



**Little Elm ISD**

**Workshop Meeting**

**Monday, October 7, 2019 6:30 PM**

# Agenda of Workshop Meeting

## The Board of Trustees Little Elm ISD

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A Workshop Meeting of the Board of Trustees of Little Elm ISD will be held October 7, 2019, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

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 Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Citizen Input
4. Reports of the Superintendent
  - A. High School Spanish Classes - Discussion 4  
Presenter: Ross Roberts
  - B. LEISD School Resource Officer Update 5  
Presenter: Ross Roberts
  - C. RYHT Grant Opportunity Report 6  
Presenter: Dr. Cyndy Mika
  - D. Recapture Election Discussion 7  
Presenter: Grant Anderson
  - E. Update on Little Elm ISD Land 8  
Presenter: Rod Reeves
5. Action Items
  - A. Consider 2019-2020 District Improvement Plan 16  
Presenter: Dr. Ashley Glover
  - B. Consider BED (LOCAL) Policy Change 50  
Presenter: Daniel Gallagher
6. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

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Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

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Sonia S. Flores

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date <b>10-17-2019</b>	<b>Reports of the Superintendent</b> <input checked="" type="checkbox"/>	<b>Action Item</b> <input type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>HIGH SCHOOL SPANISH CLASSES-DISCUSSION</b>				
<b>Presenter or Contact Person:</b>	Ross Roberts, Deputy Superintendent				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	Summary of details pertaining to our Spanish classes at Little Elm High School				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	N/A				
<b>Recommendation:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				
<b>Motion:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 10-7-2019	<b>Reports of the Superintendent</b> <input checked="" type="checkbox"/>	<b>Action Item</b> <input type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>LEISD SCHOOL RESOURCE OFFICER UPDATE</b>				
<b>Presenter or Contact Person:</b>	Ross Roberts, Deputy Superintendent				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	LEISD Administration will summarize the school resource officer program that is currently in place.				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	Under Cover				
<b>Recommendation:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				
<b>Motion:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 10-07-2019	<b>Reports of the Superintendent</b> <input checked="" type="checkbox"/>	<b>Action Item</b> <input type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>RYHT GRANT OPPORTUNITY REPORT</b>				
<b>Presenter or Contact Person:</b>	Dr. Cyndy A. Mika, Assistant Superintendent for Curriculum and Learning				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	This report will brief the Board on the District's opportunity to apply for a grant through Raise Your Hand Texas.				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	N/A				
<b>Recommendation:</b>	<b>Item is for informational purposes only. No recommendation is necessary.</b>				
<b>Motion:</b>	<b>Item is for informational purposes only. No recommendation is necessary.</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent <input checked="" type="checkbox"/>	Action Item <input type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Board Mtg. Date <b>10-7-2019</b>					
Subject:	<b>RECAPTURE ELECTION DISCUSSION</b>				
Presenter or Contact Person:	Grant Anderson, Associate Superintendent and Chief Financial Officer				
Policy/Code:	Texas Education Code 49				
Summary:	Discuss required public election for the reduction of property wealth.				
Financial Implications:	None at this time.				
Attachments:	None				
Recommendation:	<b>This item is for informational purposes only. No recommendation is necessary.</b>				
Motion:	<b>This item is for informational purposes only. No motion is necessary.</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 10-07-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	UPDATE ON LITTLE ELM ISD LAND				
Presenter or Contact Person:	Rod Reeves, Executive Director for Operational Services				
Policy/Code:	N/A				
Summary:	This report will provide a general overview of property within Little Elm ISD.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Land Discussion - PowerPoint				
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for information purposes only. No motion is necessary.				



# Land Discussion

Little Elm Independent School District  
7 October 2019

6







**1**

**Oak Point  
35.24 Acres**

**2**

**Lakewood Village  
14.9 Acres**

**3**

**Valencia  
12.332 Acres**

**4**

**Little Elm  
55.65 Acres**

**5**

**Little Elm  
2.492 Acres**



# School Capacities

## Prestwick K-5 School - 2018/19 Use Capacity Study

Type of Classroom	Number of Sections	Student/Teacher Ratio	Maximum Capacity of Use	Functional Capacity of Use	Actual # of Students
Pre-Kindergarten	0	22 to 1	0		
Kindergarten	4	22 to 1	88	74.8	73
1st Grade	3	22 to 1	66	56.1	66
2nd Grade	4	22 to 1	88	74.8	73
3rd Grade	4	22 to 1	88	74.8	75
4th Grade (Portable)	4	22 to 1	88	74.8	88
5th Grade (Portable)	3	24 to 1	72	61.2	67
<b>Total:</b>	<b>22</b>		<b>490</b>	<b>416.5</b>	<b>442</b>
				Enrollment as Jan. 4, 2019	442

### Designed Capacity Information: (First Floor Only)

18 Total Classrooms

15 Classrooms @ 22:1 = 330 Students

3 Classrooms @ 24:1 = 72 Students

Maximum Student Capacity = 402

Functional Student Capacity = 342 (85% of maximum capacity)

### Designed Capacity Information: (First Floor Only - w/ portables)

25 Total Classrooms

22 Classrooms @ 22:1 = 484 Students

3 Classrooms @ 24:1 = 72 Students

Maximum Student Capacity = 556

Functional Student Capacity = 473 (85% of maximum capacity)

Note: Prestwick will be converted to K-5 for the 2020-2021 School Year



# School Capacities

Enrollment Total – 24 Sept 19

Campus					
Elementary:	Maximum Capacity	Functional Capacity	Maximum Use Capacity	Functional Use Capacity	Enrollment Total
Brent Elementary School	914	777	707	601	758
Chavez Elementary School	914	777	746	635	611
Hackberry Elementary School	914	777	772	656	715
Lakeview Elementary School	914	777	700	595	582
Oak Point Elementary School	1070	910	850	723	778
Prestwick Elementary (EE-5th)	556	473	490	417	443
<b>Elementary School Total:</b>	<b>5128</b>	<b>4339</b>	<b>4265</b>	<b>3627</b>	<b>3887</b>
Secondary:	Maximum Capacity	Functional Capacity			
Prestwick Middle School (6th-8th)	432	345			288
Lakeside Middle School	1500	1200			1610
Little Elm High School	2500	2125			2273
Denton County JJAEP					5
<b>Secondary School Total:</b>	<b>4432</b>	<b>3670</b>			<b>4176</b>
<b>Total:</b>	<b>9560</b>	<b>8009</b>			<b>8063</b>
Assumptions:					
1) Functional capacities are based upon 85% of Maximum Capacity					
2) Little Elm HS capacities based on teachers having their own room					
3) At Elementary: Excludes flex room, science lab, art room, computer lab, library & gym					
4) At Secondary: Excludes athletic areas, computer labs, library & fine arts areas					
5) Two new middle schools will open Fall 2020 - 1200 student capacities each - LMS will be repurposed					
6) Maximum Capacity includes portables at Oak Point ES & Prestwick STEM					



# Ten Year Forecast

- By Elementary & Secondary

2<sup>nd</sup> Quarter 2019 Growth Report

	Maximum	Functional	History	PEIMS	Projections									
Campus	Capacity	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Brent Elementary	934	794	691	692	693	695	689	702	689	676	675	657	655	650
Chavez Elementary	934	794	713	693	675	679	687	697	713	725	738	742	748	755
Hackberry Elementary	912	775	627	667	706	723	764	796	810	827	833	833	826	827
Lakeview Elementary	912	775	587	573	571	584	597	618	662	702	735	773	808	841
Oak Point Elementary	912	775	722	764	817	896	973	1,046	1,113	1,193	1,261	1,306	1,343	1,360
Prestwick Elementary (EE-5th)	400/832	340/707	431	443	465	478	492	502	518	528	539	538	541	553
<b>ELEMENTARY SCHOOL TOTAL</b>	<b>5,004</b>	<b>4,253</b>	<b>3,771</b>	<b>3,832</b>	<b>3,927</b>	<b>4,055</b>	<b>4,202</b>	<b>4,361</b>	<b>4,505</b>	<b>4,651</b>	<b>4,781</b>	<b>4,849</b>	<b>4,921</b>	<b>4,986</b>
Elementary Absolute Growth			31	61	95	128	147	159	144	146	130	68	72	65
Elementary Percent Growth			0.83%	1.62%	2.48%	3.26%	3.63%	3.78%	3.30%	3.24%	2.80%	1.42%	1.48%	1.32%

	Maximum	Functional	History	PEIMS	Projections									
Campus	Capacity	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Prestwick Junior High (6th-8th)	432	367	327	323	326	0	0	0	0	0	0	0	0	0
Lakeside Middle School	1,500	1,275	1,337	1,474	1,558	0	0	0	0	0	0	0	0	0
Strike Middle School	1,200	1,020	0	0	0	1,006	1,030	1,023	1,021	1,035	1,064	1,125	1,166	1,203
Walker Middle School	1,200	1,020	0	0	0	888	903	901	928	940	982	1,031	1,099	1,154
<b>MIDDLE SCHOOL TOTAL</b>			<b>1,664</b>	<b>1,797</b>	<b>1,884</b>	<b>1,894</b>	<b>1,933</b>	<b>1,924</b>	<b>1,949</b>	<b>1,975</b>	<b>2,046</b>	<b>2,156</b>	<b>2,265</b>	<b>2,357</b>
Middle School Absolute Growth			72	133	87	10	39	-9	25	26	71	110	109	92
Middle School Percent Growth			4.52%	7.99%	4.84%	0.53%	2.06%	-0.47%	1.30%	1.33%	3.59%	5.38%	5.06%	4.06%
Little Elm High School	2,500	2,125	2,090	2,164	2,202	2,262	2,395	2,563	2,621	2,650	2,664	2,682	2,729	2,787
Denton County JJ AEP			2	2	2	2	2	2	2	2	2	2	2	2
<b>HIGH SCHOOL TOTAL</b>			<b>2,091</b>	<b>2,164</b>	<b>2,204</b>	<b>2,264</b>	<b>2,397</b>	<b>2,565</b>	<b>2,623</b>	<b>2,652</b>	<b>2,666</b>	<b>2,684</b>	<b>2,731</b>	<b>2,789</b>
High School Absolute Growth			42	73	40	60	133	168	58	29	14	18	47	58
High School Percent Growth			2.35%	3.45%	1.85%	2.72%	5.87%	7.01%	2.26%	1.11%	0.53%	0.68%	1.75%	2.12%
<b>DISTRICT TOTAL</b>			<b>7,526</b>	<b>7,793</b>	<b>8,015</b>	<b>8,213</b>	<b>8,532</b>	<b>8,850</b>	<b>9,077</b>	<b>9,278</b>	<b>9,493</b>	<b>9,689</b>	<b>9,917</b>	<b>10,132</b>
District Absolute Growth			151	267	222	198	319	318	227	201	215	196	228	215
District Percent Growth			2.05%	3.55%	2.85%	2.47%	3.88%	3.73%	2.56%	2.21%	2.32%	2.06%	2.35%	2.17%

\*Enrollment exceeds stated maximum capacity



# Growing Pains

## Oak Point Zone

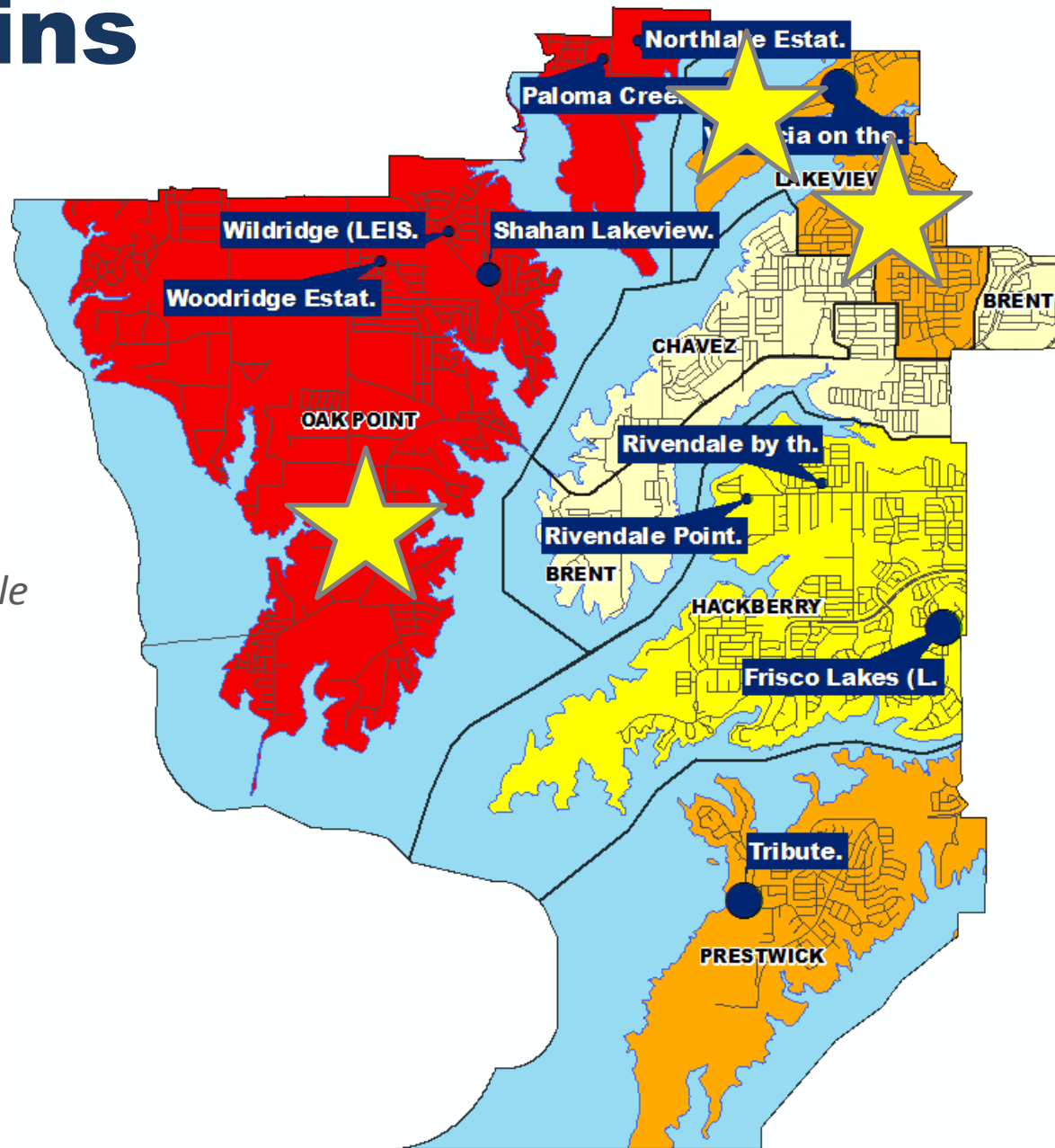
- Three Elementary Schools?
- Possible location of 3<sup>rd</sup> middle school
- One relocated Prestwick portable for 2020-21

## Lakeview Zone

- One relocated Prestwick portable for 2020-21
- Valencia Built-out in approximately 5 years
- Elementary School in Valencia
- Relieves Transportation for elementary tier (within 2 miles)

## Little Elm High School

- One High School District
- 6A in the near future
- Additional classrooms, gyms, CTE classes, science, etc.



# Discussion

15



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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date <b>10-7-2019</b>	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda Item</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>2019-2020 DISTRICT IMPROVEMENT PLAN</b>				
<b>Presenter or Contact Person:</b>	Dr. Ashley Glover, Director for Assessment and Federal Programs				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	This report provides the Board of Trustees information on the District Improvement Plan.				
<b>Financial Implications:</b>	No financial information included in this report.				
<b>Attachments:</b>	The District Improvement Plan is attached.				
<b>Recommendation:</b>	<b>The administration recommends the approval of the District Improvement Plan as submitted.</b>				
<b>Motion:</b>	<b>I move the approval of the District Improvement Plan as submitted.</b>				



# Little Elm Independent School District District Improvement Plan October 7, 2019

17

# Process

District Educational Improvement Council (DEIC)  
involves parents, staff and community members

Complete a Comprehensive Needs Assessment  
(CNA)

Determine student, teacher, and district needs

# Process: Multiple Measures of Data

- Demographics
- Student Academic Achievement
- District Processes and Programs
- Perceptions

# What is the Process?

- Review Goals
- Discuss, review and develop performance objectives, strategies and funding

20

# Streamlined Goals

- Teaching and Learning
- Community Engagement
- Human Capital
- Ensuring Fiscal Health and Sustainability

# Future Information

- Board of Trustees review of proposed district improvement plan
- Receive Campus Improvement Plans
- Formative plan updates in Oct., Jan., March, June
- DEIC meetings (Oct., Dec, Jan., March, May)
- Development of scorecard and dashboard
- Ongoing review of data-based needs and funding

# **Little Elm Independent School District**

## **District Improvement Plan**

### **2019-2020 Goals/Strategies/Action Steps**

**Accountability Rating: B**



**Public Presentation Date:** September 16, 2019

# **Mission Statement**

**The Mission of Little Elm ISD is to...  
ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.**

## **Vision**

**The Vision of the Little Elm ISD Community is to be "THE Destination District."**

## **Value Statement**

**As Lobos we VALUE...**

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**



Table of Contents

The Mission of Little Elm ISD is to... ENGAGE, EQUIP, and EMPOWER each student to realize their full potential. . . . . 2

The Vision of the Little Elm ISD Community is t o be "THE Destination District.” . . . . 2

As Lobos we VALUE... A culture founded on the highest qualities of character Unleashing every individual’s highest potential Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home A foundation of culture that values unity and pride Embracing all of our kids as all of our kids Open, transparent, and timely communication . . . . . 2

Goals . . . . . 4

Goal 1: Teaching and Learning Goals -Provide a guaranteed and viable curriculum -Provide learning experiences to increase growth and achievement -Increase Post-Secondary Readiness -Increase meaningful learning experiences for staff -Provide safe and secure environment to learn -Serve At Risk Students through State Compensatory Education funding - Develop a Parent and Family Engagement Plan . . . . . 4

Goal 2: Community Engagement Goals -Communicate with the LEISD community to build trust, rapport, and involvement . . . . . 23

Goal 3: Human Capital Goals -Recruit, support, and retain teachers and principals . . . . . 24

Goal 4: Ensuring Fiscal Health and Sustainability -Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level. . . . . 26

# Goals

## Goal 1: Teaching and Learning Goals

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 1:** We will provide a guaranteed & viable curriculum.

**Evaluation Data Source(s) 1:** - Curriculum Management Plan  
-Curriculum Progress Documents

**Summative Evaluation 1:** Significant progress made toward meeting Strategy

**High Priority**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 1) Develop Year At A Glance (Front page), Stage 1, Stage 2, and Stage 3 for each course in the Little Elm ISD	2.4	Director for Curriculum and Learning	Tangible progress for each course, as progress is made in each stage of curriculum development.				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> Local Funds - 10000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✗</div><div>= Discontinue</div></div>							

### Strategy 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Each course in Little Elm ISD is working toward a guaranteed and viable curriculum. <b>Root Cause 1:</b> LEISD is in the process of developing a Year -At-A-Glance, Stage 1 (Overview), Stage 2(Assessment), Stage 3 (Learning and Instruction)

**Goal 1: Teaching and Learning Goals**

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 2:** We will engage each student in learning experiences that increase student growth and achievement.

**Evaluation Data Source(s) 2:** Formative & Summative Assessment Documents

MAP & STAAR Assessments

Articulation of Learning Opportunities

**Summative Evaluation 2:** Some progress made toward meeting Strategy

**High Priority**





**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Development and use of Instructional Strategies Playbook  (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;" [ESSA P.L. 114-95 Section 1112(b)(1)(A-D)]  Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	2.4, 2.5, 2.6	Director for Curriculum and Learning	Use of the Instructional Strategies Playbook will provide learning experiences to improve student growth and achievement.				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> Local Funds - 5000.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	2.4, 2.5, 2.6	Director for Digital Learning; Curriculum and Instruction team, Director for Assessment and Federal Programs	Defined programs, both administrative and instructional to best serve students.				
	<b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 2 <b>Funding Sources:</b> Local Funds - 153000.00						
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Develop and implement a well-rounded program of instruction to meet the academic needs of all students; [ESSA P.L. 114-95 Section 1112(b)(1)(A-D)]	2.4, 2.5, 2.6	Director for Curriculum and Learning; Curriculum and Learning team, Campus Leadership, teachers	A guaranteed and viable curriculum with strong instructional strategies, and assessments that inform.				
	<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2 <b>Funding Sources:</b> Title IV, Part A- Org 265 (DISTRICT ONLY) - 16000.00						

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 4) Identify students who may be at risk for academic failure; [ESSA P.L. 114-95 Section 1112(b)(1)(A-D)]	2.6	Director for Assessment and Federal Programs, counselors, administrative staff	Determine students who are At Risk of learning gaps and/or dropping out of school. Serve these students as individual needs require				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> SCE-State Compensatory Ed. - 193855.00						
<b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 5) C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; [ESSA P.L. 114-95 Section 1112(b)(1)(A-D)]	2.4, 2.5, 2.6	Campus principals, instructional staff	Provide quality intervention and extension by students by need.				
	<b>Problem Statements:</b> School Processes & Programs 1, 2 <b>Funding Sources:</b> SCE-State Compensatory Ed. - 139910.00, 211-Title I - 139953.00						
6) 13.1 Assist schools in identifying and serving gifted and talented students	2.4	Director for Professional Learning and Advanced Academics	Increased identification and services to students who are gifted and talented.				
	<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Gifted & Talented- 199 PIC 21 - 211044.00						
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement	2.4, 2.5, 2.6	Director for Digital Learning; Curriculum and Instruction team	Libraries and library staff that provide students an opportunity to develop digital literacy skills and improve academic achievement				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Local Funds - 45500.00						

30

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 8) Address Special Population Instructional Needs for:  Special Populations & ELL/Bilingual	2.4, 2.5, 2.6	Executive Director for Special Populations, Director for Assessment and Federal Programs, ELL Bilingual Coordinator	Improve student achievement through instructional planning for all students, with a targeted focus on our students served in Special Populations & ELL Bilingual				
<b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1							
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## Strategy 2 Problem Statements:

31	Demographics
	<b>Problem Statement 1:</b> There is a need for an increase in ESL Certified teachers <b>Root Cause 1:</b> English Language Learning for nearly 800 students. Changes in Chapter 89 of the Texas Education Code requires more ESL certified teachers for our students. Edit Associated Areas
	Student Academic Achievement
	<b>Problem Statement 1:</b> Each course in Little Elm ISD is working toward a guaranteed and viable curriculum. <b>Root Cause 1:</b> LEISD is in the process of developing a Year -At-A-Glance, Stage 1 (Overview), Stage 2(Assessment), Stage 3 (Learning and Instruction)
	School Processes & Programs
	<b>Problem Statement 1:</b> A comprehensive plan for our most At Risk students needs to evolve with students' needs. <b>Root Cause 1:</b> An updated comprehensive plan for our most At Risk students is needed.
	<b>Problem Statement 2:</b> An updated comprehensive plan for our students in need of acceleration and extension needs to be clearly articulated. <b>Root Cause 2:</b> A comprehensive plan for our students in need of acceleration and extension is needed.
	Perceptions
	<b>Problem Statement 2:</b> Seek increased student preparedness for the real world <b>Root Cause 2:</b> Need for increased tangible or quantitative way to articulate students' preparedness for the real world

### Perceptions

**Problem Statement 1:** Needs regarding culture and climate are diverse. The use of the automatic translator in School Messenger is provides translations for our Spanish speaking families. Additional surveys for parents, community, staff and students will be implemented in order to obtain more frequent and specific feedback on a variety of topics and processes.

**Root Cause 1:** Increased language translation services are desired.



**Goal 1: Teaching and Learning Goals**

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 3:** We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness

**Evaluation Data Source(s) 3:** - CCMR Reports

- List of College, Career and Military Opportunities
- College, Career, Life Ready Dashboards

**Summative Evaluation 3:** Some progress made toward meeting Strategy

**TEA Priorities:** 3. Connect high school to career and college.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 1) Provide Career and Technical Education opportunities in many different pathways.	2.4, 2.5	Executive Director for Innovation	Increased post-secondary certification and/or career readiness.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Perkins Career & Technical Education (CTE) -244 PI - 68636.00, State Career & Technical Education (CTE) - 270314.00						
<b>TEA Priorities</b> Connect high school to career and college 2) Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]		Executive Director for Innovation	The District will ensure its written, taught, & tested CTE curriculum is guaranteed & viable by partnering with industry and core content experts.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> State Career & Technical Education (CTE) - 1632753.00, Perkins Career & Technical Education (CTE) -244 PI - 1000.00						

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 3) information for middle school, junior high, and high school students, their teachers and counselors and their parents about a. higher education admissions and financial aid opportunities b. the TEXAS grant program and the Teach for Texas grant program c. the need for students to make informed curriculum choices to be prepared for success beyond high school d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4) (A-D)]		Director for Counseling, Counseling staff, College Coordinator	TWU GO Center Evening academy opportunities English classes, Junior and Senior meetings, Lead counselor assistance, UNT High School Career Connect for Alternative Campus				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Local Funds - 0.00						
4) How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: 10.1 Through coordination with institutions of higher education, employers, and other local partners 10.2 Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills		Coordinator for College Readiness					
<b>TEA Priorities</b> Build a foundation of reading and math 5) Provide Accelerated education opportunities [TEC 11.252(c)(3)(H)] such as OnRamps, Advanced Placement, Dual Credit, and Honors (formerly Pre-AP courses), as well as ACT and SAT opportunities	2.4, 2.5	Director for Professional Learning and Advanced Academics	Increased quality participation in OnRamps, Advanced Placement, Dual Credit, and Honors (formerly Pre-AP) courses.				
	<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Local Funds - 90000.00						

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 6) 12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State		Executive Director for Innovation	The District will ensure its written, taught, & tested CTE curriculum is guaranteed & viable by partnering with industry and core content experts				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> State Career & Technical Education (CTE) - 235514.00, Perkins Career & Technical Education (CTE) -244 PI - 45653.00						
<b>TEA Priorities</b> Connect high school to career and college 7) 2.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	2.6	Executive Director for Innovation	The District will provide a wide variety of work-based learning options for students to increase meaningful contact with industry professionals.				
	<b>Problem Statements:</b> Perceptions 2						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

### Strategy 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> An updated comprehensive plan for our students in need of acceleration and extension needs to be clearly articulated. <b>Root Cause 2:</b> A comprehensive plan for our students in need of acceleration and extension is needed.
Perceptions
<b>Problem Statement 2:</b> Seek increased student preparedness for the real world <b>Root Cause 2:</b> Need for increased tangible or quantitative way to articulate students' preparedness for the real world

**Goal 1: Teaching and Learning Goals**

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 4:** We will engage each employee in meaningful learning experiences that support student success.

**Evaluation Data Source(s) 4:** Catalog of learning opportunities  
Sampling of feedback of learning opportunities

**Summative Evaluation 4:** Some progress made toward meeting Strategy

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

36

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide professional learning opportunities for specific needs, in a variety of delivery modalities.	2.4, 2.5, 2.6	Director for Professional Learning and Advanced Academics	An LEISD Professional Learning Plan that reaches the needs of all staff through a variety of modalities.				
Highly effective and on-going PD for teachers, principals and paraprofessionals.	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> 255-Title II - 49513.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

**Strategy 4 Problem Statements:**

### Demographics

**Problem Statement 1:** There is a need for an increase in ESL Certified teachers **Root Cause 1:** English Language Learning for nearly 800 students. Changes in Chapter 89 of the Texas Education Code requires more ESL certified teachers for our students. Edit Associated Areas

**Problem Statement 2:** There is a need for an increase in Bilingual Educators **Root Cause 2:** There is a sharp increase in the need for Bilingual Educators in Texas, and more specifically LEISD. One and Two Way Dual Language programming serves nearly 500 students.

**Goal 1: Teaching and Learning Goals**

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 5:** Provide a safe and secure environment for our students.

**Evaluation Data Source(s) 5:** Individual program evaluations

**Summative Evaluation 5:** Some progress made toward meeting Strategy

**High Priority**

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Activate a suicide prevention plan including a parental or guardian notification procedure [ TEC 11.252(3)(B)(i)] and through program implementation for Signs of Suicide and early mental health intervention		Counseling team	<p>Little Elm ISD Self-Harm/Suicide Ideation Procedures (not included in this plan as an addendum for safety purposes)</p> <p>The purpose of this protocol is to assist staff members with recognition and intervention with a student exhibiting physical or emotional signs of self-injury, and to assist with a safe transition from a mental health evaluation/mental health acute setting back into the classroom setting.</p>				
<p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Local Funds - 0.00, Title IV, Part A- Org 265 (DISTRICT ONLY) - 16000.00</p>							

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
2) Provide a safe and secure environment for students to learn by implementing conflict resolution programs [TEC 11.252(3)(B)(ii)] and Provide violence prevention programs [TEC 11.252(3)(B)(iii)] through Communities in School partnerships, creation of the intervention counselor position with a student wellness focus, and a K-12 Comprehensive Counseling and Guidance plan.	2.6	Director for Counseling; Counseling team, campus staff	Increased student support through CIS, Intervention Counselors, and a targeted social and emotional wellness counseling program				
The nature of programs to be conducted under 1114 (Schoolwide) and 1115 (Targeted Assistance) and for students living in neglected and delinquent facilities or who attend neglected and delinquent day school programs (Does not apply to LEISD at this time)	<b>Problem Statements:</b> School Processes & Programs 3 <b>Funding Sources:</b> SCE-State Compensatory Ed. - 32000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

### Strategy 5 Problem Statements:

School Processes & Programs
<b>Problem Statement 3:</b> An update to the comprehensive plan for the safety and security of students needs to be clearly articulated. <b>Root Cause 3:</b> An update to the comprehensive plan for the safety and security of students is needed.

**Goal 1: Teaching and Learning Goals**

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 6:** Serve At Risk students through programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. [TEC 42.152(b); TAC 61.1027] State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. [FASRG 9.2.3]

**Evaluation Data Source(s) 6:** MAP growth

STAAR Assessments

Reports with Participation Counts

**Summative Evaluation 6:** Some progress made toward meeting Strategy**High Priority****TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 1) Identified strategies to reduce or eliminate dropout rates that are clearly aligned with the needs in the comprehensive needs assessments. These strategies include Evening Academy, Day Academy, and Zellars Alternative Learning	2.4, 2.5, 2.6	Director for Assessment and Federal Programs; Secondary Administrative staff, Counseling team	Identification and participation for students in academic or social need to attend Evening Academy, Day Academy, and Zellars Alternative Learning				
	<b>Problem Statements:</b> School Processes & Programs 1, 2 <b>Funding Sources:</b> SCE-State Compensatory Ed. - 62400.00						



Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081] through Response to Intervention activities and plan implementation through the SuccessEd platform	2.6	Director for Assessment and Federal Programs	Improve general instruction and targeted intervention, decreasing the need for advanced academic intervention measures.				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Local Funds - 8446.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for accelerated instruction for each student each time he/she fails to perform satisfactorily on an EOC assessment and additional accelerated instruction if the EOC is required for graduation. SCE funds may not be used for any other purpose until accelerated instruction is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081]		Director for Assessment and Federal Programs; Campus Administrative staff	Needs based intervention activities				
	<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1 <b>Funding Sources:</b> SCE-State Compensatory Ed. - 3000.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) The use of Supplemental FTEs to address students At Risk for learning gaps and/or dropping out		Human Resource Services, Campus Administrative teams	The use of dedicated intervention staff on campuses.				
	<b>Problem Statements:</b> School Processes & Programs 1, 2						
<b>TEA Priorities</b> Improve low-performing schools Connect high school to career and college Build a foundation of reading and math 5) Implement the use of Formative/summative evaluation - including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students [TEC 29.081]	2.4, 2.5, 2.6	Principal	Results of formative and summative evaluations to drive student instruction				
	<b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 2 <b>Funding Sources:</b> Local Funds - 60766.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

## Strategy 6 Problem Statements:

### Student Academic Achievement

**Problem Statement 1:** Each course in Little Elm ISD is working toward a guaranteed and viable curriculum. **Root Cause 1:** LEISD is in the process of developing a Year -At-A-Glance, Stage 1 (Overview), Stage 2(Assessment), Stage 3 (Learning and Instruction)

### School Processes & Programs

**Problem Statement 1:** A comprehensive plan for our most At Risk students needs to evolve with students' needs. **Root Cause 1:** An updated comprehensive plan for our most At Risk students is needed.

**Problem Statement 2:** An updated comprehensive plan for our students in need of acceleration and extension needs to be clearly articulated. **Root Cause 2:** A comprehensive plan for our students in need of acceleration and extension is needed.

### Perceptions

**Problem Statement 2:** Seek increased student preparedness for the real world **Root Cause 2:** Need for increased tangible or quantitative way to articulate students' preparedness for the real world

**Goal 1: Teaching and Learning Goals**

- Provide a guaranteed and viable curriculum
- Provide learning experiences to increase growth and achievement
- Increase Post-Secondary Readiness
- Increase meaningful learning experiences for staff
- Provide safe and secure environment to learn
- Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

**Strategy 7: Develop Family and Parent Engagement Plan**

Parent and Family Engagement: (District/Charter Plan and All Campuses) "(2) is developed with the involvement of parents and other members of the community to be served

**Evaluation Data Source(s) 7:** FPE Plan as developed through the District Education Improvement Council

**Summative Evaluation 7:** Significant progress made toward meeting Strategy

**High Priority**

43

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Use strategies to implement effective parent and family engagement under section "1116; - -(B) through Increased parent involvement outside of the typical school day.  Use current research on parental involvement that fosters achievement to high standards for all children  Incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement	2.5, 2.6, 3.1, 3.2	Director for Counseling, Family and Parent Liaison	Provide opportunities such as Tuesday Talks, Parenting Meetings, Parent Information Nights, Planning meetings, Chart your Course, 8th grade meetings, all with Spanish language opportunities.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211-Title I - 80445.00							

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 2) How the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	2.6	Human Resource Services	Equity Plan review for any potential disparities in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> No Fiscal Impact - 0.00						
3) The strategies the LEA will use to implement effective parent and family engagement under section 1116		Family and Parent Liaison, Director for Assessment and Federal Programs	Increased Parent Involvement				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211-Title I - 4000.00						
<div><div><div>100%</div></div><div>→</div><div>0%</div><div>×</div></div> <div>= Accomplished = Continue/Modify = No Progress = Discontinue</div>							

#### Strategy 7 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> A comprehensive plan for our most At Risk students needs to evolve with students' needs. <b>Root Cause 1:</b> An updated comprehensive plan for our most At Risk students is needed.
Perceptions
<b>Problem Statement 1:</b> Needs regarding culture and climate are diverse. The use of the automatic translator in School Messenger is provides translations for our Spanish speaking families. Additional surveys for parents, community, staff and students will be implemented in order to obtain more frequent and specific feedback on a variety of topics and processes. <b>Root Cause 1:</b> Increased language translation services are desired.

## Goal 2: Community Engagement Goals





### -Communicate with the LEISD community to build trust, rapport, and involvement

**Strategy 1:** We will communicate with the LEISD community to build trust, support, and involvement.

**Evaluation Data Source(s) 1:** Community surveys and feedback

**Summative Evaluation 1:** Significant progress made toward meeting Strategy

**TEA Priorities:** 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Foster relationships with community partners to enhance educational opportunities.	2.5	Executive Director for Innovation, Communication and Community Partnerships Department, Campus Leaders	Opportunities occur for students due to relationship between LEISD and the community. The District will provide funds & in-kind items to programs, departments, campuses, and students to support learning outcomes.				
<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Local Funds - 0.00							
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

#### Strategy 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Seek increased student preparedness for the real world <b>Root Cause 2:</b> Need for increased tangible or quantitative way to articulate students' preparedness for the real world

### Goal 3: Human Capital Goals

#### -Recruit, support, and retain teachers and principals

**Strategy 1:** We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.

**Evaluation Data Source(s) 1:** Retention rates and employee surveys

Recruitment plan





Professional learning opportunities

**Summative Evaluation 1:** Some progress made toward meeting Strategy

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) A Mentoring program is established.		Director for Professional Learning, Curriculum and Learning Department	Successful Mentor/Mentee program of support for staff				
	<b>Funding Sources:</b> 255-Title II - 9245.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) It is preferable that all professional development (PD) strategies be embedded in the improvement plan to show alignment between the PD, the performance objective and the goal.		Director for Professional Learning,	Predominantly campus-based PD that relates to achieving campus performance objectives. Developed and approved by the campus-level planning and decision-making committee. [TEC 21.451(b) and TEC 253.(e)]				
	<b>Funding Sources:</b> 255-Title II - 112733.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Recruit, hire and retention of highly effective personnel through LEISD's recruitment and retention plan (see addendum)		Human Resource Services	Hire and retain quality staff who will work with our students and community to Engage, Equip, and Empower.				
	<b>Funding Sources:</b> 255-Title II - 11079.00						

46

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Title II, Part A - Supporting Effective Instruction ([ESSA P.L. 114-95 Sections 2101-2104]) The intent and purpose of Title II, Part A is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of effective teachers in the classroom and qualified principals and assistant principals in schools; and hold districts/charters and schools accountable for improvements in student academic achievement.		Director for Professional Learning	Provide highly effective and on-going professional learning opportunities for specific needs of teachers, principals and paraprofessionals, in a variety of delivery modalities.				
	<b>Funding Sources:</b> 255-Title II - 49513.00						
5) Continue to use proactive recruiting practices.		Assistant Superintendent for Human Resources and Student Services	New hires recruited from career fairs.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

## Goal 4: Ensuring Fiscal Health and Sustainability

**-Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**

**Strategy 1:** We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

**Evaluation Data Source(s) 1:** Financial information as directly related to teaching and learning, operations, and capital improvements.





**Summative Evaluation 1:** Significant progress made toward meeting Strategy

**High Priority**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Allocations are made on student need, for example:  -Curriculum & Learning, PreKindergarten, Special Populations, English Language Learners funding for students to close achievement gaps	2.4, 2.5, 2.6	Curriculum and Learning staff, Business Services Staff	Allocations made as appropriate.				
				<b>Funding Sources:</b> Local Funds - 0.00			
2) Hold informational session for campus administrator relating to the FIRST Report.		Associate Superintendent of Finance and Operation Services, Business Services	Sign in sheets and evaluation forms.				



Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
3) Provide standardized budget training for all budget managers.		Associate Superintendent of Finance and Operation Services, Business Services	Sign in sheets and evaluation forms.				
4) ) Provide standardized funding formulas for campus allocations		Associate Superintendent of Finance and Operation Services, Business Services	Development of funding formulas.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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# Board Agenda Item

Little Elm Independent School District

300 Lobo Lane

Little Elm, Texas 75068

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<b>Board Mtg. Date</b> 10-07-2019	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	BED (LOCAL) POLICY CHANGE				
<b>Presenter or Contact Person:</b>	Daniel Gallagher, Superintendent of Schools				
<b>Policy/Code:</b>	BED (LOCAL)				
<b>Summary:</b>	HB 2840 requires changes to BED (LOCAL) regarding public comments at Board meetings.				
<b>Financial Implications:</b>	N/A				
<b>Attachments:</b>	BED (LOCAL)				
<b>Recommendation:</b>	The Administration recommends approval of BED (LOCAL) as presented.				
<b>Motion:</b>	"I move that the Board approve BED (LOCAL) as presented."				

BOARD MEETINGS  
PUBLIC PARTICIPATION

BED  
(LOCAL)

**Limit on  
Participation**

Audience participation shall be permitted at regular Board meetings and at workshop meetings and shall be limited to the public comment portion designated for that purpose.

Public Comment

At regular and workshop meetings the Board shall allot time to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

No presentation shall exceed ~~five~~ **three** minutes. ~~Delegations of more than three persons shall be limited to three minutes to present their views before the Board. The public comment portion of the Board meeting shall not exceed 30 minutes.~~ **The address shall not exceed 6 minutes if the member of the public is in need of a translator.**

Board's Response

No response shall be given during the public comment portion of a regular Board meeting. The Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

**Complaints and  
Concerns**

The presiding officer or designee shall determine whether a person addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the person shall be referred to the appropriate policy (see list below) to seek resolution:

Employee complaints: DGBA

Student or parent complaints: FNG

Public complaints: GF

**Disruption**

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any person continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the person removed from the meeting.