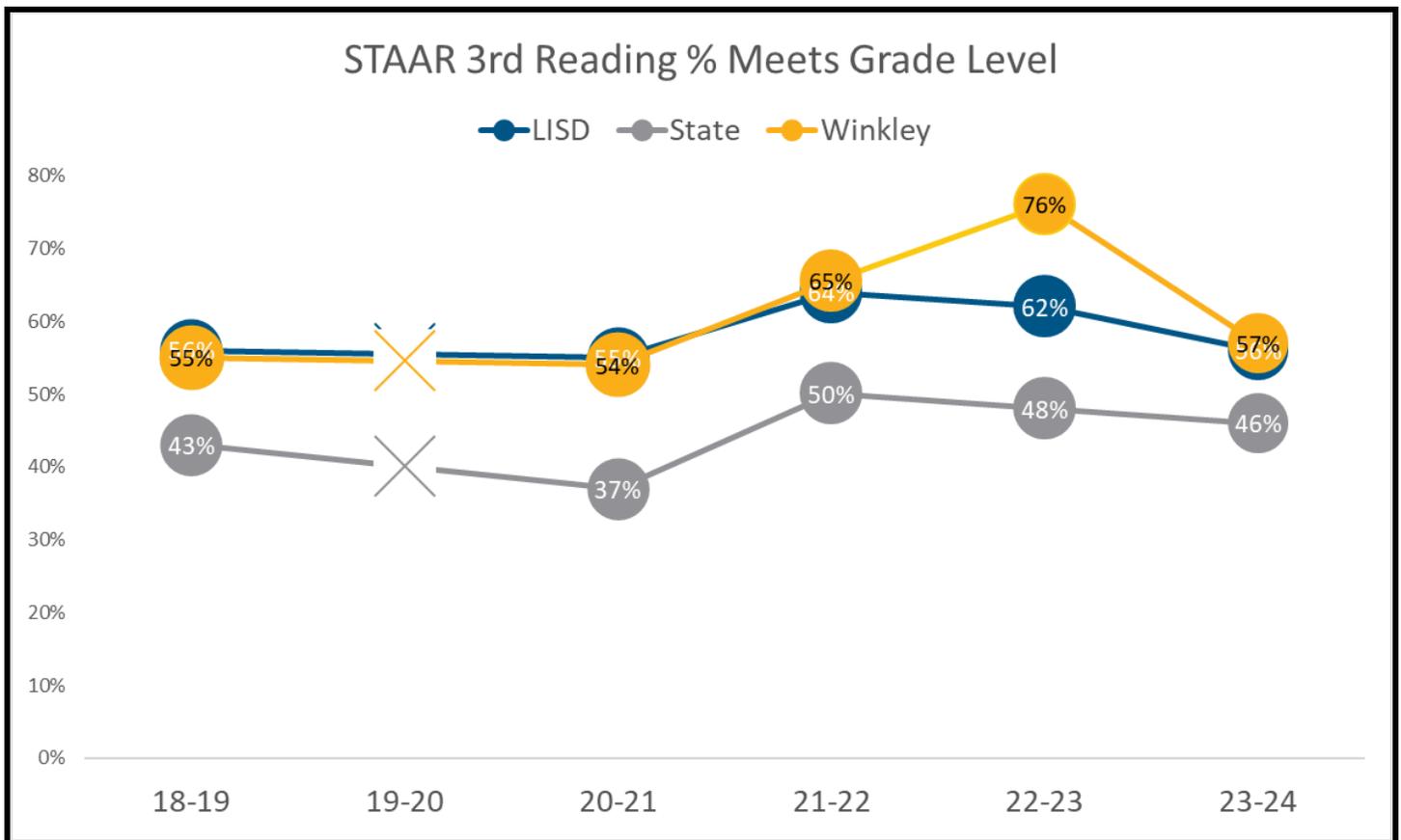
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 10+ Reported

	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	*			*					
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%
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2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
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2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

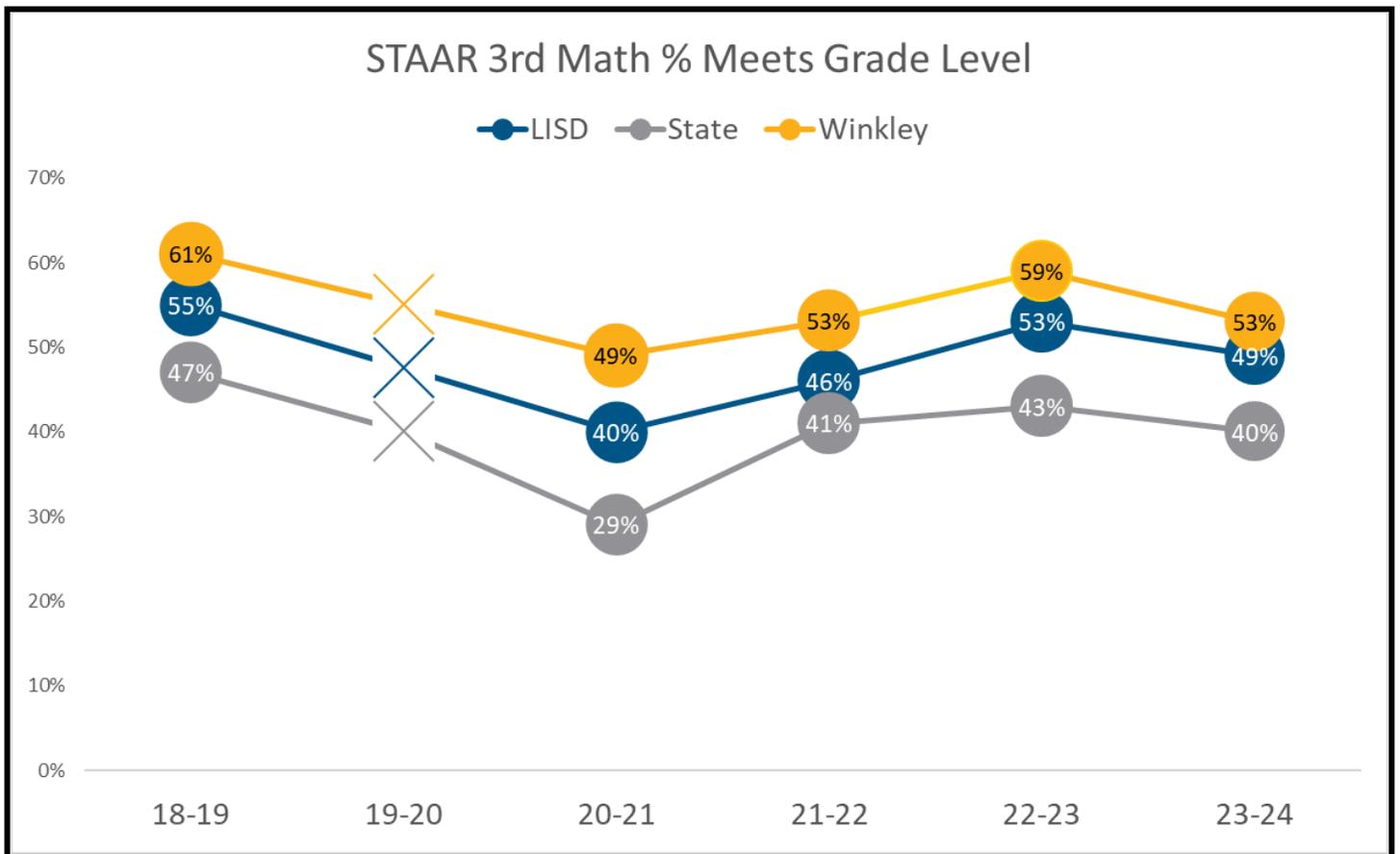
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 10+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	62%			58%					
2020-21	50%		42%	55%	45%				
2021-22	63%			59%					
2022-23	64%			60%					
2023-24	65%			61%					
2024-25	66%			62%					

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

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
2019-20	✖			✖					
2020-21	49%		42%	55%	45%				
2021-22	53%		37%	54%	76%	70%	39%	40%	
2022-23	59%		27%	62%	86%	60%	5%		
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, October 10, 2024

Agenda Item:	Discussion and Consider Approval of 2024-2025 Superintendent Evaluation Instrument
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> 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 FINAL 2024-2025 Superintendent Evaluation Instrument (<i>Uploaded in BoardBook 10-18-2024.</i>)

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.



October 10, 2024

2024-25 Superintendent Evaluation Instrument

Discussion and Consider Approval of 2024-2025 Superintendent Evaluation Instrument



PURPOSE

- Reflect on the 2023-2024 superintendent evaluation process & instrument
- Seek Board direction on priorities for the 2024 - 2025 superintendent evaluation instrument

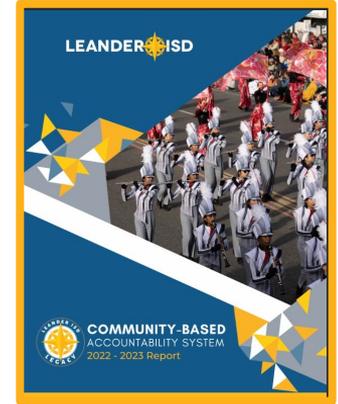
527

System Alignment



LISD 5-Year Strategic Plan

Community-Based Accountability



528



Board Evaluation

District & Campus Improvement Plans

Superintendent Evaluation



3

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.

529

Board Purpose, Goals & Evaluation

Board Meeting Agendas

Superintendent Evaluation



REFLECTION

530



REFLECTION

Plus/Delta

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

531

BOARD

PRIORITIES

532



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

533

- 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 ⁵³⁴



DISCUSSION



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.

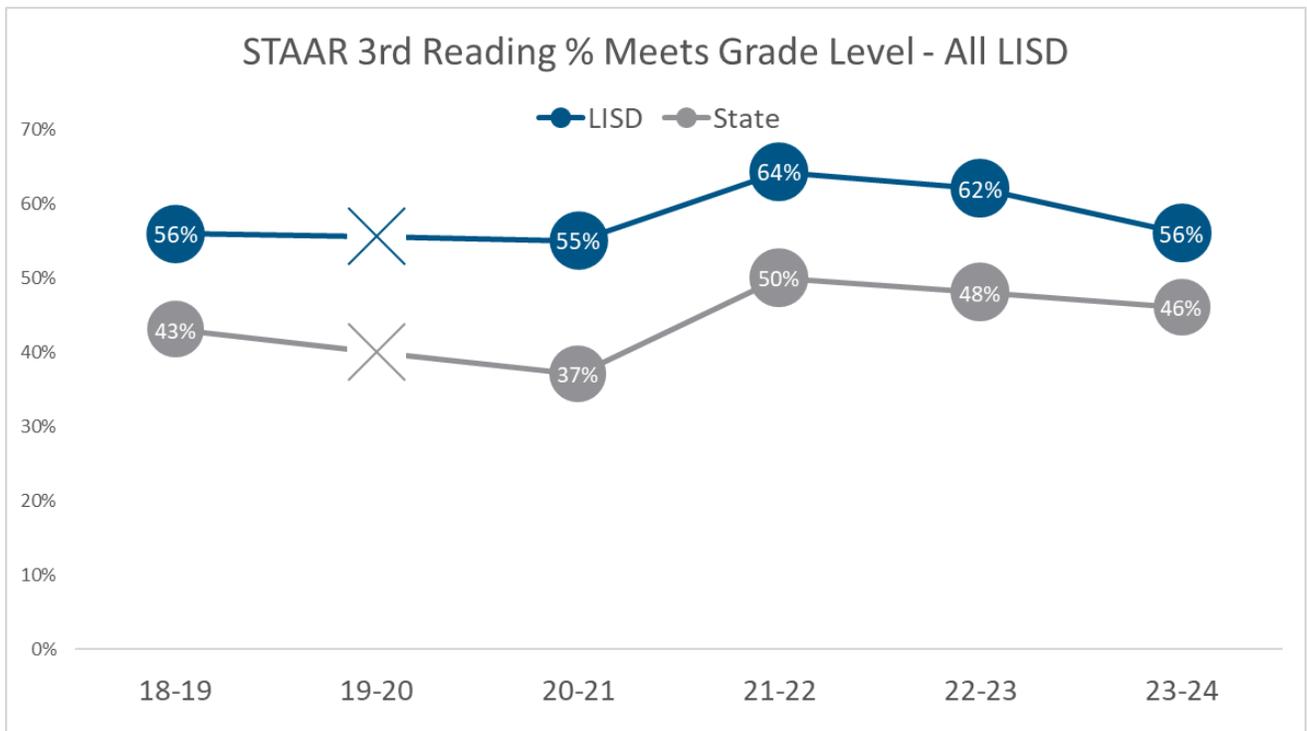
Part One: Report on Student Performance

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:

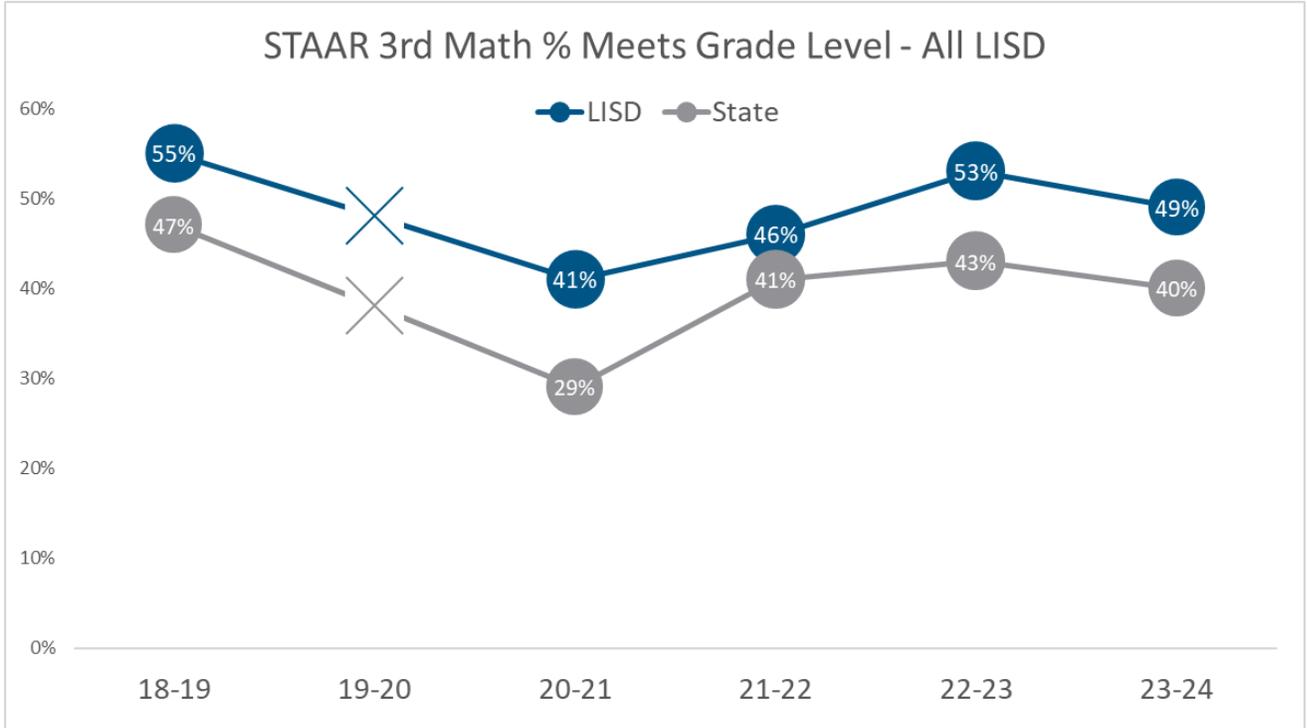
HB 3 Literacy Goal

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



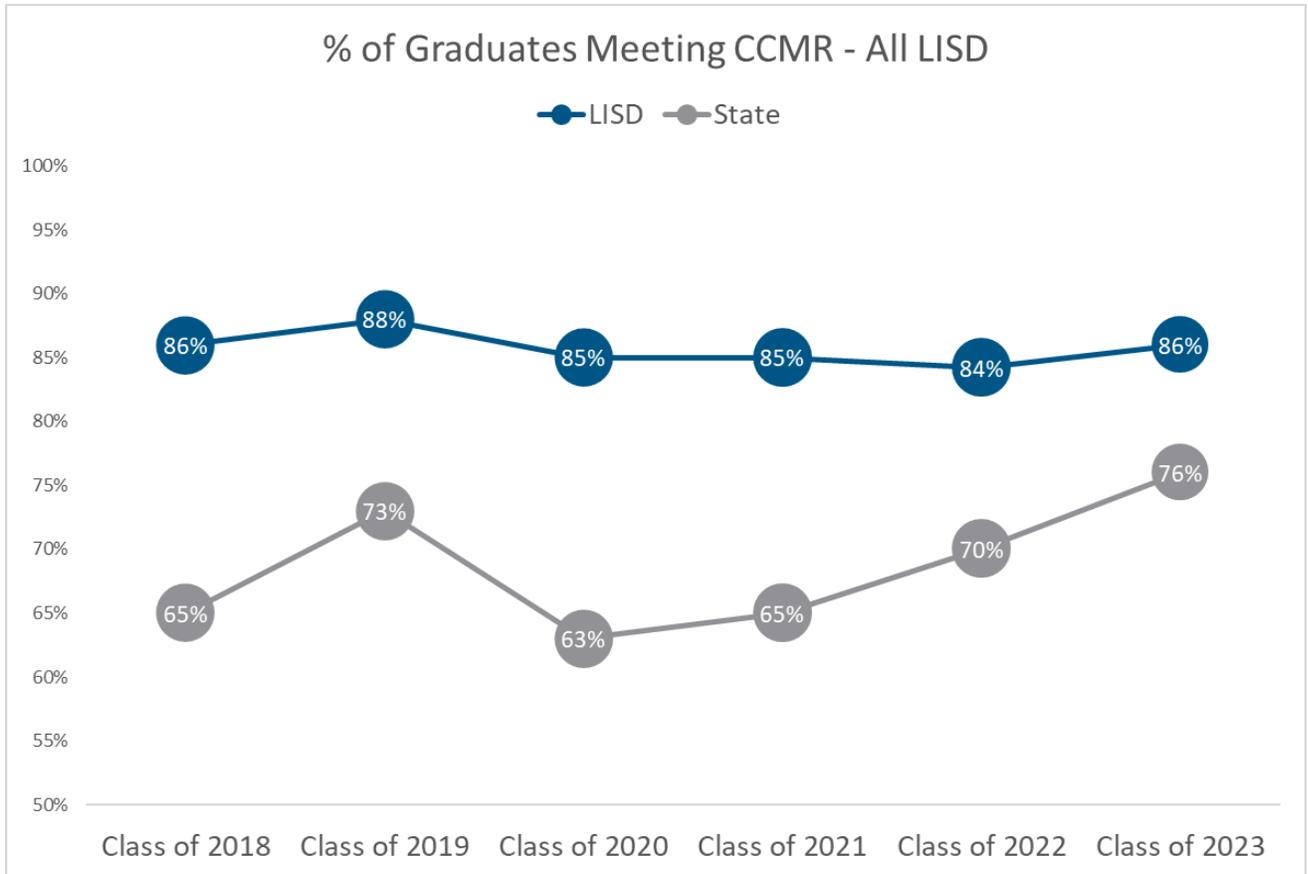
HB 3 Mathematics Goal

- % 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

2024 - 2025

Leander ISD Superintendent Evaluation Instrument

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.

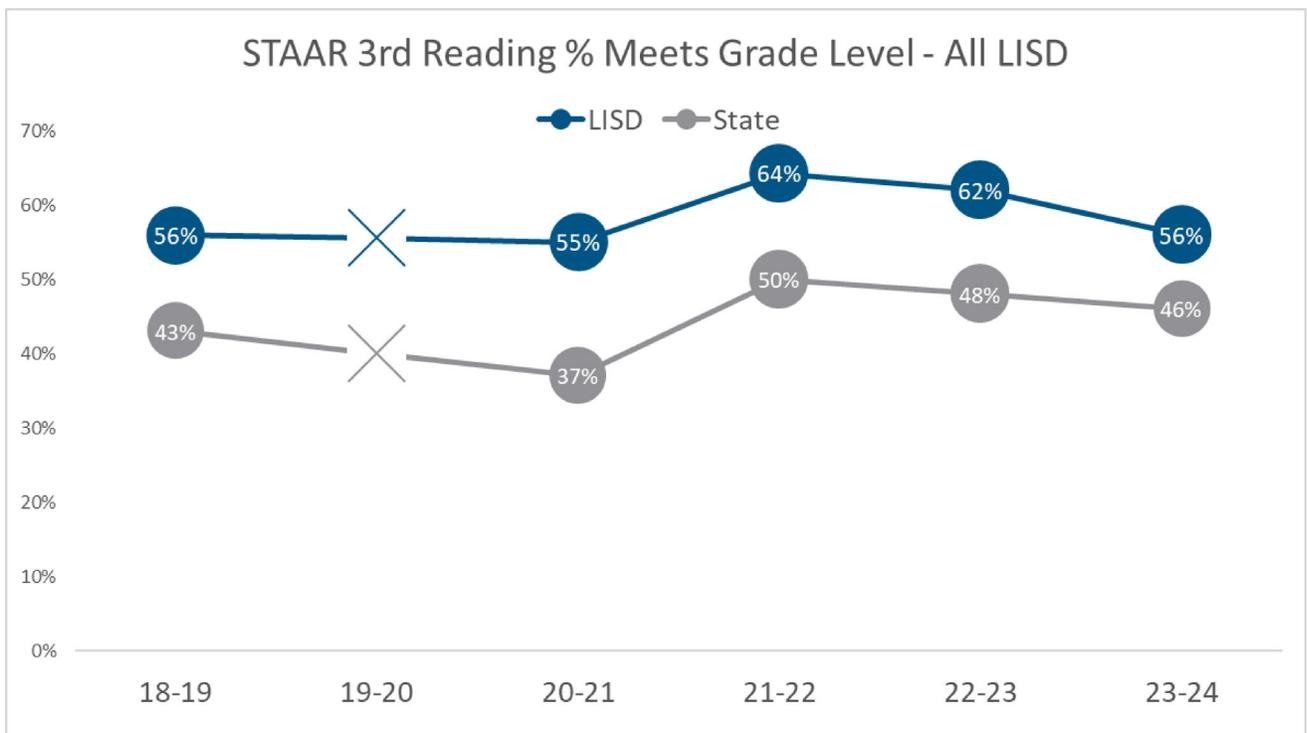
Board Identified Target Area:

- Data Evidence of Students Reading on Grade Level by 3rd Grade

State Assessment:

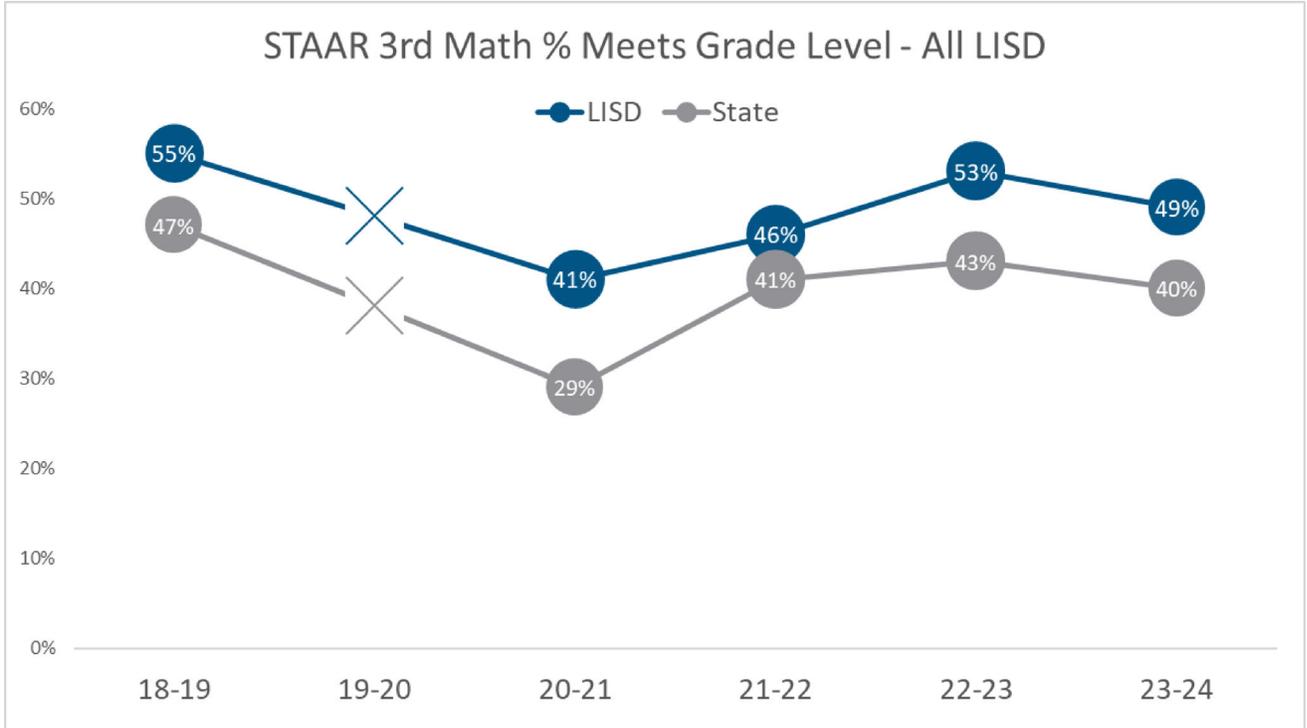
HB 3 Literacy Goal

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



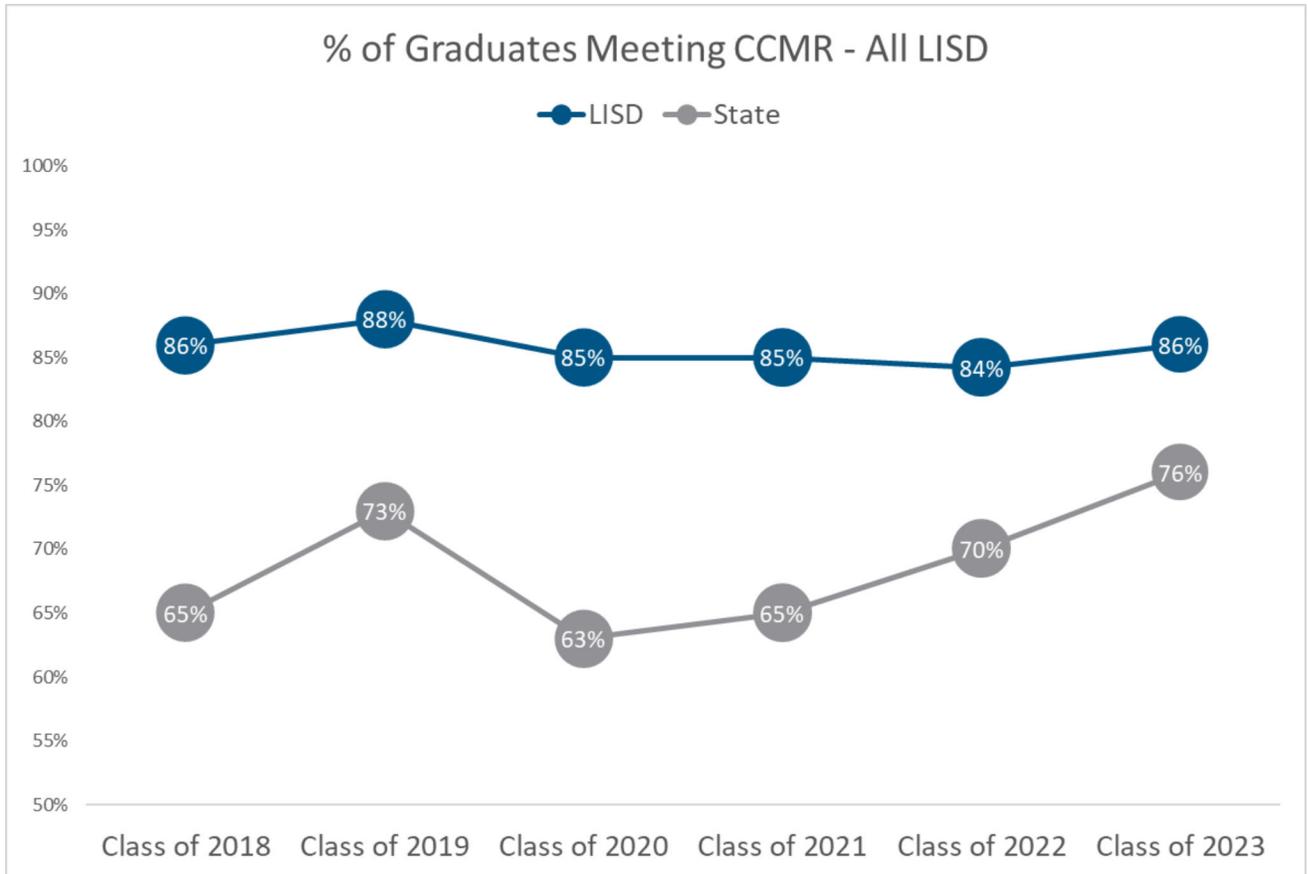
HB 3 Mathematics Goal

- % 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
- IBC, including direct to workforce certifications

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 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: 1.2 Expand Student Ownership of Learning to Facilitate Acquisition of the LISD Graduate Profile

Key performance indicators

- **KPI 1:** Identify a platform to support the development of student profiles, personal learning plans, and portfolios districtwide.

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.*

- **KPI 3:** Targeted staff, including principals and district level leaders, will respond favorably to survey questions related to feeling supported by the Superintendent. *(Baseline established 2024-25)*

Rating:

Comments:

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, October 10, 2024

Agenda Item:	Discussion of Leander ISD 2025-2026 Budget Priorities or ‘Big Rocks’
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer and Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services & Strategic Planning
Attachments:	2025-26 Budget ‘Big Rocks’ Presentation 2025-2026 Budget Priorities or ‘Big Rocks’ Affinity Exercise Results (<i>Uploaded in BoardBook 10-11-24</i>)

Background Information:

Administration has begun the work to prepare the 2025-2026 fiscal year budget. During tonight’s meeting, the Board will be presented with a high-level budget overview and participate in an activity to determine the Board’s budget priorities or “Big Rocks” to aid administration in the development of the 2025-2026 budget.

Administrative Recommendation:

N/A

Sample Motion:

N/A



October 10, 2024

2025-26 Budget “Big Rocks”

Discussion of Leander ISD 2025-2026 Budget Priorities or Big Rocks



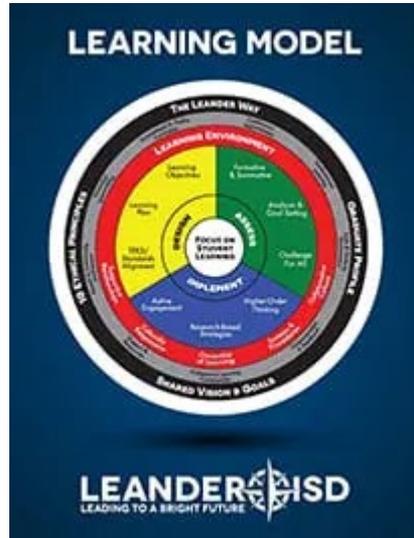
Purpose

**Seek Board input on priorities for the 2025 - 2026
Fiscal Year Budget**

555



Guiding Documents



LEANDER ISD

GRADUATE PROFILE

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

LEANDER ISD LEARNERS ARE EMPOWERED TO BE:

<p>Critical & Creative Thinkers</p> <p>who seek and solve problems through curiosity, flexibility, and innovation.</p>	<p>Skilled Communicators & Collaborators</p> <p>who listen to understand, express ideas with empathy and work collectively toward shared outcomes.</p>
<p>Compassionate Community Contributors</p> <p>who value diverse perspectives and share their unique gifts with the world.</p>	<p>Adaptable & Reflective Individuals</p> <p>who confidently embrace their strengths and challenges while pursuing their interests and passions.</p>

LEANDER ISD
LEADING TO A BRIGHT FUTURE

556



3- Year Outlook

	2024-2025 Adopted	2025-2026 Projected	2026-2027 Projected	2027-2028 Projected
PROJECTED ENROLLMENT (<i>Moderate growth</i>)	43,316	43,278	43,691	44,416
Increase/Decrease in Enrollment	1.70%	-0.09%	0.95%	1.66%
REVENUE:				
State Revenue	\$ 96,578,545	\$ 85,590,312	\$ 86,337,053	\$ 83,687,804
Local Revenue	346,031,030	353,505,906	360,752,373	370,290,598
Federal Revenue	5,890,000	5,395,000	5,395,000	5,395,000
TOTAL ESTIMATED REVENUES:	\$ 448,499,575	\$ 444,491,218	\$ 452,484,426	\$ 459,373,402
PAYROLL EXPENDITURES	\$ 393,084,037	\$ 402,193,901	\$ 405,056,876	\$ 410,415,218
OPERATING EXPENDITURES				
Contracted Services	17,472,155	18,096,320	18,536,209	18,906,933
Utilities	9,867,409	10,187,157	10,513,300	10,723,566
Supplies	20,267,929	20,884,991	21,520,565	21,950,977
Operating previously coded to ESSER	300,820	300,820	300,820	300,820
Travel/Misc.	7,215,413	7,359,721	7,506,916	7,657,054
Debt Service	537,869	550,000	550,000	550,000
Capital Outlay	132,316	500,000	500,000	100,000
New Campus Operating Costs (utilities/supplies)	-	558,760	558,760	-
TOTAL OPERATING EXPENDITURES:	\$ 55,793,911	\$ 58,437,770	\$ 59,986,571	\$ 60,189,350
ESTIMATED RECAPTURE:	11,484,229	12,514,117	12,970,088	13,601,961
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 460,362,177	\$ 473,145,787	\$ 478,013,535	\$ 484,206,529
RESULTS FROM OPERATIONS:	\$ (11,862,602)	\$ (28,654,569)	\$ (25,529,109)	\$ (24,833,127)
OTHER TRANSFERS IN/OUT				
Other Sources	270,000	270,000	270,000	270,000
Transfers Out - Other	-	-	-	-
Transfers Out - Healthcare	(1,500,000)	(1,500,000)	(1,500,000)	(1,500,000)
TOTAL TRANSFERS IN/OUT:	\$ (1,230,000)	\$ (1,230,000)	\$ (1,230,000)	\$ (1,230,000)
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (13,092,602)	\$ (29,884,569)	\$ (26,759,109)	\$ (26,063,127)
BUDGET PARAMETER				
Budget Deficit Threshold - 3% of Revenues	13,110,460	12,959,313	13,185,430	13,373,143
Deficit (Exceeding)/Within Budget Parameter	\$ 17,858	\$ (16,925,256)	\$ (13,573,679)	\$ (12,689,984)

557





Budget Overview

	Starting Point	Cumulative
2024/25	(\$13,100,000)	(\$ 13,100,000)
Decrease due to enrollment & interest	\$7,000,000	(\$ 20,100,000)
Forecast budget not to be expended	\$5,100,000* Assuming School Health and Related Services (SHARS)	(\$ 15,000,000) ⁵⁵⁸
Texas Association of School Boards (TASB)	\$3,000,000*	(\$ 18,000,000)
1% Compensation Increase	\$3,250,000*	(\$ 21,250,000)
Title 1 Decrease	\$1,500,000	(\$ 22,750,000)
LISD Police Department (50%)	\$1,850,000	(\$ 24,600,000)



Legislative Update

-The 89th Legislative Session begins in January 2025

-Expecting:

- minimal basic allotment increase (\$40 - \$140)

559

- monies tied to specific areas

- push for districts to opt into Teacher Incentive Allotment (TIA)

- approving a voucher program



The Budget Process “Big Rocks”

- Define/Determine ‘Big Rocks’
- Develop Plans based on ‘Big Rocks’
 - Staffing, Departments, Master Schedules, Health Insurance
- Develop Budget Assumptions





“Big Rocks” Ideas (3-5)

- Compensation (TASB study & compensation plan)
- Staffing Priorities (determine staffing plan)
 - Staffing - campus
 - Staffing - operations
 - Staffing - central office
 - Departments
- Efficiencies (master schedule, maximizing system processes)



Budget Items - Other

Future Issues/Concerns	
2023/24 Health Insurance Plan	(\$3,200,000) 562
Instructional Materials and Technology Allotment (IMTA) (iMAP)	(\$ 600,000)
LISD Police Department (2-years)	\$ 3,700,000
New campuses (Elementary #31 & #32)	\$1,500,000/campus



Board Input on Budget “Big Rocks” 563



Board Input on Budget Big Rocks

Affinity:

What do you believe are the most important components as we go into this budget cycle?

564

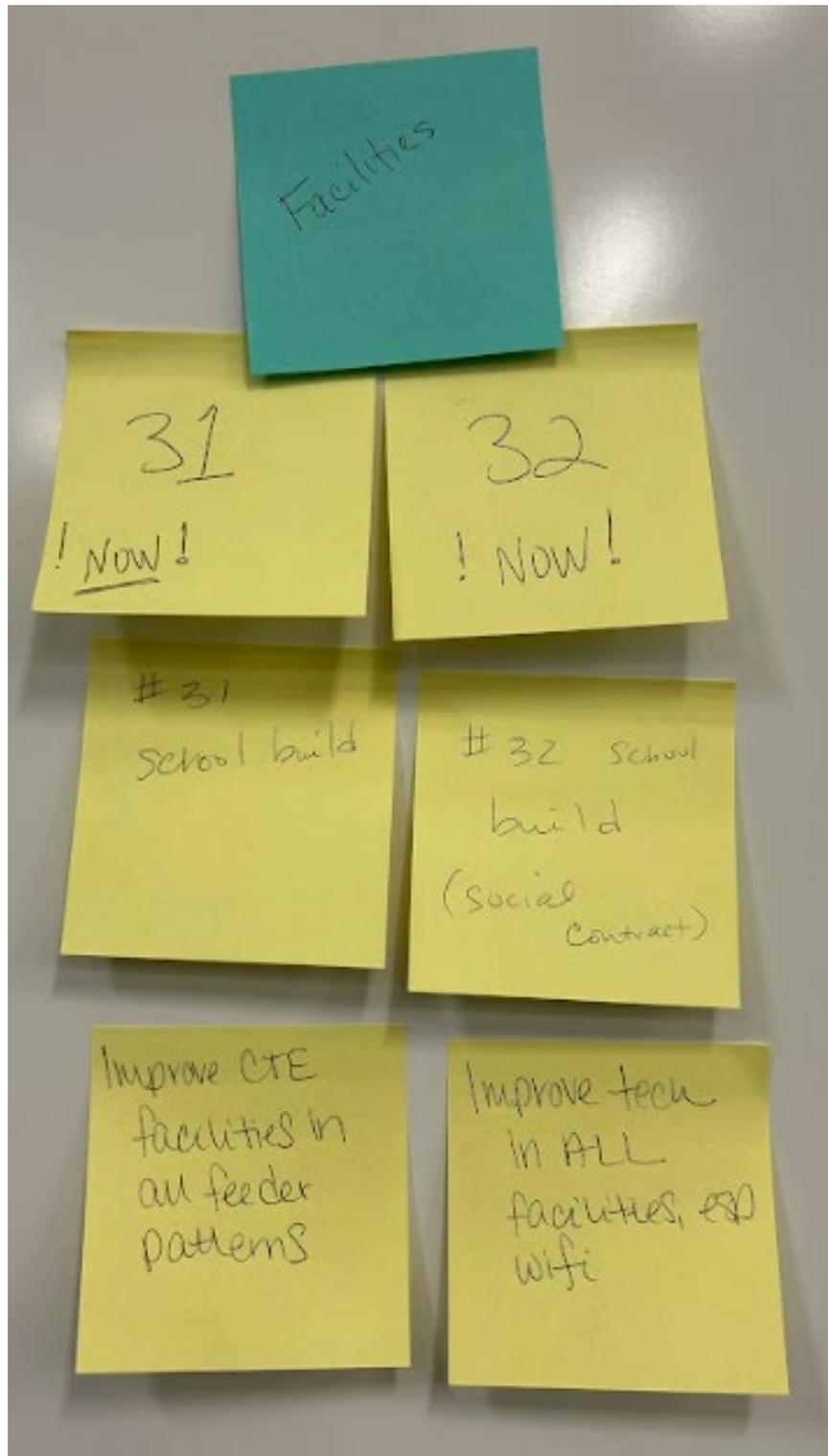
What are your "Big Rocks"?



DISCUSSION

10-10-24 Board Meeting

Discussion of Leander ISD 2025-2026 Budget Priorities or Big Rocks



Student Support

Instruc
tional
Materials
(Not cheap - what
Students & teachers use)

\$ to CAMP
grow
Cover
Reduce

Support for
Fine Arts/
Athletic
UIL
clubs

Improve travel
fleet for all
Student groups
(i.e., Athletics,
UIL, Band)

Funds to
address Student
mental
wellness
address special needs

Clean
Safe
Secure
Bathrooms

Feminine products
in bathrooms

Hea
less

Healthcare

Healthcare
less barriers
more options

Value employers
Health Insurance
For self & O
For family (rely dep)

Improve / fund
more comprehensive
health care
plans

Staffing

Create more efficient systems

- Value our Employees \$\$\$
- Teach our students well
- Paper Math, Paper Phonics
- Good Values, + Reading Science + CTE (w/it)

↓
Campus Admin Support for Staff (behavior team)

Linchpin
~~Team~~
Behavior breaks
Tactics/Str-

more support / SEL in classroom
~~Decrease behavior staff~~
~~Cancel class~~

More help for behavior teachers (look @ ratio formulas)
- maybe a district leader to help @ campus level

Time off / Flex time

↑ keep
- strengthen existing programs like IB or high school.

Staff ↑
Support IA

Staffing for Special Education & ELL
Case loads rising!

Data help for Emily Gray
(we use tons of data - she needs help)

Staff / class room ratios

Planing time

Teacher &
Staff
Support
Compensation

Updated Stipends
for all
Competitive lead
area

Longevity
pay for Veteran
Educators

Competitive
pay for All
staff

↑ for our
mentor teachers
who are
helping new to
profession

↑ fine arts
Stipend to
get even w/
DFW area

Increase stipends
to be a
market leader

Larger % raise
for ALL teachers
and staff

Early Childhood
for teachers kids

Buses for
teachers kids

Pay for more
professional
learning