



Little Elm ISD

Regular Meeting

Monday, September 17, 2018 6:30 PM

Agenda of Regular Meeting

The Board of Trustees Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held September 17, 2018, 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. Pledge of Allegiance
3. Invocation
4. Introduction and Roll Call
5. Approval of Minutes
 - A. Discuss and approve 8-20-2018 Regular Meeting Minutes 6
Presenter: Sonia F. Badillo
 - B. Discuss and approve 8-13-2018 Public Hearing 14
Presenter: Sonia F. Badillo
 - C. Discuss and approve 8-24-2018 Special Meeting 16
Presenter: Sonia F. Badillo
6. Superintendent Spotlight
 - A. Little Elm High School Students of the Month
Presenter: Renee Pentecost
 - B. Little Elm High School - Spotlight
Presenter: Renee Pentecost
7. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be limited to the public comment portion designated for that purpose
8. The Board will recess into Closed Meeting in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.072 and 551.074. The Board and Superintendent will discuss:
 - A. 551.071 - Private consultation with the Board's attorney
 - B. 551.074 - Personnel
 - C. 551.072 - Land
9. Reports of the Superintendent

A. STEM Update	18
Presenter: Dr. Ashley Glover	
B. Grading Guidelines Update	24
Presenter: Dr. Ashley Glover	
C. Professional Learning & Advanced Academics Update	62
Presenter: Amanda Ball	
D. Human Resources Services Annual Report	64
Presenter: Cleota Epps	
E. Class Size Report	65
Presenter: Cleota Epps	
F. 2nd Quarter 2018 Growth Report	66
Presenter: Rod Reeves	
G. Transportation Facility Update	67
Presenter: Rick Martin	
H. Bond Program Updates	71
Presenter: Rick Martin and Rod Reeves	
10. Action Items	
A. District Improvement Plan	140
Presenter: Dr. Ashley Glover	
B. Discuss and approve Credit by Examination Audit Process	197
Presenter: Dr. Ashley Glover	
C. Discuss and approve Five (5) Professional FTE	200
Presenter: Cleota Epps	
D. Discuss and approve One Special Populations Professional FTE	201
Presenter: Cleota Epps	
E. Discuss and approve Two (2) Non-Exempt Maintenance FTE	202
Presenter: Cleota Epps	
F. Discuss and approve Student Health Advisory Council	203
Presenter: Cleota Epps	
G. Discuss and approve the Financial Reports	207
Presenter: Grant Anderson	
H. Discuss and approve the Little Elm ISD Expenditures over \$50,000 Summary Report	231
Presenter: Grant Anderson	
I. Discuss and approve Little Elm ISD Interlocal Summary Report	233
Presenter: Grant Anderson	
J. Discuss and approve Considering Taking Action to Declare Surplus and Authorize Sale of Real Property, Consisting of Approximately 10 Acres Adjacent to and East of the Prestwick Academy (at Intersections of W. Lebanon Rd. and Prescott, City of The Colony, Denton, County, Texas)	235
Presenter: Rod Reeves	
K. Discuss and approve Phase 1B Bond Project List	239
Presenter: Rick Martin	
L. Discuss and approve LEISD Board Objectives for 2018-2019	241
Presenter: Melissa Myers	

M. Discuss and approve LEISD Board Checklist Presenter: Melissa Myers	243
N. Discuss and approve Superintendent Goals for 2018-2019 Presenter: Daniel Gallagher	246
11. Consent Agenda	
A. Discuss and approve the New Courses for 2018-2019 Presenter: Dr. Ashley Glover	251
B. Discuss and approve the Off Campus Physical Education Sites Presenter: Dr. Ashley Glover	255
C. Discuss and approve the Maximum Class Size Exemption - Class Size Waivers Presenter: Cleota Epps	258
D. Discuss and approve Addition of Two Stipends Presenter: Cleota Epps	259
E. Discuss and approve Gifts and Donations Presenter: Grant Anderson	260
12. Other Reports	
13. Board President Comments Presenter: Melissa Myers	
A. TASB Delegate	
B. Board Workshop - November	
14. Board Comments	
15. Superintendent Comments	
16. 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

- 551.083 about public school student.
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.

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.

Sonia Badillo

Board Agenda Item

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

Board Mtg. Date 9-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	REGULAR BOARD MEETING MINUTES – August 20, 2018.				
Presenter or Contact Person:	Sonia F. Badillo, Superintendent Secretary.				
Policy/Code:	N/A				
Summary:	Board Meeting Minutes for August 20, 2018.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Meeting Minutes				
Recommendation:	The Administration recommends the approval of the Regular Board Meeting Minutes for August 20, 2018.				
Motion:	I move that the Board approve the attached Regular Board Meeting Minutes for August 20, 2018.				

Minutes of Regular Meeting

The Board of Trustees Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD was held Monday, August 20, 2018, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board President Melissa Myers, Board Vice President David Montemayor, Board Secretary Jason Olson, Trustee Dan Blackwood, Trustee LeAnna Harding, Trustee Alejandro Flores, Trustee DeLeon English, and Superintendent Daniel Gallagher.

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. Board President Melissa Myers called the meeting to order at 6:30 pm.
2. Pledge of Allegiance
The Board led those in attendance to The Pledges of The United States Flag and The Texas Flag.
3. Invocation
Mr. Bob Allen from Gideon International Bible Ministry offered the invocation.
4. Introduction and Roll Call
Ms. Sonia F. Badillo took roll call.
5. Approval of Minutes
 - A. Discuss and approve the Regular Board Meeting Minutes - 7-23-2018
Ms. Sonia F. Badillo presented the Regular Board Meeting Minutes for July 23, 2018. Board Secretary Jason Olson made the first motion to approve as submitted. Trustee DeLeon English seconded the motion. The motion passed (7-0).
6. Superintendent Spotlight
 - A. Student Recognition - The American Legion Auxiliary Program
Mr. Ross Roberts presented to the Board The American Legion Auxiliary Program.
 - B. Recognition - Prestwick STEM Academy being named a Model School for the International Center for Leadership in Education (ICLE)
Mr. Ross Roberts presented to the Board a recognition for Prestwick STEM Academy for being named a Model School. Ms. Christine Gibson, Ms. Richardson, Mr. Vargas, Mr. Martinez and Mr. Castillo were present to accept this recognition.
7. Citizen Input
Audience participation shall be permitted at regular Board meetings and shall be

limited to the public comment portion designated for that purpose
There was no citizen input.

8. The Board recessed into Closed Meeting in PL1 at 6:44 pm as permitted by the Texas Open Meetings Act Code Subchapter 551.072 and 551.074. The Board and Superintendent discussed:

A. 551.074 – Personnel

B. 551.072 – Land

The Board reconvened at 7:46 pm.

9. Reports of the Superintendent

A. Campus and District Ratings Report

Dr. Cyndy A. Mika shared with the Board a presentation about Campus and District Ratings. The report included the following:

2018 Accountability

- 2018 Accountability System
- Student Achievement Domain
- School Progress Domain
- Closing the Gaps Domain
- Overall Rating Methodology
- Next Step
- LEISD Cornerstones
- Written Curriculum
- Assessed Curriculum
- Taught Curriculum
- Data talks
- Commitment to Excellence
- Instructional Audit
- C&L Walks
- District Level Instructional Coaching
- In Summary

B. 2018-2019 First Day of School Summary

Mr. Ross Roberts briefed the Board about the 2018-2019 First Day of School.

Here is some information:

- Administrators helping at every campus on multiple days and times
- Extremely Smooth
- Incredibly things happening already
- Thanks to Cross Ridge Church for coming out and help
- Inspirational Quotes
- Transportation Department had a great plan in place
- Athletics already starting up
- Band already getting ready
- Accelerate Program going great
- 7718 students enrolled as of today

C. College Career Life Ready

Mr. Ross Roberts informed the Board about College Career Life Ready. The

presentation included the following:

- College Career Life Ready
- College Ready Indicators
- Career Ready Indicators
- Life Ready Indicators
- Videos (Resources)

10. Action Items

A. Discuss and approve the TASB Policy Update 111

Dr. Cyndy Mika shared with the Board the TASB Policy Update 111. This is a TASB Localized Policy Manual.

Trustee Dan Blackwood made the first motion to approve this item as submitted.

Trustee Alejandro Flores seconded the motion. The motion passed (7-0).

Trustee DeLeon English excused himself from the meeting at this time (9:09 pm)

B. Discuss and approve the Financial Reports

Mr. Grant Anderson briefed the Board about Financial Reports. The report included the following:

- Notes to financials and current activity
- Fund Balance (Long-term financial) Analysis

Trustee Dan Blackwood made the first motion to approve this item as submitted.

Board Vice President David Montemayor seconded the motion. The motion passed (5-0). Trustee LeAnna Harding was not present for this motion.

C. Discuss and approve the Little Elm ISD Contract Summary Report

Mr. Grant Anderson briefed the Board about the Little Elm ISD Contract Summary Report. This allows LEISD to purchase products or services from the list, which have been properly awarded through statutorily authorized methods. Board Secretary Jason Olson made the first motion to approve this item as submitted. Trustee Alejandro Flores seconded the motion. The motion passed (6-0).

D. Discuss and approve the Little Elm ISD Expenditures over \$50,000 Summary Report

Mr. Grant Anderson briefed the Board about LEISD Expenditures over \$50,000 Summary Report. This allows LEISD to purchase products or services valued over \$50,000, which has been properly purchased through statutorily authorized methods.

Trustee LeAnna Harding made the first motion to approve this item as submitted. Board Secretary Jason Olson seconded the motion. The motion passed (6-0).

E. Discuss and approve the Little Elm ISD Interlocal Summary Report

Mr. Grant Anderson shared with the Board the LEISD Interlocal Summary Report. This allows LEISD to purchase products or services from other governmental entities, which have been properly awarded contracts through statutorily authorized methods.

Board Secretary Jason Olson made the first motion to approve this item as submitted. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).

- F. Discuss and approve the Acceptance of the Payment and the Execution of Termination and Release Agreement between LEISD and The Tribute Home Owners Association
- Mr. Grant Anderson informed the Board about the Acceptance of the Payment and the Execution of Termination and Release Agreement between LEISD and The Tribute Home Owners Association. LEISD is in contract with The Tribute Home Owners Association for the building of Prestwick STEM Academy. The contract included payments to LEISD from the HOA. The HOA board has agreed to pay off the remaining payments, which will satisfy all the contractual obligations of bot the district and HOA.
- Board Secretary Jason Olson made the first motion to approve this item as submitted. Trustee LeAnna Harding seconded the motion. The motion passed (6-0).
- G. Discuss and approve the Adoption of Tax Rate for 2018-2019
- This item was moved to right after Item H
- Mr. Grant Anderson briefed the Board about the Adoption of Tax Rate for 2018-2019.
- Board Secretary Jason Olson made the first motion to approve the following proposed Tax Rate for 2018-19:
- Maintenance and Operations: \$1.17 per \$100 of taxable assessed property values
 - Interest and Sinking: \$.47 per \$100 of taxable assessed property values
- Trustee LeAnna Harding seconded the motion. The motion passed (6-0).
- H. Discuss and approve the Adoption of Budget for 2018-2019
- This item was moved to the beginning of action items
- Mr. Grant Anderson briefed the Board about the Adoption of Budget for 2018-2019. The adoption of the proposed budget supports the education initiatives of Little Elm ISD.
- Board Vice President David Montemayor made the first motion to approve the item as submitted. Board Secretary Jason Olson seconded the motion. The motion passed (7-0)
- I. Discuss and approve the Little Elm Independent School District Deed Reverted and Purchase of Real Property, Approximately 12.332 Acres, from Valencia on The Lake, L.P.
- Mr. Rod Reeves shared with the Board the Little Elm Independent School District Deed Reverted and Purchase of Real Property, Approximately 12.332 Acres, from Valencia on The Lake, L.P. Pursuant to Texas Education Code section 11.151, the Board of Trustees of the LEISD is requesting a deed reverted and the acquisition of real property, approximately 12.332 acres, from Valencia on the Lake, L.P.
- Trustee LeAnna Harding made the first motion to approve as submitted. Board Secretary Jason Olson seconded the motion. The motion passed (6-0)..
- LH JO (6-0).
- J. Discuss and approve the Little Elm Independent School District Purchase of Real Property, Approximately 1.77 Acres, 400 Hart Road, Little Elm, Texas 75068.

Mr. Rod Reeves shared with the Board the LEISD purchase of Real Property, Approximately, 1.77 Acres, 400 Hart Road, Little Elm, TX 75068. Pursuant to Texas Education Code section 11.51, the Board of Trustees of LEISD is acquiring real property from for the construction of facilities to meet the educational needs of the students residing in the District. Mr. Reeves made the correction from 1.77 to 1.177 acres.

Board Secretary Jason Olson made the first motion to approve as presented. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).

- K. Discuss and approve Considering and Taking Action to Declare Surplus and Authorize Exchange of Real Property, Consisting of Approximately 16.376 Acres (at Intersection of Eldorado Parkway and Lakecrest Drive, Town of Lakewood Village, Denton, County, Texas)

Mr. Rod Reeves briefed the Board on considering and taking action to Declare Surplus and Authorize Exchange of Real Property, Consisting of Approximately 16.376 Acres (at Intersection of Eldorado Parkway and Lakecrest Drive, Town of Lakewood Village, Denton, County, Texas).

Trustee LeAnna Harding made the first motion to approve as submitted. Board Vice President David Montemayor seconded the motion. The motion passed (6-0).

- L. Discuss and approve the Little Elm Independent School District Purchase of Real Property, Approximately .9027 Acres on Hart Road, Little Elm, Texas 75068 (Denton Co. Appraisal District ID NO. 284461)

Mr. Rod Reeves presented to the Board the Little Elm Independent School District Purchase of Real Property, Approximately .9027 Acres on Hart Road, Little Elm, Texas 75068 (Denton Co. Appraisal District ID NO. 284461).

Board Secretary Jason Olson made the first motion to approve as discussed in closed meeting. Board Vice President David Montemayor seconded the motion. The motion passed (6-0).

- M. Discuss and approve the Revised Land Purchase Contract for Strike Middle School

Mr. Rick Martin shared with the Board the Revised Land Purchase Contract for Strike Middle School. This new purchase amount is \$300,000 less than original amount.

Trustee LeAnna Harding made the first motion to approve as submitted. Board Secretary Jason Olson seconded the motion. The motion passed (6-0)

11. Consent Agenda

- A. Discuss and approve the T-TESS and T-PESS Appraisers

This item was pulled from Consent Agenda

Dr. Cyndy Mika presented a new list to discuss and approve the T-TESS and T-PESS Appraisers.

Board Vice President made the first motion to approve as presented. Board Secretary Jason Olson seconded the motion. The motion passed (6-0).

- B. Discuss and approve the Stipend Allotments for the 2018-2019 School Year - Adjustment

- C. Discuss and approve the New courses for 2018-2019
 - D. Discuss and approve the Instructional Materials Publisher for Earth Science
 - E. Discuss and approve the Off Campus Physical Education Sites
 - F. Discuss and approve the Final Budget Amendment
 - G. Discuss and approve Gifts and Donations
 - Board Secretary Jason Olson made the first motion to approve consent agenda as submitted with the exception of Item A. Trustee Alejandro Flores seconded the motion. The motion passed (6-0)
12. Other Reports
- A. High School Allotment Report
 - Dr. Glover explained what High School Allotment is.
13. Board President Comments
- Ms. Melissa Myers briefed the Board on the following:
- A. Effective Board Practice Review of Responses
 - Results after taking test.
 - B. Review Social Media Amendment to BOP
 - Please review and send comments back to Ms. Badillo for next Board meeting.
 - C. Review and discuss submitted Board Objectives
 - These were discussed about 3 months ago. Please review and send comments back to Ms. Badillo.
 - D. Review Board Member Orientation Checklist
 - Volunteers to customize it. Trustee Blackwood, Olson and Harding volunteered to work on this item.
 - Ms. Myers asked Mr. Gallagher for a Transportation update, a report on the grading policy and she wished Cecelia Jones a Happy Birthday.
14. Board Comments
- Trustee Alejandro Flores wished Cecelia a Happy Birthday
- Board Secretary Jason Olson reminded the Board about the online training due 9-01-2018. Mr. Olson also thanked the staff for a great first day of school.
- Board Vice President David Montemayor wished Cecelia a Happy Birthday. Mr. Montemayor also thanked all campuses for a smooth first day of school.
- Trustee LeAnna Harding wished Cecelia a Happy Birthday
- Trustee Dan Blackwood wished Cecelia a Happy Birthday. Mr. Blackwood also thanked the Administration for gathering everything together. Special thanks to Dr. Cyndy Mika.
15. Superintendent Comments
- Happy BD to Cecelia
 - Thanks to Board for continue support
 - Special thank you to our teachers
16. Adjournment
- Board Secretary Jason Olson made the first motion to adjourn the meeting. Trustee Alejandro Flores seconded the motion. The motion passed (6-0).

The meeting adjourned at 9:53 pm.

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 9-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	PUBLIC HEARING MEETING MINUTES - August 13, 2018.				
Presenter or Contact Person:	Sonia F. Badillo, Superintendent Secretary.				
Policy/Code:	N/A				
Summary:	Board Meeting Minutes for August 13, 2018.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Meeting Minutes				
Recommendation:	The Administration recommends the approval of the Public Hearing Board Meeting Minutes for August 13, 2018.				
Motion:	I move that the Board approve the attached Public Hearing Board Meeting Minutes for August 13, 2018.				

Minutes of Public Hearing

The Board of Trustees Little Elm ISD

A Public Hearing of the Board of Trustees of Little Elm ISD was held Monday, August 13, 2018, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board Vice President David Montemayor, Board Secretary Jason Olson, Trustee LeAnna Harding, Trustee Dan Blackwood, Trustee Alejandro Flores.

ABSENT: Board President Melissa Myers.

LATE: Trustee DeLeon English.

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. Board Vice President David Montemayor called the meeting to order at 6:30 pm.
2. Introduction and Roll Call
Ms. Cecelia Jones took roll call.
3. Public Hearing to discuss the proposed 2018-2019 Budget Adoption and Tax Rate
Mr. Grant Anderson shared with the Board and those present the proposed 2018-2019 Budget Adoption and tax Rate. This report included Budget facts, Assessed Property Values, General Fund, Debt Service and Child Nutrition.
4. Citizen Input
There was no citizen input.
5. Adjournment
The meeting adjourned at 7:14 pm.

Board Agenda Item

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

Board Mtg. Date 9-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	SPECIAL BOARD MEETING MINUTES - August 24, 2018.				
Presenter or Contact Person:	Sonia F. Badillo, Superintendent Secretary.				
Policy/Code:	N/A				
Summary:	Board Meeting Minutes for August 24, 2018.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Meeting Minutes				
Recommendation:	The Administration recommends the approval of the Special Board Meeting Minutes for August 24, 2018.				
Motion:	I move that the Board approve the attached Special Board Meeting Minutes for August 24, 2018.				

Minutes of Special Meeting

The Board of Trustees Little Elm ISD

A Special Meeting of the Board of Trustees of Little Elm ISD was held Friday, August 24, 2018, beginning at 7:30 AM in the Zellars Center for Learning and Leadership.

PRESENT: Board President Melissa Myers, Board Secretary Jason Olson, Trustee Dan Blackwood, Trustee LeAnna Harding, and Superintendent Daniel Gallagher.

1. Call to Order Open Session in The PL1 at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, TX 75068. Board President Melissa Myers opened the meeting at 7:31 am.
2. Introduction and Roll Call
Ms. Sonia F. Badillo took roll call.
3. Discuss and approve the Little Elm Independent School District Purchase of Real Property, Approximately 35.24 Acres, from L.H. Wildridge, L.L.C.
Mr. Rod Reeves briefed the Board about the Little Elm Independent School District purchase of real property, approximately 35.24 acres, from L.H. Wildridge, L.L.C. Pursuant to Texas Education Code section 11.151, the Board of Trustees of Little Elm ISD is requesting the acquisition of this property.
Board Secretary Jason Olson made the first motion to approve this item as submitted. Trustee Dan Blackwood seconded the motion. The motion passed (4-0).
4. Adjournment
Trustee LeAnna Harding made the first motion to adjourn the meeting. Trustee Dan Blackwood seconded the motion. The motion passed (4-0).

The meeting adjourned at 7:34 am.

The minutes were approved on September 17, 2018.

Board President – Melissa Myers

Board Secretary – Jason Olson

Board Agenda Item

Little Elm Independent School District

300 Lobo Lane

Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
Board Mtg. Date 09-17-2018	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	STEM UPDATE				
Presenter or Contact Person:	Dr. Ashley Glover, Executive Director for Educational Services				
Policy/Code:	N/A				
Summary:	The STEM update will be presented.				
Financial Implications:	No financial impact at this time.				
Attachments:					
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for informational purposes only. No motion is necessary.				

Little Elm ISD

STEM

The word 'STEM' is rendered in large, dark blue, sans-serif capital letters. Each letter contains a yellow icon: the 'S' features a molecular structure with nodes and connecting lines; the 'T' shows a circuit board pattern; the 'E' contains interlocking gears; and the 'M' displays a stylized number '3'.

SCIENCE • TECHNOLOGY • ENGINEERING • MATH



STEM Update

Little Elm Independent School District
September 2018

Ashley Glover, Ed.D
Executive Director for Educational Services
aglover@littleelmisd.net
972-947-9430

STEM Implementation

4th & 5th Grade

- Professional Learning (7/23 & 9/11)
- Engineering is Elementary
- STEM Challenge # 1 launched
- Makerspace
- District platform, campus specific
- Aligned to grade level TEKS

Challenges & Resources

- Challenges are designed
 - Real world ready
 - Through the Engineering Process
 - Aligned with TEKS
 - With Educational Services team
- Challenges will be supported through
 - Engineering is Elementary Curriculum
 - Makerspace Learning
 - Two members of Educational Services per campus

Little Elm ISD

23
STEM

SCIENCE • TECHNOLOGY • ENGINEERING • MATH

Board Agenda Item

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

Board Mtg. Date 09-17-2018	Reports of the Superintendent <input checked="" type="checkbox"/>	Action Item <input type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
Subject:	GRADING GUIDELINES UPDATE				
Presenter or Contact Person:	Dr. Ashley Glover, Executive Director for Educational Services				
Policy/Code:	N/A				
Summary:	The LEISD 2018-2019 Grading Guidelines will be presented.				
Financial Implications:	No financial impact at this time.				
Attachments:					
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for informational purposes only. No motion is necessary.				



25

Little Elm ISD Grading Guidelines and Instructional Handbook 2018-2019



Missing Daily Work

Upon assigning a “M” for missing daily work or other assignment to a student in a course during a grading period in the gradebook, the parent will receive an automated call and email on Wednesdays to inform the parent of the missing assignment.



Failing Grades

If a failing average is reported for a course on a progress report, a student/parent/teacher conference should be requested of the parent.



Redo/Retake: 84% or below

- The student, at teacher discretion, may be required to attend tutorials prior to the opportunity to retest. The number of tutorials or reteach opportunities is determined by the teacher.
- The teacher will determine the redo/retest due dates based upon the assignment length and/or time-line for tutorials/reteach.
- The assignment/assessment may be of an alternative variety from the original assignment/assessment as long as it is coverage of the same TEKS and at the same level of cognition as the original assessment.
- The highest available grade on the redo/retest for an assignment/assessment is an 85.



Missed Classwork During Special Services

When a child is pulled from the general education classroom, *they shall not be penalized for work missed.* A child shall not be required to complete lessons/activities completed in their absence while attended services such as dyslexia, GT, special education, counseling, etc.



Missing/Late Work

The student is to inform the teacher of any such circumstances that prevented the completion of the work. Students who fail to complete coursework and classroom assignments will still be required to demonstrate mastery of the content and skills. If failure to complete classroom assignments becomes a behavior concern and the teacher(s) of record lacks the evidence to determine mastery of the standards or established goals, please refer to guidelines for parent/guardian communication.



Recording Multiple Grades

An assignment or project may generate multiple grades if different portions are being graded to reflect mastery of different TEKS, standards, objectives, or established goals. One product, assignment, or project can be recorded in more than one subject area if it assesses student mastery of TEKS, standards, objectives, or established goals in more than one subject.



Professional Learning Communities

Lesson Design with the PLC Questions in Mind

1. Question One: What do we want them to learn?
2. Question Two: How will we know if they have learned it?
3. Question Three: What will we do if they haven't learned the content/ skill?
4. Question Four: What will we do if they already know the content or skill or learn it quickly?



Coursework/Daily Work

Coursework, or Daily Work, is defined as an assignment given to demonstrate student mastery under the supervision of a teacher. It may include independent work, pre-assessment, observation, oral or written demonstrations of knowledge and/or skill, or other practice activities at the mastery level.



Formative & Summative

Formative assessments should happen early and often in order to provide students the feedback they need so they can progress towards mastery.

Summative assessments are cumulative in nature and summarize the current individual student mastery of the TEKS, standards or established goals after a period of student practice or work. It defines what a student knows and is able to do with the content and/or skills.



Grade Weights

Grade Weights for Report Card Calculation

Grade Level	Coursework/Daily Work	Summative Assessments
Pre K-02	Please See Standards Based Grading & Reporting Chart on Page 4	
03-05	70%	30%
06-08	60%	40%
09-12	40%	60%

Grades 09-12: Semester Exams count as 15% of the semester average

Minimum Grades per Grading Period

Grade Level	Coursework/Daily Work	Summative Assessments
03-08	One per Week	Two-Three per Grading Period
09-12	One per Week	Two-Three per Grading Period



Standards-Based

Standards Based Grading Scale: Grades K-02

1	Below Standard at the Current Expected Level
2	Approaching Standard at the Current Expected Level
3	Meeting Standard at the Current Expected Level
	Not Yet Assessed Not Assessed In this Quarter

For additional information regarding standards based grading practices, please see the district website.



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK



LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

2018-2019



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Mission

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”

Core Values

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

Board Goals

Finance

The Board expects District financial integrity and transparency.

Academic

The Board expects LEISD graduates are prepared for college and career.

Facilities

The Board expects the District to provide equitable facilities and develop a financial plan that accurately reflects system-wide needs for both present and future growth.

Communication/Community

The Board expects the District to champion the ongoing development of groups and organizations that support the students of our District

Staff Development/Human Resources

The Board expects the District to maintain an awareness of District employee satisfaction and organizational health



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Board of Trustees

Melissa Myers, President
David Montemayor, Vice President
Alex Flores, Secretary
Dan Blackwood
DeLeon English
LeAnna Harding
Jason Olson

Instructional Leadership Team

Daniel Gallagher, Ed.S., CTSBS
Superintendent of Schools
Ross Roberts
Deputy Superintendent
Ashley Glover, Ed.D.
Executive Director for Educational Services
Cortney Clover
Executive Director for Special Populations Services
Doug Sevier
Director for Curriculum & Learning Services
Amanda Ball
Director for Professional Learning & Advanced Academics
Jeff Wiseman
Director for Digital Learning & Library Services



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Table of Contents

Table of Contents

Overview	5
Grade Point Scale for GPA Calculation	6
Texas Education Code	7
District Communication of Progress & Mastery	7
Grading for Extracurricular Activities	8
Attendance and Grading	9
Academic Dishonesty	9
Use of DVDs, Feature Films, and Movies	9
Special Programs	10
State Assessments: STAAR, STAAR Alt, End-of-Course	12
Accelerated Instruction and Interventions for Elementary Students	12
Accelerated Instruction for High School Students	13
Grade 6-12 Interventions	13
Student Success Initiative	14
Students Removed for Additional Services	14
Assessing and Reporting Work Habits	14
Missing or Late Coursework	15
Recording Multiple Grades	15
Transfer Grades from Within the District	15
Coursework/Daily Work & Assessments	18



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Projects	19
PBL Unit Final Products	19
Formative & Summative Assessment	19
District Testing	20
Homework Best Practices	20
Reteach, Redos, & Retakes	22
Extra Credit	22
Board Policy	23

Overview

Little Elm ISD's Grading Guidelines & Instructional Handbook provides the framework for grading and instructional practices across the district in accordance with Board Policy (EIA LEGAL). This document reflects the beliefs that grades are a measure of what students know and do not yet know, can and cannot yet do, and articulates district expectations for planning and instruction in each classroom.

Grading Information

We believe the monitoring of the academic progress of each student coupled with meaningful and timely feedback to students and parents is essential to foster academic success.

We believe in an instructional approach based upon progress and student growth as well as mastery learning that allows for multiple opportunities to demonstrate progress towards mastery of the TEKS (Texas Essential Knowledge and Skills), standards, objectives, or established goals.*

We strive to communicate a fair and accurate indication of the level of mastery of each student at the time the feedback is given. To this end, the district and campus instructional leaders have worked together to establish grading standards, procedures, and policies that represent our beliefs and core values.

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

- All grading practices should be used to promote learning and academic growth and grades should never be used as a punishment or used to measure conduct or compliance.
- Grading should help the teacher to communicate progress to the student and parent/guardian towards mastery of the standards or established goals, appraise the effectiveness of teaching strategies and modes of instruction, and evaluate strengths and needs of each student.
- Grade points shall not be awarded or reduced for any non-academic activities, ie, returning a report card, an incomplete paper heading, bringing or possessing supplies, or attending a school sponsored event.
- Grading should help the parents/guardians to better understand their child as a learner, be knowledgeable about their child's mastery of standards or established goals, and guide their child in making academic progress.
- Grading should help the student to set his/her goals for future learning, evaluate and track personal progress towards mastery of the standards or established goals, and recognize opportunities for growth and improvement.

**Students in specialized programs with an IEP will earn grades as described in their individual educational plans.*

Grade Point Scale for GPA Calculation

The grade point scale charts for high school courses can be viewed on the following link to Policy EIC (LOCAL), pages 2-4. Note that there is a different chart depending on the year students started ninth grade. [http://pol.tasb.org/Policy/Download/393?filename=EIC\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/393?filename=EIC(LOCAL).pdf) Information regarding Advanced Placement courses can be found in the Little Elm High School Course Guide and on the LEISD website under Advanced Academics.

Grading Scale: Grades 03-12

Numerical Grade	Letter Equivalent
90-100	A
80-89	B

Standards Based Grading Scale: Grades K-02

1	Below Standard at the Current Expected Level
2	Approaching Standard at the Current Expected Level
3	Meeting Standard at the Current Expected Level

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

70-79	C
Below 70	F
I	Incomplete

	Not Yet Assessed Not Assessed in this Quarter
--	--

For additional information regarding standards based grading practices, please see the district website.

Dual Language Considerations: Students enrolled in the Dual Language Program in Grades 03-05 will receive an additional 7 points on their final grade for each grading period for subjects taught in the second language.

Texas Education Code

In compliance with Texas Education Code §28.0216, grading in LEISD

- Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
- May not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work.
- May allow a student a reasonable opportunity to makeup or re-submit a class assignment or examination for which the student received a failing grade.

District Communication of Progress & Mastery

The district shall provide a progress report for all students during each grading period.

Each student receives a computer-generated report card at the end of each grading period. Parents are expected to return a signed copy of the report card. [EIA (LEGAL)]

In addition to the standard nine-week report card, students with disabilities must also receive a report indicating their progress on their IEP goals.

Communication between Teachers and Parents/Guardians

All teachers will communicate with parents regarding student progress in a timely manner. Teachers and/or parents/guardians may request conferences at any time.

Since teacher web pages serve as communication tools for parents/guardians, teachers will maintain a current web page with all appropriate information as determined by the campus to provide one more communication avenue to reach parents.

Teachers should encourage students and parents to track their child's current academic progress online via Focus. Upon assigning a "M" for missing daily work or other assignment to a



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

student in a course during a grading period in the gradebook, the parent will receive an automated call on Wednesdays to inform the parent of the missing assignment.

Documentation by the teacher for future reference is recommended. When a student is in jeopardy of failing or a failing average is reported for a course on a progress report, the teacher will communicate directly with the parents/guardians through email, phone, or conference and maintain documentation of the communications.

As a general guideline, graded work should be up to date in the electronic grade book within 3 school days of the assignment being turned in by the student. The day an assignment is turned in is day zero. Parents and Guardians can sign up for grading alerts through the Focus grading system. Please see campus staff for more information.

If a failing average in grades 3 - 12 is reported for a course on a progress report, direct contact with a parent will be made through email, phone, or conference. It would be appropriate to discuss the performance of this student with the school counselor, intervention teacher, or administrator. **Early intervention is essential to student success.** A teacher or campus administrator may require any student who has not yet demonstrated mastery or is in danger of failing to attend tutorial sessions.

Due to the standards based grading in K - 2, should a student have 70% or more 1's at the progress report, direct contact with a parent will be made through email, phone, or conference. It would be appropriate to discuss the performance of this student with the school counselor, intervention teacher, or administrator. **Early intervention is essential to student success.** A teacher or campus administrator may require any student who has not yet demonstrated mastery or is in danger of failing to attend tutorial sessions.

Grading for Extracurricular Activities

Students participating in UIL activities must meet eligibility per UIL Guidelines. Please see the LEISD Athletic Guidelines and Code of Conduct for full rules and details on eligibility.

A student who receives at the end of a grading period a grade below 70 in any regular academic class or less than a 60 in an [Advanced Placement class \(link to courses excluded from eligibility at a 70\)](#) may not participate in extracurricular activities for at least three school weeks as governed by No Pass No Play calendar set forth by UIL. A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

An ineligible student may practice or rehearse while suspended. The student regains eligibility when the Principal and teachers determine that she or he has: (1) earned a grade of 70 or above



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

in all academic classes; other than those classes designated as Advanced Placement in which a student must earn a grade of 60 or above (2) completed three weeks of ineligibility. A student must attend school at least 50% of the same day as the activity or be present for the count period in order to participate. Per UIL rules, each school must check eligibility at the first six weeks progress or grading cycle of the year. All subsequent eligibility is based on 3 week grading cycles.

Attendance and Grading

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. Please see FEC Legal and the campus Student Handbook for specific laws and full details regarding attendance.

Academic Dishonesty

Honesty and integrity are essential elements of our core values in Little Elm ISD, therefore academic dishonesty is not tolerated. In an attempt to prevent these behaviors we educate students about what academic dishonesty is and how to avoid it. **Academic Dishonesty** includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties. [EIA Local] **Students found to have engaged in these behaviors will still be required to demonstrate mastery of the content and skills. Any academic dishonesty may impact a student's opportunity to participate in retake opportunity for that assignment.**

Use of DVDs, Feature Films, and Movies

A feature film or movie for entertainment purposes cannot be used in its entirety as a component of classroom instruction. Carefully selected sections of feature films or movies can serve as excellent teaching tools as long as they support the planned instructional activities and the applicable TEKS. No video, feature film, or movie should be shown without stopping as indicated below for instructional conversations or student activity. Instructional videos should be used to reinforce content by being shown in short sections followed by discussion or activity. For example, show a short section of 10-12 minutes and then stop for discussion or activity. With the accessibility to the variety of online video clips, educators must use professional judgement when selecting these as instructional tools.



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Special Programs

Grading for all students including those with disabilities should follow the District grading procedures and students should be graded based on student progress in the content of instruction and the student's response to instruction.

Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's individual education plan (IEP). The ARD committee may make decisions in regard to what the student will be graded on and the weight applied but cannot alter the grading scale/system established by the District.

Grades for students in special education must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD recommended accommodations and/or modifications intended to increase the potential for successful student learning.

Students with significant cognitive disabilities may access the grade level standards using the TEA developed Vertical Alignment Document and Essence Statement for all grade levels and subjects. The student's level of independence in completing tasks and the degree to which a student can generalize skills to a variety of settings are a required aspect of the STAAR-Alt system and can assist teachers in determining a student's progress toward mastery.

The level of TEKS instruction and content expectations must be clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and make decisions regarding statewide assessments.

Student work can be assessed by the special education teacher, the general education teacher, and/or a combination of both teachers as determined by the ARD, but must be recorded by the teacher of record.

"The District must provide students with disabilities report cards that are as informative and effective as the report cards provided to students without disabilities." (Section 504 and Title II). The student's grade is reported on the report card in the same way as grades are reported for all students. In addition to the report card, progress on individual goals and objectives will be individually reported for each student using the IEP progress report at a minimum of every nine weeks. **This is a legal requirement.**

Grading for 504 and Dyslexia Programs



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Students identified for dyslexia programs which are served through special education will be graded under the guidelines described in the section above (Special Education Program).

Students identified for dyslexia programs which are served through Section 504 or other students identified as Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual accommodation plans.

English as a Second Language (ESL) Programs

According to Chapter 89.1203 of the Texas Administrative Code, an English Language Learner (ELL) is defined as “a person who is in the process of acquiring English and has another language as the first native language.” English as a Second Language is an intensive instructional program designed to develop an English Language Learners’ listening, speaking, reading, and writing skills in English.

Grades for English Language Learners (ELL) will take into consideration their English language proficiency. Teachers will implement the English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction framework whenever possible to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.

Accommodations for English Language Learners include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids.

English Language Learners should not have failing grades based only on their inability to speak English. ELL students’ grades should reflect their linguistic accommodations and modifications as determined by the student’s Language Proficiency Assessment Committee (LPAC).

ELL students are not exempt from grades. In order for ELL students to meet grade- level learning expectations across the foundation and the enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student’s level of English language proficiency.

The LPAC representative must review teacher documentation of routinely utilized accommodations a minimum of once every grading period and make recommendations for additional appropriate instructional and assessment accommodations if necessary.

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

All ELL students participating in an ESL program must receive grades based on grade-level expectations and English Language Proficiency Standards. Teachers should consider the content being assessed, the linguistics accommodations checklist and the appropriate proficiency level descriptors.

When an ELL student is in jeopardy of failing a class (when his/her average is 75 or less), the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications. An additional LPAC meeting shall be convened when a student fails for the nine-week grading period.

Before assigning an ELL a failing grade, the teacher must have documented the use of sheltered instruction and the ELPS. Specific accommodations should be addressed at the LPAC meeting to ensure the student is receiving appropriate support.

TELPAS- All Limited English Proficient (LEP) students, including parent denials, must participate in the Texas English Language Proficiency Assessment System (TELPAS). Each student must be rated in listening, speaking, reading, and writing.

State Assessments: STAAR, STAAR Alt, End-of-Course

The State of Texas Assessments of Academic Readiness (STAAR) is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. The STAAR assessments for reading and mathematics are designed as a growth measure. Each year each student's growth will be measured and compared to the district and state averages. Each STAAR test is directly and vertically aligned to the TEKS and is administered at the following grade levels:

Grade	Test Administration
3rd & 6th Grade	Mathematics, Reading
4th & 7th Grade	Mathematics, Reading, Writing
5th Grade	Mathematics, Reading, Science
8th Grade	Mathematics, Reading, Social Studies, Science
9th-12th Grade	End-of-Course: Alg I, Biology, Eng I, Eng II, US History

Accelerated Instruction and Interventions for Elementary Students

Accelerated instruction promotes student success by:

- Implementing the support at the time the need is identified
- Allowing the student to progress systematically through content
- Offering a variation in instructional approach
- Providing frequent reinforcement and review

Under TAC §28.0211, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of Revised August 2016 Page 26 the student before or after normal school hours and may include participation at times of the year outside normal school operations.

For students whose assessments indicate a need, interventions will be implemented to assist with progress toward their learning targets. Interventions may include differentiated instructional strategies, use of manipulatives, frequent reminders to stay on task, or small group settings, etc. As part of the Response to Intervention (RTI) process, a student's progress will be monitored on a regular basis. Data gathered through the RTI process will be the basis for decision making concerning whether a referral for evaluation of a suspected disability is needed.

Accelerated Instruction for High School Students

- The State of Texas Assessments of Academic Readiness (STAAR) - Students who entered high school for the first time in 2011-2012 take the State of Texas Assessments of Academic Readiness End-of-Course (EOC) exams as the examination requirements for graduation.
- EOC tests are given to middle school students taking high school courses. Graduation requirements for these students will be based on successful completion of EOC tests in English I, II, Algebra I, Biology, and U.S. History.
- TEC §39.025(b-1) requires school districts to provide accelerated instruction to each student who fails to perform satisfactorily on an EOC assessment (i.e., who does not achieve Level II: Approaching Grade Level).
- Students who have not met a minimum standard performance score will be provided accelerated instruction. It is the responsibility of the grade level or course teachers to provide Accelerated instruction BETWEEN ALL testing opportunities. There are three opportunities for students to reach mastery. If a student fails all three administrations, accelerated instruction will continue the first six weeks of the following school year.

Grade 6-12 Interventions

For students whose assessments indicate a need, interventions will be implemented to assist with progress toward their learning targets. Interventions may include using varied instructional strategies, use of manipulatives, frequent reminders to stay on task, or small group work. As part of the Response to Intervention (RTI) process, a student's progress will be monitored on a regular

basis. Data gathered through the RtI process will be the basis for decision making concerning whether a referral for evaluation of a suspected disability is needed.

Student Success Initiative

Student Success Initiative (SSI) ensures that all students receive the instruction and support they need to be academically successful in reading and mathematics. Under this initiative, students are required to pass the Grade 5 STAAR reading and mathematics tests to be promoted to the sixth grade. Students in grade 5 have three opportunities to pass these tests. If a student does not pass the required tests, s/he will be given additional instructional support after each testing opportunity. Promotion/retention will be based on attendance at accelerated instruction opportunities and student mastery of the grade 5 Texas Essential Knowledge and Skills. A student may advance to 6th grade only by passing these tests or by the unanimous decision of his or her Grade Placement Committee (GPC) made up of the student's principal, teacher and parent. The GPC must unanimously agree that the student is likely to successfully perform at the next grade level. Under this initiative, students are also required to pass the Grade 8 STAAR reading and mathematics tests to be promoted to the ninth grade. Students in grade 8 have three opportunities to pass these tests. If a student does not pass the required tests, s/he will be given additional instructional support after each testing opportunity. Promotion/retention will be based on attendance at accelerated instruction opportunities and student mastery of the grade 8 Texas Essential Knowledge and Skills. A student may advance to 9th grade only by passing these tests or by the unanimous decision of his or her Grade Placement Committee (GPC) made up of the student's principal, teacher, and parent. The GPC must unanimously agree that the student is likely to successfully perform at the next grade level to advance.

Students Removed for Additional Services

Some students require additional services during the school day. When a child is pulled from the general education classroom, they shall not be penalized for work missed. A child shall not be required to complete lessons/activities completed in their absence while attended services such as dyslexia, GT, special education, counseling, etc. Teachers are responsible for ensuring that students are exposed to the missed content and have ample opportunities to master the standards and learning objectives.

Assessing and Reporting Work Habits

Non-academic performance, such as work habits and soft skills, in content area courses shall not be reflected in any portion of a grade or points in a content area. Any specific concerns related to individual student behaviors that are not in compliance with the LEISD Student Handbook & Code of Conduct, campus-based communicated standards, or a student's individual behavior plan, will be communicated directly with parents/guardians and/or reflected in the comments section of the report card, depending on the severity of the issue.



LE Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Missing or Late Coursework

Extenuating circumstances may occur that are out of the control of the student which prevent him/her from completing and returning assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the work. Students who fail to complete coursework and classroom assignments **will still be required to demonstrate mastery of the content and skills**. If failure to complete classroom assignments becomes a behavior concern and the teacher(s) of record lacks the evidence to determine mastery of the standards or established goals, please refer to guidelines for parent/guardian communication. **All students shall have ample opportunities to make up missing work due to absences. Assignments must be turned in before the summative assessment for that unit is given. For Advanced Placement courses, College Board requires point reductions for late assignments. 5 points per day but not below an 85%.**

Grades for Specials in K-5 (Art, Music, PE, Technology)

Grades for Fine Arts or Physical Education will be determined with regard to mastery of the TEKS (including performance) for the particular course. Students rotate through these classes less often than core content courses so the minimum number of grades requirement does not apply. However, a sufficient number of formative assessments should be given and mastery of the content and skills should reflect student learning of the TEKS in art, music, physical education, and technology classes.

Recording Multiple Grades

An assignment or project may generate multiple grades if different portions are being graded to reflect mastery of different TEKS, standards, objectives, or established goals. One product, assignment, or project can be recorded in more than one subject area if it assesses student mastery of TEKS, standards, objectives, or established goals in more than one subject.

Transfer Grades from Within the District

If a student transfers from an LEISD school, all of the grades will be recorded by the receiving teacher in his/her grade book as they stand.

Transfer Grades from Other Districts

Grade(s) 03 – 08: Averages the student earned from the previous education opportunity of accredited schools will be accepted. (For standards based report cards, student's previous school report card will be attached if the teacher is unable to assess for mastery of all standards at time of reporting).

A student who transfers into the District high school from another accredited institution shall be credited in conformity with the policies applied to District students. The grading system of the sending school shall be used if official documentation is provided by the sending district. A

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

student who transfers into the high school with courses from an accredited institution and designated AP, honors, GT, Pre-AP, or dual credit shall receive similar weighted credits counted toward the GPA in accordance with the District's weighted grade point scale and class rank policy. Credits earned in non-accredited schools shall not be used in calculation of GPA.

Transferred letter grades shall be awarded grade points as indicated on the District grade point scale.

A+ = 98	A = 95	A- = 93	B+ = 88	B = 85	B- = 83	C+ = 78	C = 77	C- = 76
D+ = 73	D = 72	D- = 71	F = 69	I = Incomplete				

Learner Centered Lesson Design

Learner Centered Lesson Design requires intentional planning. All teachers in Little Elm ISD are expected to design lessons through the lens of Rigor, Relevance, and Learner Engagement using district provided rubrics as a reflective tool. Instruction should be authentic, collaborative, and research based. Deliberate consideration of the standards, instructional options, and students' needs based on the district provided curriculum and/or other resources is fundamental. Rigorous, relevant, and engaging lessons not only lead to mastery of the content standards but also provide students with opportunities to self-direct, manage complexity, think critically, communicate with peers, and solve problems using contemporary tools.

Lesson Design with the PLC Questions in Mind

LEISD is a Professional Learning Community in which teacher teams meet regularly to discuss content and skills they want student to learn, how they will assess student mastery, what they will do as a team and individually if students do not master the content or skills, and what actions they will take if students master the content quickly or already knew it when the unit of study began. This cyclical approach to collaboration, data disaggregation, and action has become the culture in which we work for our students.

The following questions are used to guide teachers through collaborative planning, lesson design, assessment, reteach and/or extension, and lesson reflection.

Question One: What do we want them to learn?

- Does my planning reflect what students need to know and are able to do to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS)?
- Have I created an alignment between the activities I have planned and the cognitive level of what I want students to know and be able to do?

Question Two: How will we know if they have learned it?

- Have I regularly encouraged students to assess their own work and others' work in terms of the standards set?
- Have I provided clear and compelling standards prior to demonstrations of learning (i.e., performances, products, projects, and exhibitions)?
- Do I routinely hold assessment conferences with individual students or small groups of students where the qualities of student products are assessed?
- Do I routinely use assessment primarily as a tool to promote student success and only secondarily as a means to justify the distribution of rewards and grades?

Question Three: What will we do if they haven't learned the content or skill?

- What prescriptive teaching strategies for learning have I provided so each student can experience success?
- Do I plan success for each student? When students do not succeed, do I work directly with them to diagnose the causes of failure to correct the situations?

Question Four: What will we do if they already know the content or skill or learn it quickly?

- Do I assess student interests and utilize this information in planning units of work, creating meaningful tasks, or designing assignments?
- Do my choices of instructional resources reflect a diversity of formats that appeal to students?

Student Responsibilities

- Complete assigned work, return it to the teacher, and actively participate daily.
- Communicate with the teacher when she or he does not understand the material or is in need of help.
- Evaluate his or her own work.
- Maintain academic honesty.

Teacher Responsibilities

- Plan for learning utilizing the Rigor and Relevance Framework and provide engaging daily instruction.
- Participate and collaborate in Professional Learning Communities (PLC).
- Monitor students' mastery of the curriculum.
- Communicate progress in a timely manner through Focus, progress reports, report cards, and other means as appropriate.
- Provide additional instructional support interventions for students who do not demonstrate mastery, or are in danger of failing, following the Response to Intervention model.



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

- Provide differentiated instruction to ensure the appropriate level of instruction for each student.

Coursework/Daily Work & Assessments

Coursework, or Daily Work, is defined as an assignment given to demonstrate student mastery under the supervision of a teacher. It may include independent work, pre-assessment, observation, oral or written demonstrations of knowledge and/or skill, or other practice activities at the mastery level. Ample classroom time should be provided and a teacher should make arrangements for individual students who need more classroom time for mastery, preferably under teacher supervision. Grades for the course should reflect the degree to which the student has mastered the objectives of the course.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing previously taught content as part of ongoing instruction.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing previously taught content as part of ongoing instruction.

Projects

Projects are defined as an opportunity to plan and design with the purpose of demonstrating a deeper understanding of the standards or established goals. Examples of projects include book reports and reviews, dioramas, research papers, science or inquiry projects, reader's theater, and living museums. Projects must focus on the work of the individual student and their mastery of the appropriate TEKS, standards, or established goals.

PBL Unit Final Products

Final products of PBL units can be summative assignments however, all students must be assessed individually. There are no group or team summative grades permitted for projects or final products of PBL units. All summative projects must be graded on a rubric which has been given to students at the start of the assignment. No projects shall be assigned over extended breaks such as Thanksgiving, Winter Break, or Spring Break and be due on the week of return.

Formative & Summative Assessment

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is progressing towards mastery of the identified learning targets, standards or established goals. Assessment data serves to guide teachers in adapting instructional approaches to better meet students' needs. The overall effectiveness of programs and classroom practices can also be evaluated through the assessment process.

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Effective teachers use a variety of formative and summative assessments to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, and written assignments. Assessment strategies will also differ depending on whether or not a teacher is instructing in skills, theory, processes, or products.

Formative assessments should happen early and often in order to provide students the feedback they need so they can progress towards mastery. Formative assessments can be informal like checking student answers on individual whiteboards or formal such as a 5 question quiz tied directly to the standards. Students should be given varied opportunities to demonstrate their knowledge and skill without penalty, therefore, most formative assessments are utilized to guide instruction and not used as grades.

Summative assessments are cumulative in nature and summarize the current individual student mastery of the TEKS, standards or established goals after a period of student practice or work. It defines what a student knows and is able to do with the assessed standards or established goals. A summative assessment may include, but is not limited to, a multiple choice exam, an essay, an oral report, or a project. A key component of summative assessment is teacher provided feedback that guides students' efforts toward improved performance as the curriculum continues to scaffold.

District Benchmark Testing

District benchmarks are a diagnostic assessment measure to assist in determining revisions to the District's curriculum and to assist teachers in determining remediation groups necessary for ensuring that all students are learning to mastery the grade level TEKS. The data provided by these assessments shall be reviewed by curriculum coordinators, campus administrators, and teachers. Since these assessments are formative and diagnostic, no grade shall be assigned or recorded.

Universal screeners are used to determine the academic strengths of students as well as areas for academic growth. Universal screeners selected for use in LEISD are a testing instrument approved by the Texas Education Agency.

Students must receive timely and meaningful feedback on all assessments.

Grade Weights for Report Card Calculation

Grade Level	Coursework/Daily Work	Summative Assessments
Pre K-02	Please See Standards Based Grading & Reporting Chart on Page 4	

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

03-05	70%	30%
06-08	60%	40%
09-12	40%	60%

Grades 09-12: Semester Exams count as 15% of the semester average

Minimum Grades per Grading Period

Grade Level	Coursework/Daily Work	Summative Assessments
03-08	One per Week	Two-Three per Grading Period
09-12	One per Week	Two-Three per Grading Period

Homework Best Practices

Reading daily has the highest impact on student learning across all grade levels. It is highly recommended that all students read with a parent, guardian, family member, or independently each evening.

Homework for younger children should help them develop good study habits, foster positive attitudes toward school, and communicate to students the idea that learning takes place at home as well as at school. For older students, homework should be viewed as formative practice of previously introduced skills and knowledge. Homework is a one tool of many for student achievement and should be designed with the students and content in mind.

Teacher Expectations Regarding Homework

- Any work assigned to be completed in its entirety or finished outside of the school day should be beneficial to student learning.
- Students shall receive timely feedback on all assigned work so they can track their progress towards mastery as well as note areas of needed growth. **Feedback has one of the highest effect sizes on student achievement.**
- Assign purposeful homework. Legitimate purposes for homework include practicing a skill or process that students can do independently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
- Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.

- Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.
- Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities.

Parent/Guardian Expectations Regarding Homework

- Parents are not expected to act as experts regarding content, are not expected to teach content to their children, and are not expected to police homework completion.
- Parents should ask questions that help students clarify and summarize what they have learned.
- Parents should remind their children that when we make mistakes we learn.
- Parents and children should communicate with teachers when they have concerns.
- Parents and children are encouraged to engage in conversations about the topics covered in the learning tasks.

Reteach, Redos, & Retakes

For reteaching to be effective, teachers must use a different approach from the one they initially used, one that builds on previous activities and focuses on the omissions or errors in student thinking that resulted from these activities. (Adapted from Marzano, 2010)

- Correction of the original assignment is not considered reteaching.
- Reteaching should employ different strategies than the original teaching.
- Working through the PLC team, teachers collaborate on methods to provide reteach by answering PLC question three, "What will we do if students do not learn it?"

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to retake a test for which the student earned an 84% or below.

- The student, at teacher discretion/campus procedure, may be required to attend tutorials prior to the opportunity to retest. The number of tutorials or reteach opportunities is determined by the teacher.
- The teacher will determine the retest due dates based upon the length of assessment and/or time-line for tutorials/reteach.
- The assessment may be of an alternative variety from the original assessment as long as it is coverage of the same TEKS and at the same level of cognition as the original assessment.
- The highest available grade on the retest for an assessment is an 85.
- Summative Assessment



LEISD Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

Extra Credit

Extra credit must be awarded on the basis of an academic product that can be directly related to the LEISD curriculum objectives and standards. The purpose of extra credit should be for extension and enrichment of student learning. If a teacher makes extra credit available to one student, he/she must give all students in the same course the opportunity for extra credit so that it applies to all students equally. Extra credit shall not be given for classroom supplies or materials, or awarded for any other non-academic work. In the case of class-wide low scores, or missing assignments, extra credit may not be given. For class-wide low scores, the material should be retaught, learned at the appropriate level of cognition by the students and then reassessed. The goal must be student learning and not grade points, therefore the use of a "curve" is not permitted.

Differentiated Instruction

Differentiated Instruction is an embedded concept that allows individual students to demonstrate their mastery of standards or established goals in different ways. Differentiation means tailoring instruction to meet individual needs.

"Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual, or small group, to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

Scaffolding of Content – how the student will get access to the information (for example, using reading materials at varying readability levels);

Process – activities in which the student engages in order to make sense of or master the content (for example, developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early);

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit (giving students options of how to express required learning, such as, create a puppet show, write a letter, or develop a mural with labels); and

Learning environment – the way the classroom works and feels (for example, setting out clear



Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

guidelines for independent work that matches individual needs.)”

Please note that differentiated instruction and intervention are not the same concept. An instructional intervention is a planned set of procedures that are aimed at teaching a specific set of academic or social skills to a student or students.

Board Policy

Little Elm ISD School Board Policy can be found online through the district website at <http://www.littleelmsd.net/> or at <http://pol.tasb.org/Home/Index/393>

Excerpt from: Tomlinson, C. A. (August, 2000). Differentiation of Instruction in the Elementary Grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Little Elm ISD Grading Guidelines Teacher and Administrator Acknowledgment Form

LEISD Board Policy EIA (LOCAL) requires the Superintendent or designee to ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. Principals shall be responsible for ensuring that grades accurately reflect a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. In addition, the policy states that guidelines for grading shall be clearly communicated by teachers and parents. The Grading Guidelines Handbook is the written response to EIA (LOCAL). It also is intended to provide additional guidelines to ensure consistency between campuses with like grade configurations as well as horizontal alignment of grading and reporting practices on each LEISD campus. The goal is to provide teachers with direction to ensure all students are treated in an equitable manner when it comes to reporting academic performance. The guidelines within this document are subject to change. Should any changes occur, all teachers and administrators will be made aware of the changes and

Grading Guidelines

LITTLE ELM ISD GRADING GUIDELINES & INSTRUCTIONAL HANDBOOK

expected to follow the newest guidelines. Board policy supersedes the information contained in this document should there be a conflict in content or process.

I understand that I should consult my campus principal should I have questions regarding the Grading Guidelines Handbook. My signature indicates that I understand that it is my professional responsibility to read and comply with policies, procedures, and guidelines included in this Grading Guidelines Handbook as well as any communicated changes that are approved during the school year. PLEASE RETURN THIS FORM TO YOUR CAMPUS PRINCIPAL OR HIS/HER DESIGNEE.

Teacher or Administrator Signature

Date

Printed Name of Teacher or Administrator



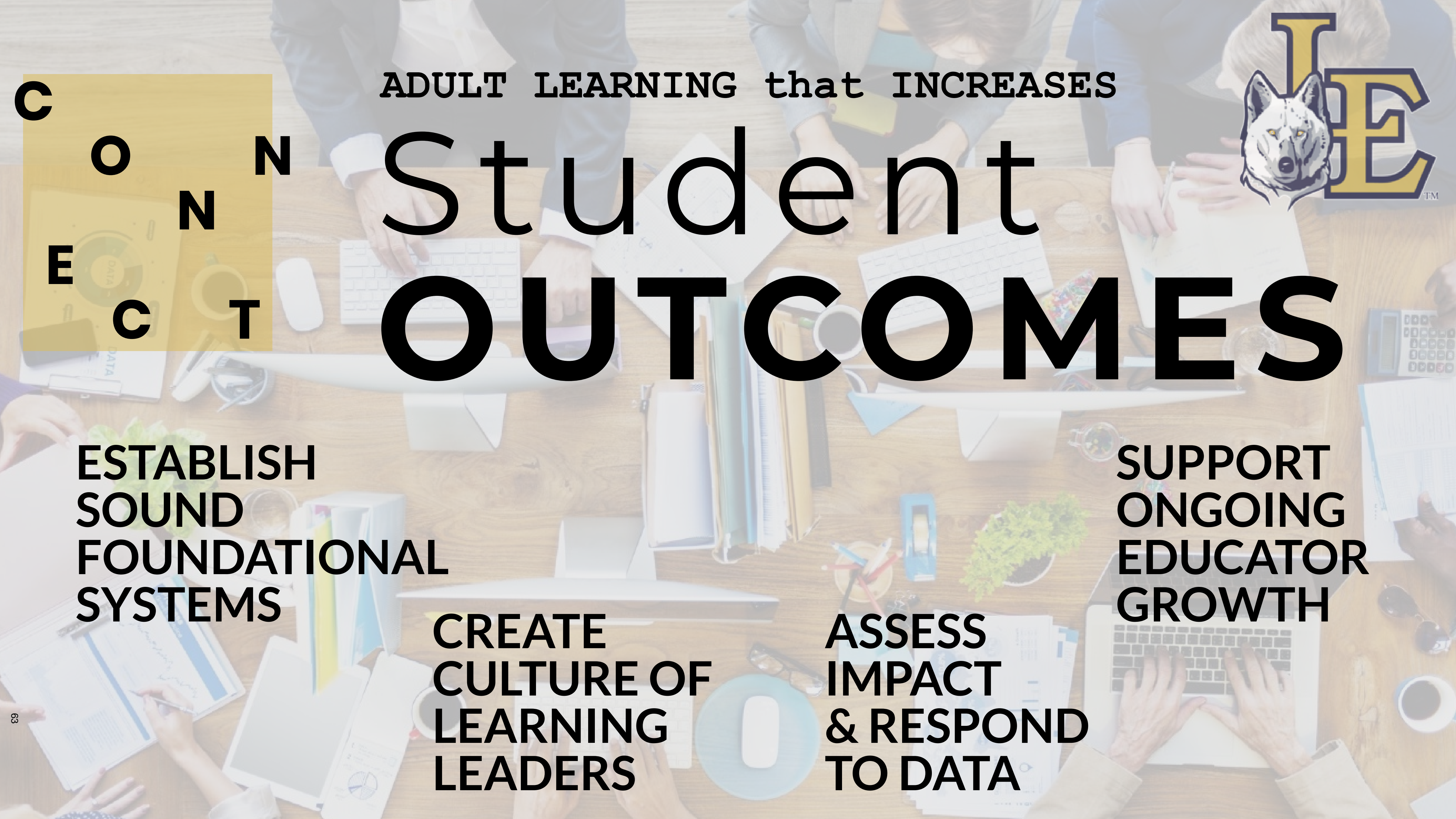
Board Agenda Item

Little Elm Independent School District

300 Lobo Lane

Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
09-17-2018	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Subject:	PROFESSIONAL LEARNING & ADVANCED ACADEMICS UPDATE				
Presenter or Contact Person:	Amanda Ball, Director Professional Learning, Advanced Academics				
Policy/Code:	N/A				
Summary:	This brief presentation will highlight our data informed, targeted, results focused adult learning opportunities that increase positive student outcomes and achievement.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Adult Learning for Student Outcomes (One Pager)				
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for informational purposes only. No motion is necessary.				



ADULT LEARNING that INCREASES

Student OUTCOMES

**ESTABLISH
SOUND
FOUNDATIONAL
SYSTEMS**

**CREATE
CULTURE OF
LEARNING
LEADERS**

**ASSESS
IMPACT
& RESPOND
TO DATA**

**SUPPORT
ONGOING
EDUCATOR
GROWTH**

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
09-17-2017	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	HUMAN RESOURCE SERVICES ANNUAL REPORT				
Presenter or Contact Person:	Cleota Epps, Assistant Superintendent Human Resource & Student Services				
Policy/Code:	BAA (LOCAL)				
Summary:	Human Resource Services Annual Report includes information related to HRS accomplishments, personnel data, and HRS plans for the 2017/18 school year.				
Financial Implications:	N/A				
Attachments:	None				
Recommendation:	The presentation of the Human Resource Services Annual Report is for informational purposes only.				
Motion:	N/A				

Board Agenda Item

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

Board Mtg. Date 09-17-2017	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"/>
Subject:	CLASS SIZE REPORT				
Presenter or Contact Person:	Cleota Epps, Assistant Superintendent Human Resource & Student Services				
Policy/Code:	BJA (LOCAL)				
Summary:	This report is a summary of enrollment and class sizes.				
Financial Implications:	There is no financial impact.				
Attachments:	Provided at Board meeting.				
Recommendation:	The presentation of the Class Size Report is for informational purposes only.				
Motion:	Item is for informational purposes only. No motion is necessary.				

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 09-17-2018	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	2ND QUARTER 2018 GROWTH REPORT				
Presenter or Contact Person:	Rod Reeves, Executive Director for Operational Services				
Policy/Code:	N/A				
Summary:	Little Elm ISD growth reports provide quarterly data on the economic status, housing analysis, future developments, student enrollment history and student forecast for the Dallas/Fort Worth area and the District.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Under separate cover				
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for information purposes only. No motion is necessary.				

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
09-17-2018	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	TRANSPORTATION FACILITY UPDATE				
Presenter or Contact Person:	Rick Martin, Executive Director of Construction				
Policy/Code:	CVD (LOCAL)				
Summary:	This report will present the current status of the project, plus expected milestones.				
Financial Implications:	None at this time.				
Attachments:	Update PowerPoint.				
Recommendation:	Items for informational purposes only. No recommendation necessary.				
Motion:	No motion is necessary.				

TRANSPORTATION FACILITY UPDATE



September 17, 2018

PHOTOS



SCHEDULE

Temporary Buildings set up by October 1st

Temporary Maintenance and Fuel Facilities set up by November

Expected Move into Temporary Buildings & Relocate Fleet over Thanksgiving Break

Continue Permanent Site Development

Complete Permanent Building by Mid-May

Expected Move into Permanent Facility the First Week in June

Board Agenda Item

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

Board Mtg. Date 09-17-2018	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"/>
Subject:	BOND PROGRAM UPDATES				
Presenter or Contact Person:	Rod Reeves, Executive Director for Operational Services Rick Martin, Executive Director of Construction				
Policy/Code:	CVD (LOCAL)				
Summary:	This report will present the current status of the Bond Program, including District Masterplan options & vision.				
Financial Implications:	None at this time.				
Attachments:	Program status presentation.				
Recommendation:	Items for informational purposes only. No recommendation necessary.				
Motion:	No motion is necessary.				



Committee Meeting 12 September 2018

Presenters:

Daniel Gallagher, Ed. S.
Superintendent of Schools

Grant Anderson
Associate Superintendent & Chief Financial Officer

Dr. Cyndy Mika
Assistant Superintendent for School
Improvement & Accountability

Rick Martin
Executive Director for Construction & Operations

Rod Reeves
Executive Director for Operational Services

Objectives:

- Ensure transparency between LEISD Leadership & Community Members
- Obtain feedback from the Community

Bond Planning
Bond Financials
Construction Updates

Engage Equip Empower

Instructional



• Teacher Reports & trends to address, review and share all data with stakeholders to ensure the instructional design of Little Elm and Walnut Hills.

• LEISD is collaborating with ESC 12 District to provide professional learning for LMS & Principals teachers in preparation for the new design concept. Model, Quality, Tools

Financial



Construction



Visioning



Presenters:

Daniel Gallagher, Ed. S.
Superintendent of Schools

Grant Anderson
Associate Superintendent & Chief Financial Officer

Dr. Cyndy Mika
Assistant Superintendent for School
Improvement & Accountability

Rick Martin
Executive Director for Construction & Operations

Rod Reeves
Executive Director for Operational Services

Executive Director for Operational Services

Objectives:

- Ensure transparency between LEISD Leadership & Community Members
- Obtain feedback from the Community

Bond Planning

Bond Financials

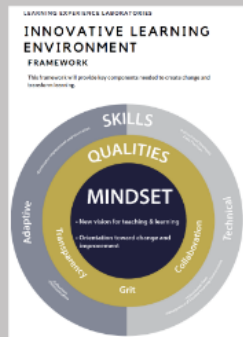
Construction Updates

Engage

Equip

Empower

Instructional



- Teacher leaders & campus admin. have met several times with Huckabee to review the instructional design of Strike MS and Walker Ms.
- LEISD is contracting with ESC 12 (Waco) to provide professional learning to LMS & Prestwick teachers in preparation for the new design concept: **Mindset, Qualities, Skills**

INSTRUCTIONAL

LEARNING EXPERIENCE LABORATORIES

INNOVATIVE LEARNING ENVIRONMENT FRAMEWORK

This framework will provide key components needed to create change and transform learning.



- Teacher leaders & campus admin. have met several times with Huckabee to review the instructional design of Strike MS and Walker Ms.
- LEISD is contracting with ESC 12 (Waco) to provide professional learning to LMS & Prestwick teachers in preparation for the new design concept: **Mindset, Qualities, Skills**

Financial

[illegible]

Bond Election

Jan 23, 2017 Board Approved Developing a Long-Range Facilities Planning Committee

Mar 27, 2017 Board Approved Long-Range Facilities Planning Committee Members

87 Aug 7, 2017 Board discussed Long-Range Facilities Planning Committee Recommendations

Aug 10, 2017 Board Calls for \$240 million Bond Election

Nov 17, 2017 Board Canvassed Bond Election Returns

Bond Issuance

Feb 19, 2018 Board Approved \$150 Million Bond Issuance

Jun 18, 2018 Board Approved \$25 Million Bond Issuance

Bond Approvals

Mar 30, 2015 Board Approved Architectural Firms

Oct 17, 2016 Board Approved Reimbursement Resolution

Dec 18, 2017 Board Approved Construction Delivery Method

Dec 18, 2017 Board Approved Local Emergency Planning Committee (Tornado Shelter)

May 21, 2018 Board Approved Job Order Contract Renewal

Jun 18, 2018 Board Approved Local Emergency Planning Committee

69

Bond Projects

Brent & Chavez Vestibule

May 21, 2018 Board Approved JOC and Budget for Chavez ES Vestibule

Strike & Walker Middle Schools

Apr 23, 2018 Board Names the Two Middle Schools

May 21, 2018 Board Approved Construction Manager for Strike MS

May 21, 2018 Board Approved Construction Manager for Walker MS

Purchase Land

Oct 9, 2017 Board Approved Letter of Intent for Land with Tribute Partners

Mar 26, 2018 Board Approved 26.123 acres Land Purchase in Tribute at the Colony

Aug 20, 2018 Board Approved 12.332 acres Land Purchase in Little Elm – Valencia L.P.

Aug 20, 2018 Board Approved 1.177 acres Land Purchase in Little Elm – 400 Hart Road

Aug 20, 2018 Board Approved 0.9027 acres Land Purchase in Little Elm – Hart Road

Aug 26, 2018 Board Approved 35.24 acres Land Purchase in Oak Point – Wildridge L.L.P.

Construction





Program Milestones

FUNDING

First Draw – May 2018	\$150 Million – Phase I
Intermediate Draw – Aug 2018	\$ 25 Million – Phase 1B
Second Draw – May 2020	\$ 48.4 Million – Phase II
Third & Final Draw – May 2022	<u>\$ 11.6 Million – Phase III</u>
Total Program	\$235 Million

Little Elm ISD

BOND



2017



Program Dollars & Cents

PROJECTED EXPENSES

First Draw

Walker Middle School - \$71.5 Million **Estimated**

Strike Middle School - \$69.2 Million **Estimated**

Tribute Land Purchase - \$7.2 Million **Closed**

Brent Vestibule - \$207,072 **Completed**

Chavez Vestibule - \$216,399 **Completed**

Total Projected Expenses

\$148,323,471 Million



Program Dollars & Cents

PROJECTED EXPENSES

Intermediate Draw

Valencia Land - \$1.3 Million **Under Contract**
Oak Point Land - \$3.4 Million **Under Contract**
Heart Road Sites - \$1.0 Million **Under Contract**
New Busses - \$1.32 Million
High School Ball Fields - \$7.1 Million
Stadium Improvements - \$1.1 Million
Stadium Scoreboard - \$1.0 Million
Safety & Security - \$1.5 Million
District HVAC & Roofing - \$4.4 Million
Technology Upgrades - \$200,530
Capital Reimbursement - \$2.5 Million
LEHS CTE Labs - \$650,000

Total Projected Expenses

\$ 25,470,530 Million



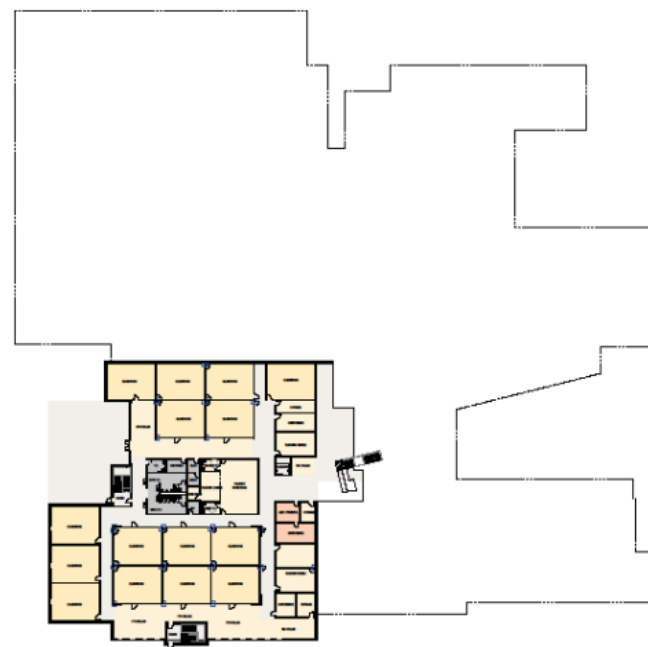
Middle School Floor Plans

LOWER LEVEL

Houses 15 classrooms w/ operable glazed walls

Collaborative spaces

Teacher and support spaces



Construction Documents are 50%+ complete



Middle School Floor Plans

MAIN LEVEL

Houses 12 classrooms w/ operable glazed walls

Collaborative spaces

Teacher and support spaces

Administration

Sped Suite

Cafeteria/Kitchen

Fine Arts areas

Athletic areas/Gyms



Construction Documents are 50%+ complete



Middle School Floor Plans

UPPER LEVEL

Houses 9 Science Labs

Collaborative spaces

Teacher and support spaces

Library/Maker Space

Engineering Suite



Construction Documents are 50%+ complete



Middle School Elevations

87





Jerry R. Walker Middle School

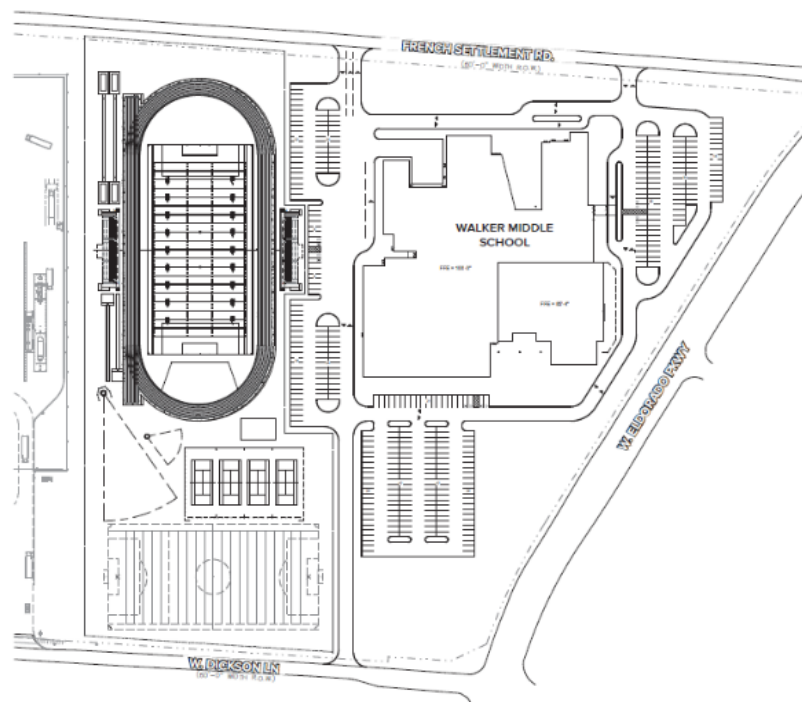
SITE PLAN

Construction Documents are 50% complete

50% Cost Estimate is due mid-Sept

French Settlement Construction Documents are approximately 70% complete

Working with local developer to extend natural gas line within reach of site



Huckabee

WALKER & STRIKE MIDDLE SCHOOL | LITTLE ELM INDEPENDENT SCHOOL DISTRICT



WALKER SITE PLAN

Little Elm ISD

BOND  **2017**



Lowell H. Strike Middle School

SITE PLAN

Construction Documents are 50% complete

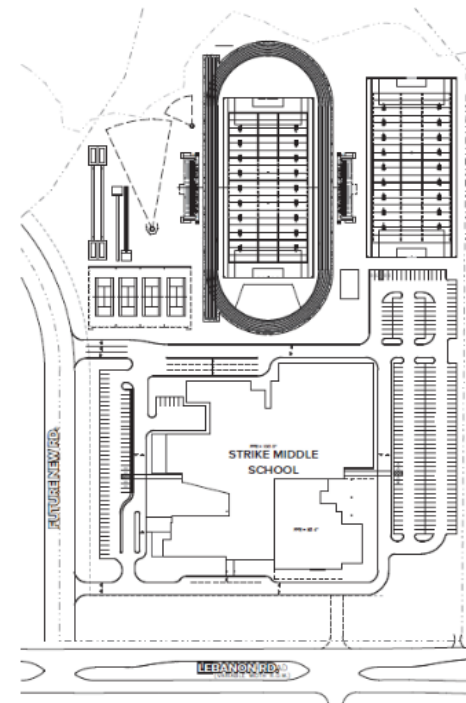
50% Cost Estimate is due mid-Sept

Closed on land purchase in August

Proceeding with City approvals

Entered into an agreement with Seller to manage off-site improvements and utility extensions to reduce costs

Initiated a Traffic Study and Traffic Impact Analysis



Huckabee

WALKER & STRIKE MIDDLE SCHOOL | LITTLE ELM INDEPENDENT SCHOOL DISTRICT



STRIKE SITE PLAN



Brent ES Security Vestibule





Chavez ES Security Vestibule



Visioning





Lakeside MS: *Administration Benefits*

- Preserves LEISD's original high school as a historic site
- Potential to increase Aims and Goals program
- Potential for additional educational programs
- Increase in professional learning space
- Centralized for District support services



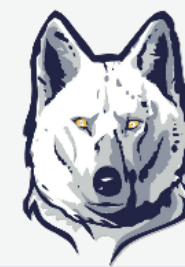


Little Elm ISD
BOND
2017

Zellars: *Elementary Benefits*

- Provides fast growth relief
- Increases District elementary campus capacities
- Considerable cost savings by renovating vs. building new facility





Little Elm ISD
BOND
2017

Colin Powell Center: *Early Childhood Benefits*

- Increases District elementary classroom capacities
- Potential to expand PK opportunities for our students & families
- Cohesive Professional Learning Communities (PLC)
- Centralized Pre-K Programs

**COLIN POWELL
CENTER**

LOBO LANE REDEVELOPMENT VISION

2

Elementary

Zellers
Elementary

1

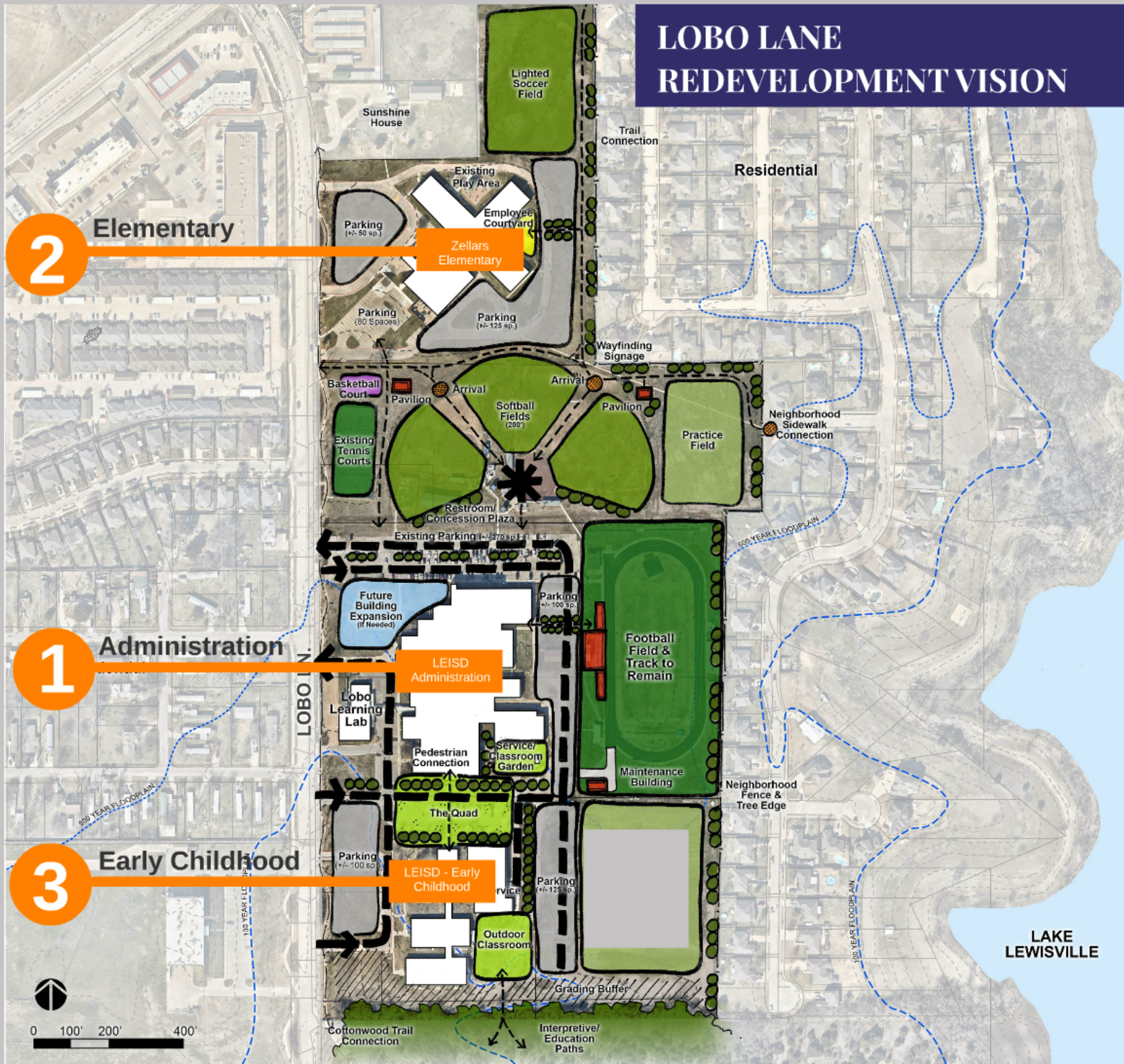
Administration

LEISD
Administration

3

Early Childhood

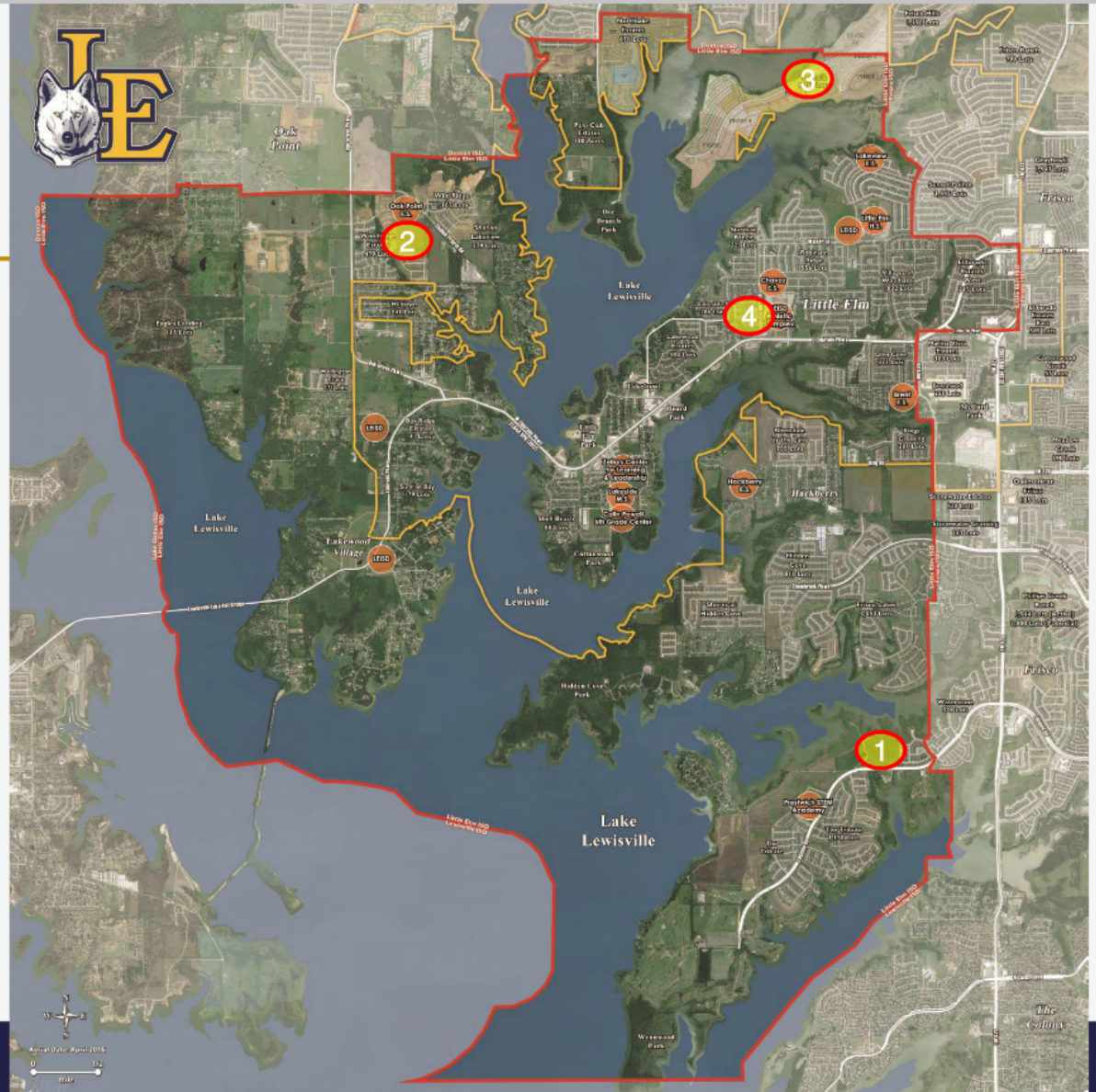
LEISD - Early
Childhood



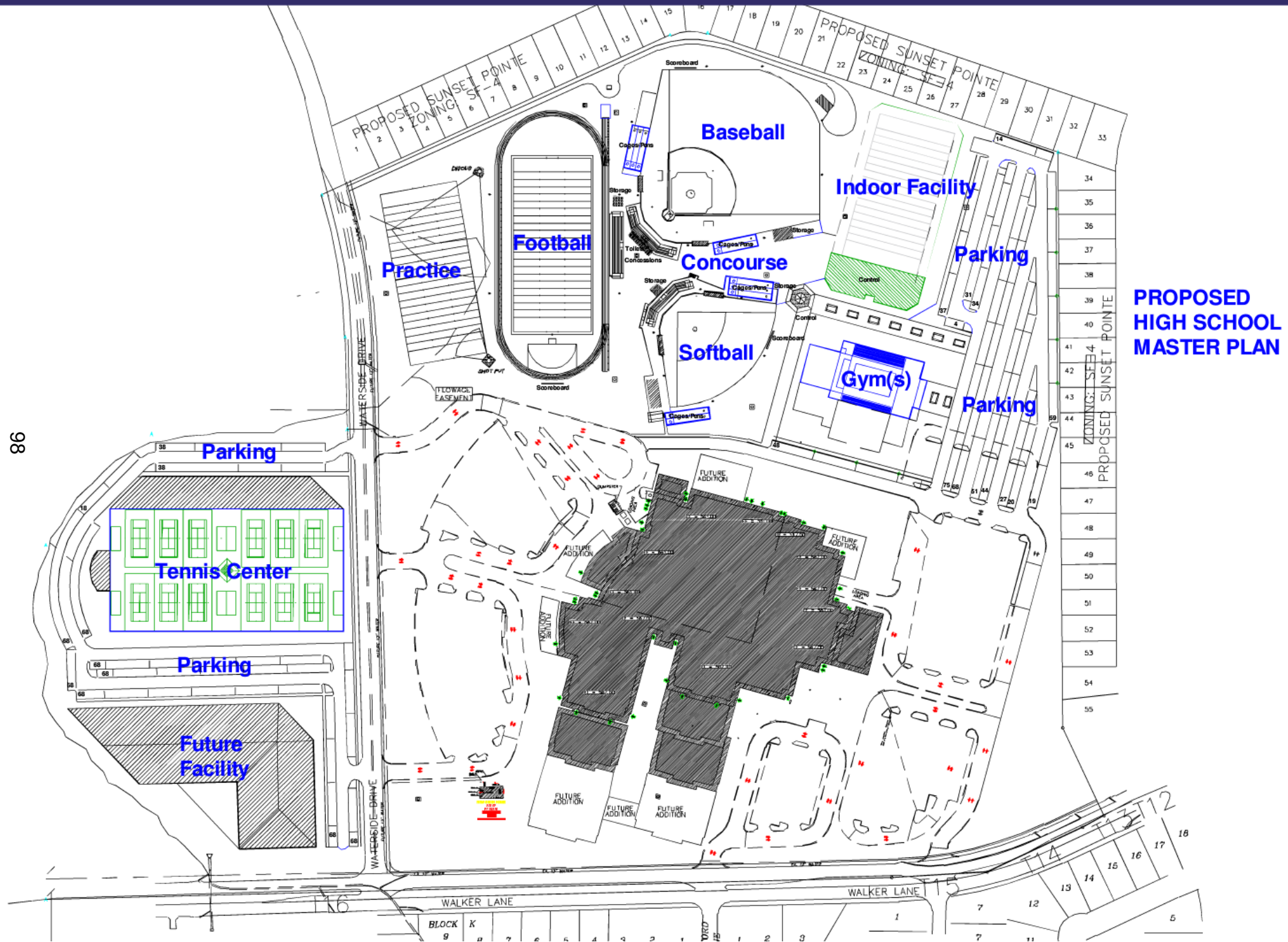


SECURING SCHOOL SITES

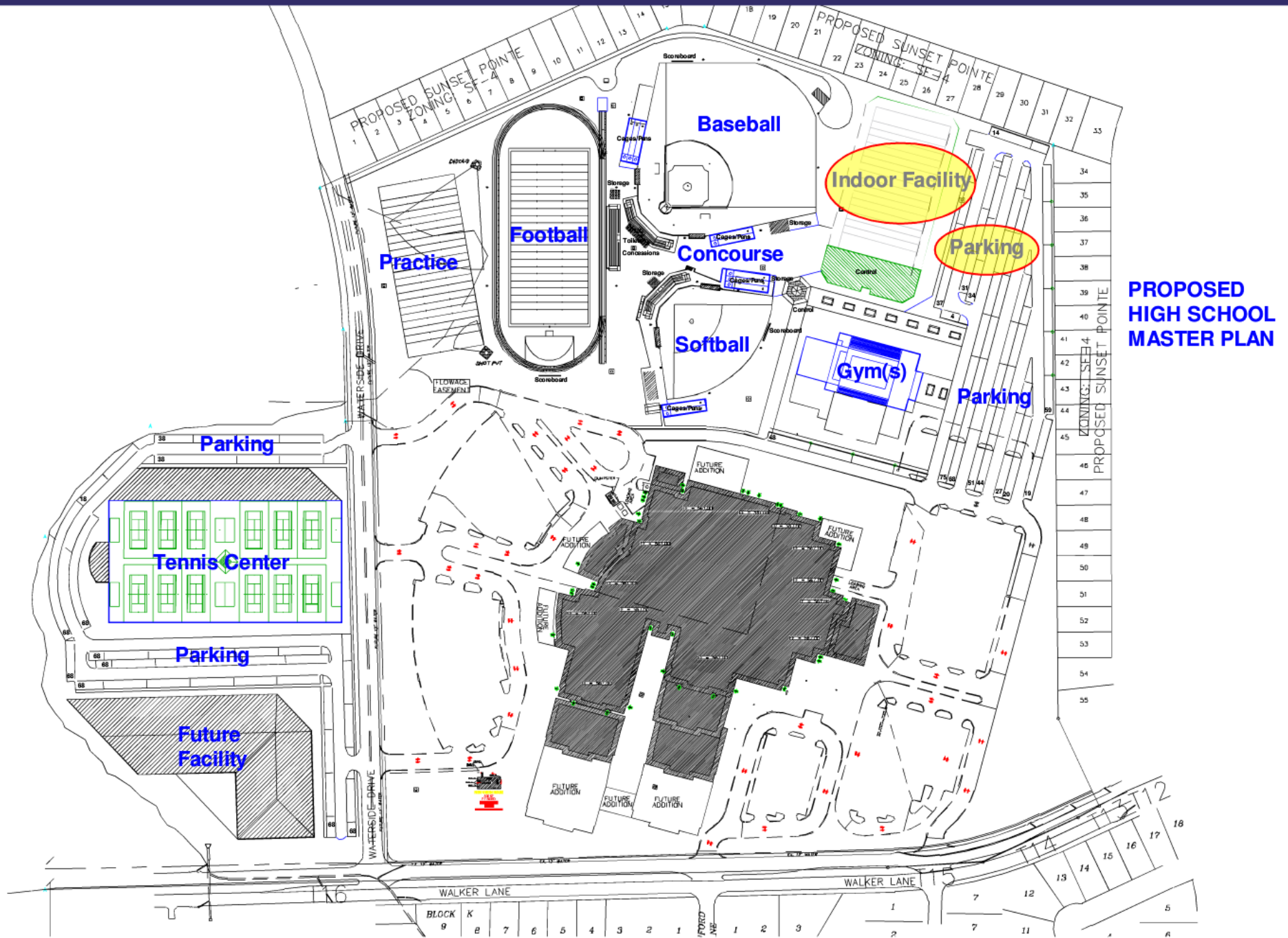
- 1) Tribute (Strike MS)
- 2) Oak Point (Wildridge)
- 3) Valencia
- 4) Hart Road



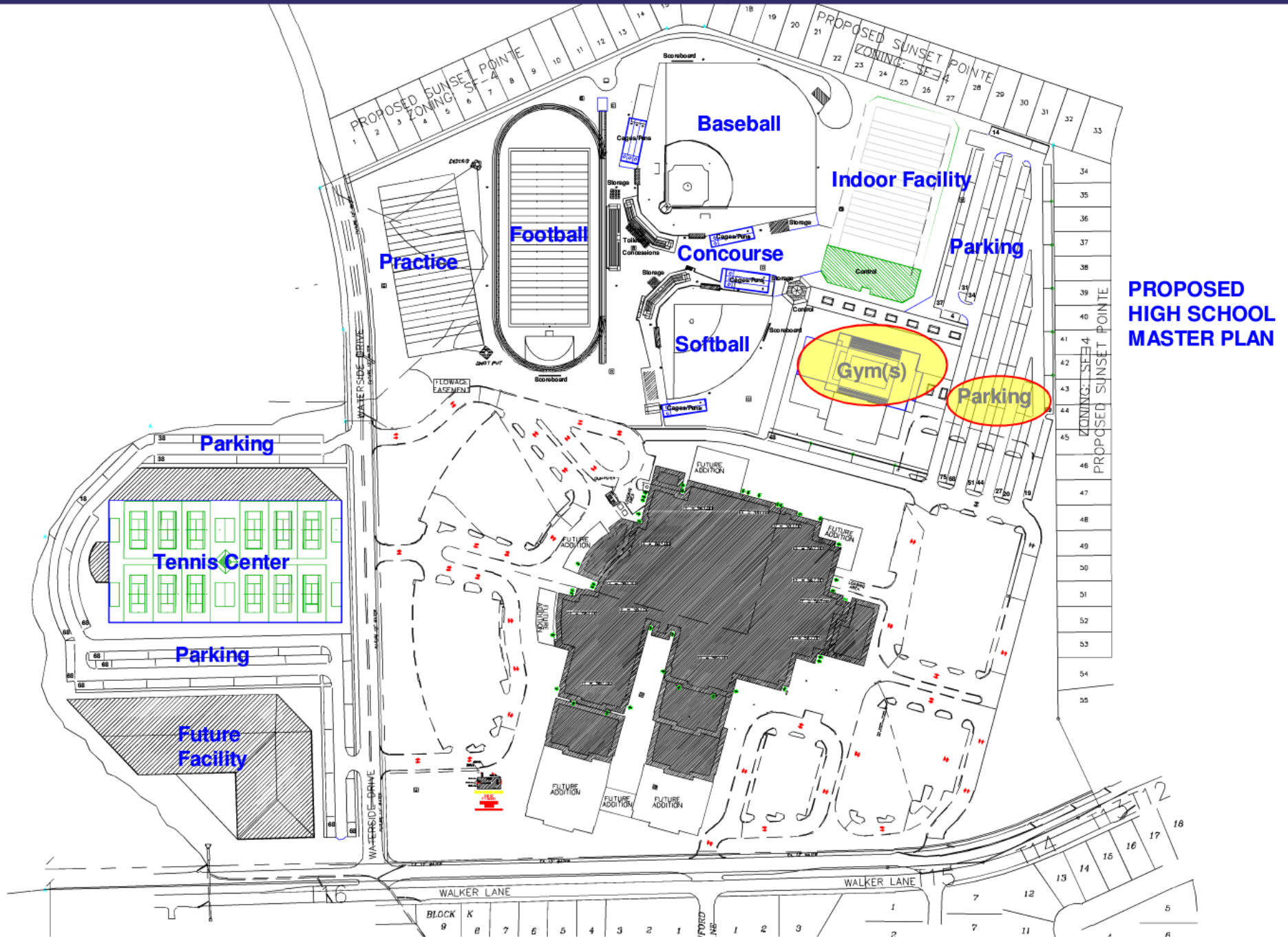
68



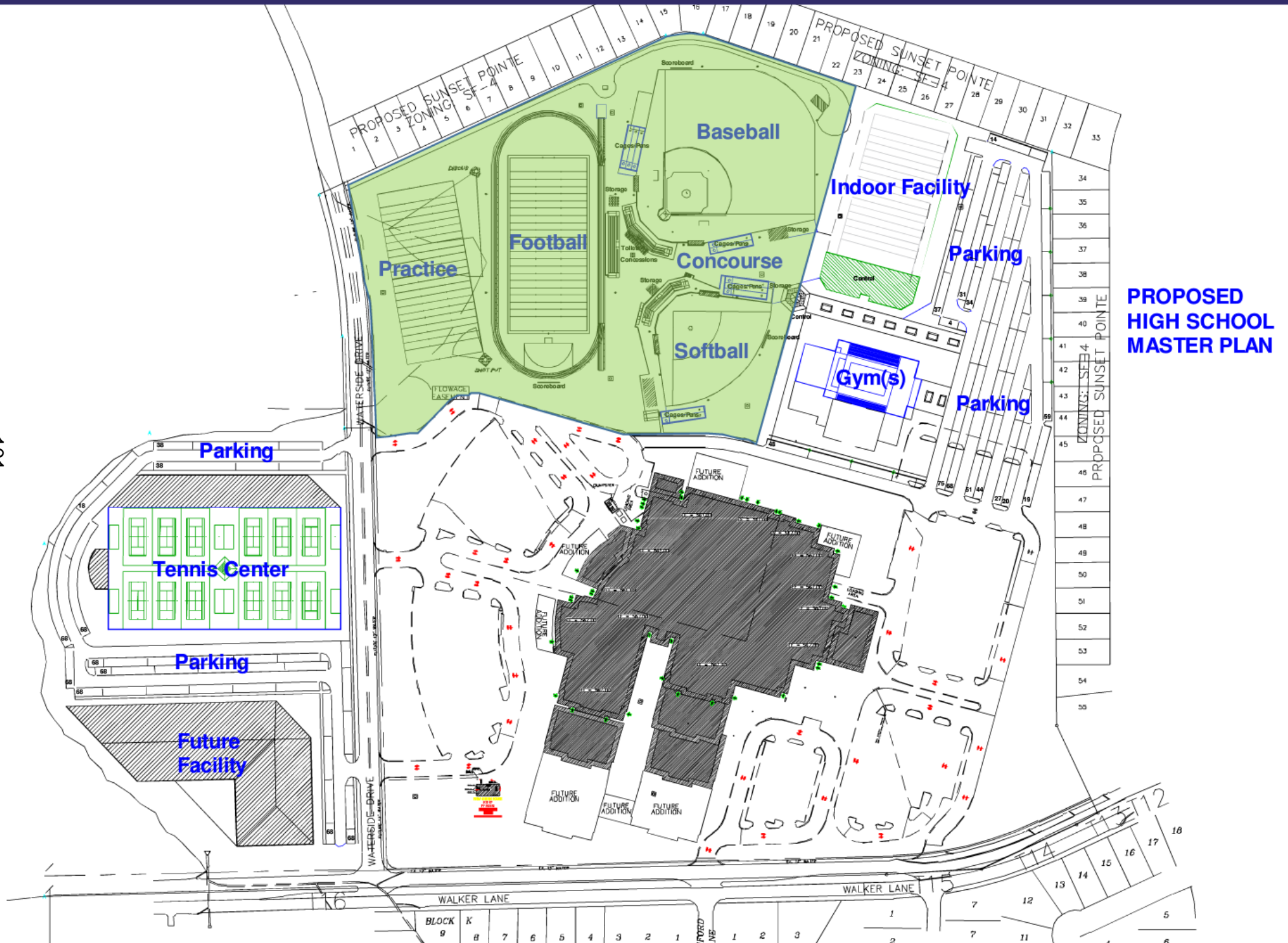
Master Plan – Land Use Consideration



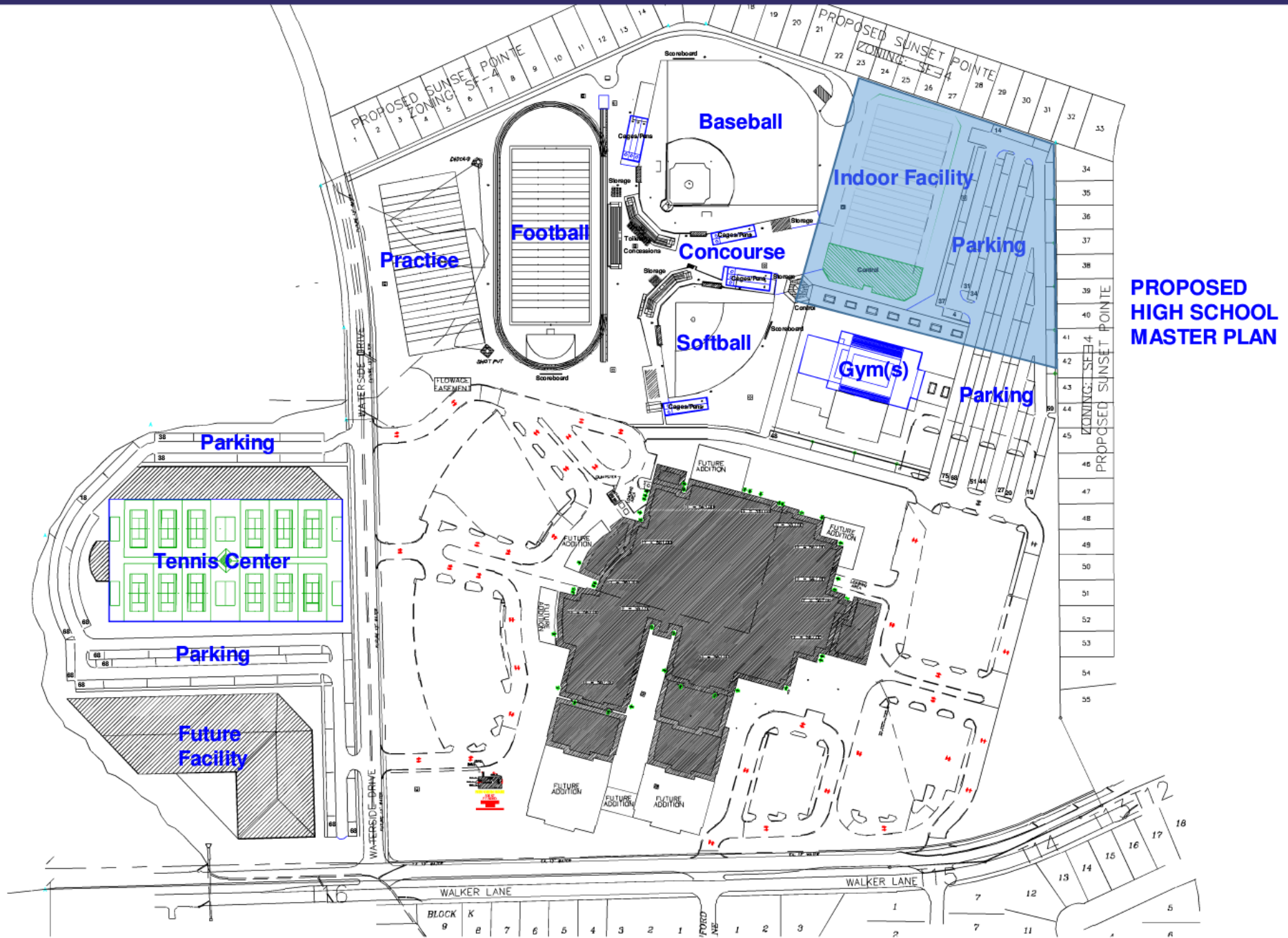
Master Plan – Land Use Consideration



Proposed High School Master Plan - Phase 1

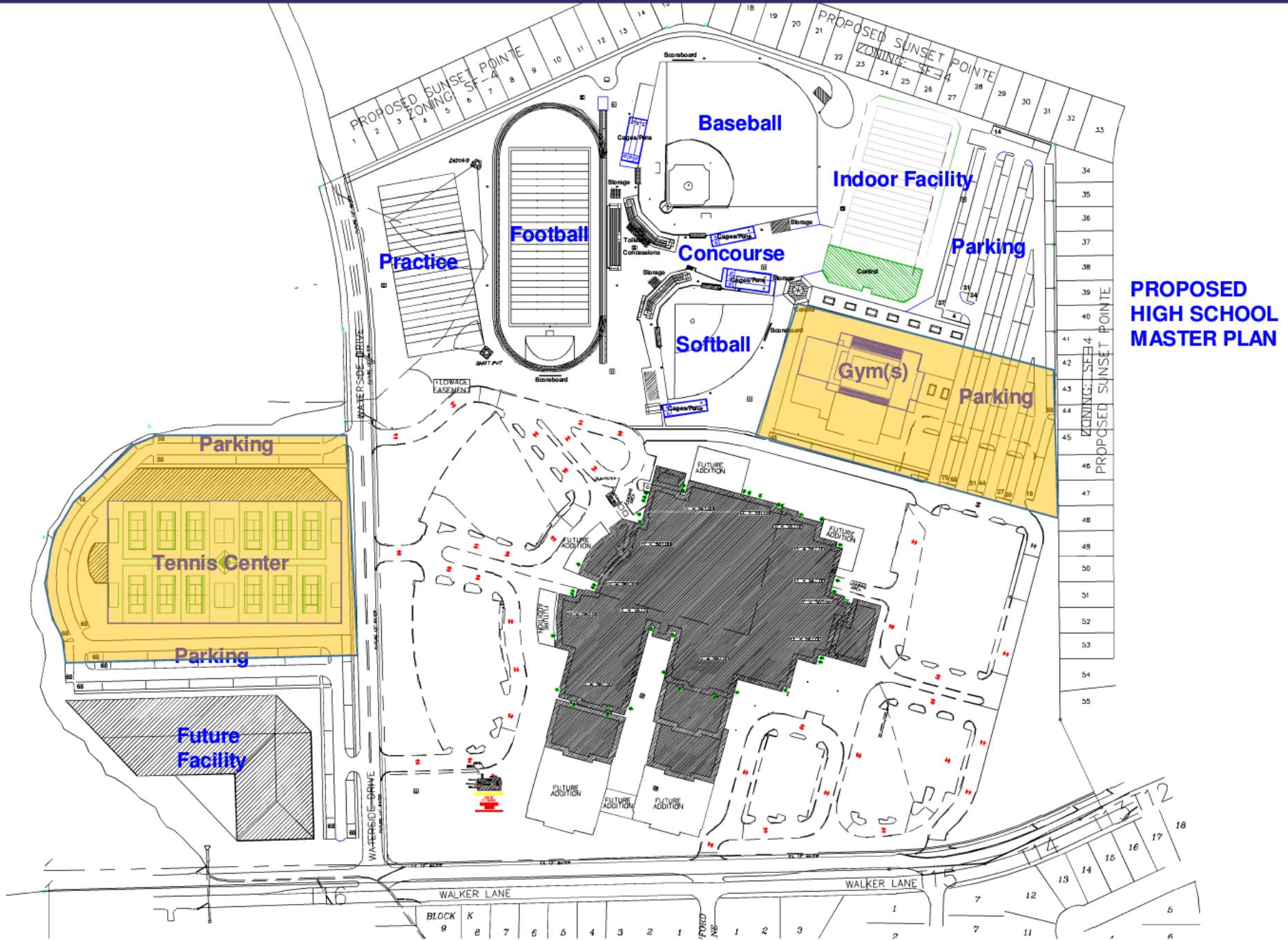


Proposed High School Master Plan – Phase 2



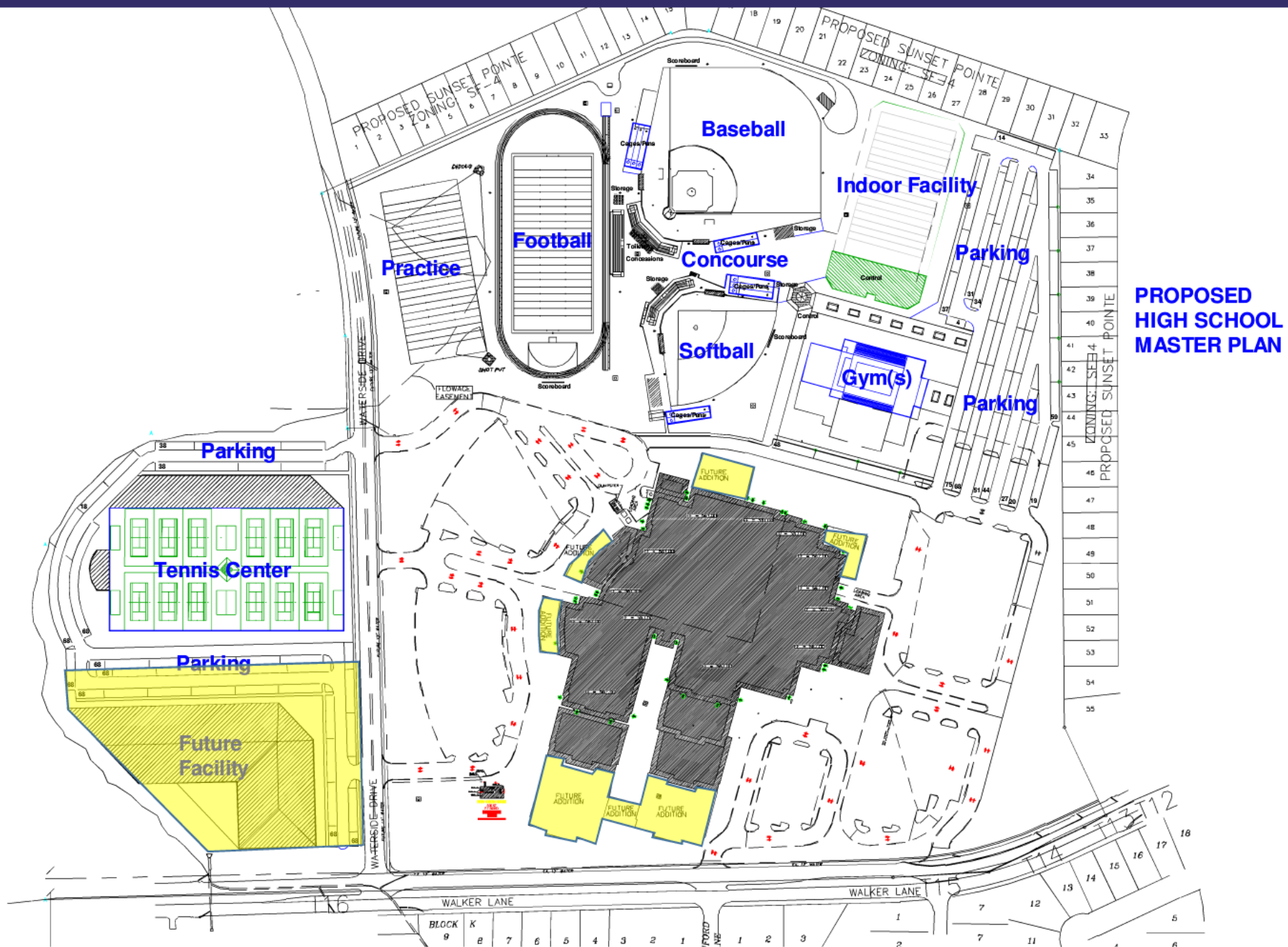
**PROPOSED
HIGH SCHOOL
MASTER PLAN**

Proposed High School Master Plan – Future Phases



**PROPOSED
HIGH SCHOOL
MASTER PLAN**

Proposed High School Master Plan – Future Phases





Thank You!



Committee Meeting 12 September 2018

Presenters:

Daniel Gallagher, Ed. S.
Superintendent of Schools

Grant Anderson
Associate Superintendent & Chief Financial Officer

Dr. Cyndy Mika
Assistant Superintendent for School
Improvement & Accountability

Rick Martin
Executive Director for Construction & Operations

Rod Reeves
Executive Director for Operational Services

Objectives:

- Ensure transparency between LEISD Leadership & Community Members
- Obtain feedback from the Community

Bond Planning
Bond Financials
Construction Updates

Engage Equip Empower

Instructional



• Teacher Reports & comments address, review and
share all items with stakeholders to ensure the
Instructional Design of Little Elm and Walnut Hills.
• LEISD is continuing with ESC 12 efforts to
provide professional learning for LMS & Principals
teachers in preparation for the new design
element. Monitor, Qualities, Tools

Financial



Construction



Visioning



Presenters:

Daniel Gallagher, Ed. S.
Superintendent of Schools

Grant Anderson
Associate Superintendent & Chief Financial Officer

Dr. Cyndy Mika
Assistant Superintendent for School
Improvement & Accountability

Rick Martin
Executive Director for Construction & Operations

Rod Reeves
Executive Director for Operational Services

Executive Director for Operational Services

Objectives:

- Ensure transparency between LEISD Leadership & Community Members
- Obtain feedback from the Community

Bond Planning

Bond Financials

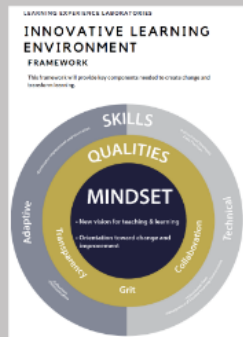
Construction Updates

Engage

Equip

Empower

Instructional



- Teacher leaders & campus admin. have met several times with Huckabee to review the instructional design of Strike MS and Walker Ms.
- LEISD is contracting with ESC 12 (Waco) to provide professional learning to LMS & Prestwick teachers in preparation for the new design concept: **Mindset, Qualities, Skills**

INSTRUCTIONAL

LEARNING EXPERIENCE LABORATORIES

INNOVATIVE LEARNING ENVIRONMENT FRAMEWORK

This framework will provide key components needed to create change and transform learning.



- Teacher leaders & campus admin. have met several times with Huckabee to review the instructional design of Strike MS and Walker Ms.
- LEISD is contracting with ESC 12 (Waco) to provide professional learning to LMS & Prestwick teachers in preparation for the new design concept: **Mindset, Qualities, Skills**

Financial

[illegible]

Bond Election

Jan 23, 2017 Board Approved Developing a Long-Range Facilities Planning Committee

Mar 27, 2017 Board Approved Long-Range Facilities Planning Committee Members

Aug 7, 2017 Board discussed Long-Range Facilities Planning Committee Recommendations

Aug 10, 2017 Board Calls for \$240 million Bond Election

Nov 17, 2017 Board Canvassed Bond Election Returns

Bond Issuance

Feb 19, 2018 Board Approved \$150 Million Bond Issuance

Jun 18, 2018 Board Approved \$25 Million Bond Issuance

Bond Approvals

Mar 30, 2015 Board Approved Architectural Firms

Oct 17, 2016 Board Approved Reimbursement Resolution

Dec 18, 2017 Board Approved Construction Delivery Method

Dec 18, 2017 Board Approved Local Emergency Planning Committee (Tornado Shelter)

May 21, 2018 Board Approved Job Order Contract Renewal

Jun 18, 2018 Board Approved Local Emergency Planning Committee

Bond Projects

Brent & Chavez Vestibule

May 21, 2018 Board Approved JOC and Budget for Chavez ES Vestibule

Strike & Walker Middle Schools

Apr 23, 2018 Board Names the Two Middle Schools

May 21, 2018 Board Approved Construction Manager for Strike MS

May 21, 2018 Board Approved Construction Manager for Walker MS

Purchase Land

Oct 9, 2017 Board Approved Letter of Intent for Land with Tribute Partners

Mar 26, 2018 Board Approved 26.123 acres Land Purchase in Tribute at the Colony

Aug 20, 2018 Board Approved 12.332 acres Land Purchase in Little Elm – Valencia L.P.

Aug 20, 2018 Board Approved 1.177 acres Land Purchase in Little Elm – 400 Hart Road

Aug 20, 2018 Board Approved 0.9027 acres Land Purchase in Little Elm – Hart Road

Aug 26, 2018 Board Approved 35.24 acres Land Purchase in Oak Point – Wildridge L.L.P.

Construction





Program Milestones

FUNDING

First Draw – May 2018	\$150 Million – Phase I
Intermediate Draw – Aug 2018	\$ 25 Million – Phase 1B
Second Draw – May 2020	\$ 48.4 Million – Phase II
Third & Final Draw – May 2022	<u>\$ 11.6 Million – Phase III</u>
Total Program	\$235 Million



Program Dollars & Cents

PROJECTED EXPENSES

First Draw

Walker Middle School - \$71.5 Million **Estimated**

Strike Middle School - \$69.2 Million **Estimated**

Tribute Land Purchase - \$7.2 Million **Closed**

Brent Vestibule - \$207,072 **Completed**

Chavez Vestibule - \$216,399 **Completed**

Total Projected Expenses

\$148,323,471 Million



Program Dollars & Cents

PROJECTED EXPENSES

Intermediate Draw

Valencia Land - \$1.3 Million **Under Contract**
 Oak Point Land - \$3.4 Million **Under Contract**
 Heart Road Sites - \$1.0 Million **Under Contract**
 New Busses - \$1.32 Million
 High School Ball Fields - \$7.1 Million
 Stadium Improvements - \$1.1 Million
 Stadium Scoreboard - \$1.0 Million
 Safety & Security - \$1.5 Million
 District HVAC & Roofing - \$4.4 Million
 Technology Upgrades - \$200,530
 Capital Reimbursement - \$2.5 Million
 LEHS CTE Labs - \$650,000

Total Projected Expenses

\$ 25,470,530 Million



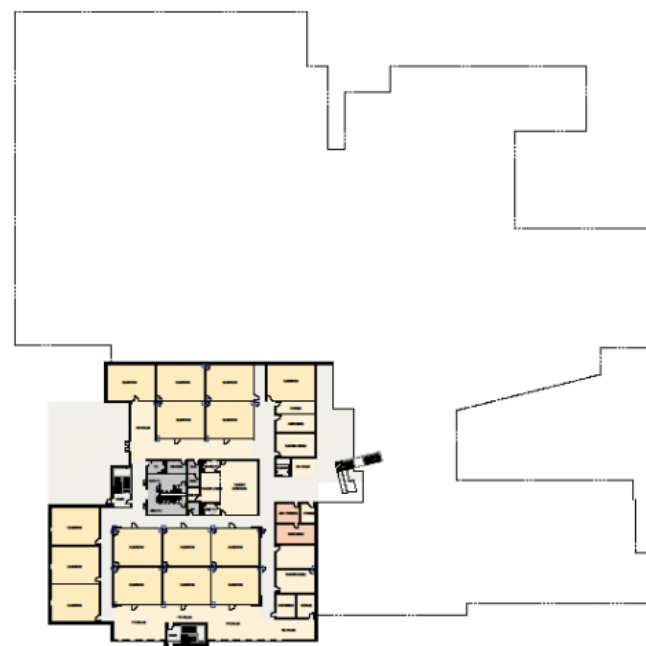
Middle School Floor Plans

LOWER LEVEL

Houses 15 classrooms w/ operable glazed walls

Collaborative spaces

Teacher and support spaces



Construction Documents are 50%+ complete



Middle School Floor Plans

MAIN LEVEL

Houses 12 classrooms w/ operable glazed walls

Collaborative spaces

Teacher and support spaces

Administration

Sped Suite

Cafeteria/Kitchen

Fine Arts areas

Athletic areas/Gyms



Construction Documents are 50%+ complete



Middle School Floor Plans

UPPER LEVEL

Houses 9 Science Labs

Collaborative spaces

Teacher and support spaces

Library/Maker Space

Engineering Suite



Construction Documents are 50%+ complete





Middle School Elevations

121





Jerry R. Walker Middle School

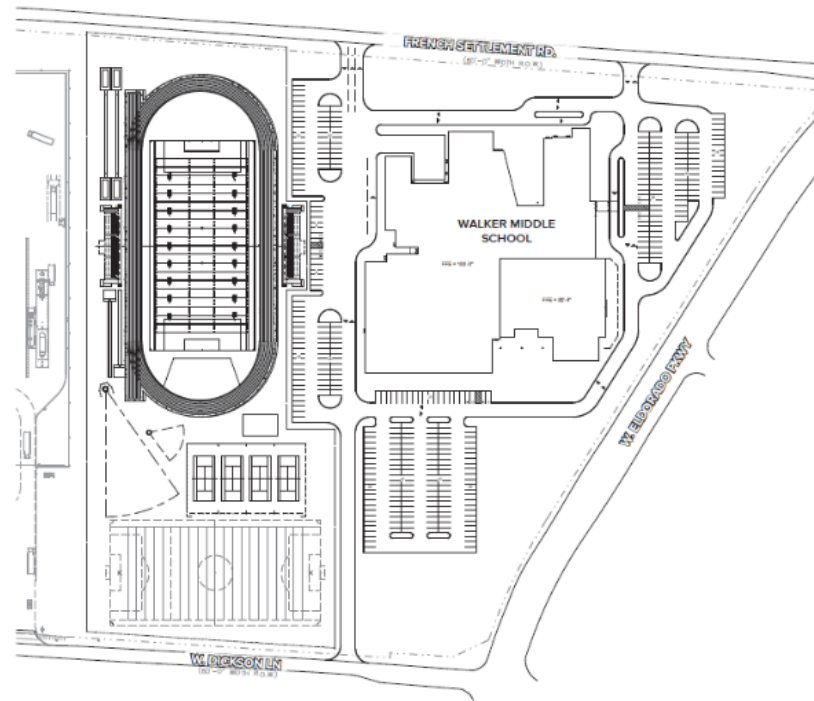
SITE PLAN

Construction Documents are 50% complete

50% Cost Estimate is due mid-Sept

French Settlement Construction Documents are approximately 70% complete

Working with local developer to extend natural gas line within reach of site



Huckabee

WALKER & STRIKE MIDDLE SCHOOL | LITTLE ELM INDEPENDENT SCHOOL DISTRICT



WALKER SITE PLAN

Little Elm ISD

BOND  **2017**



Lowell H. Strike Middle School

SITE PLAN

Construction Documents are 50% complete

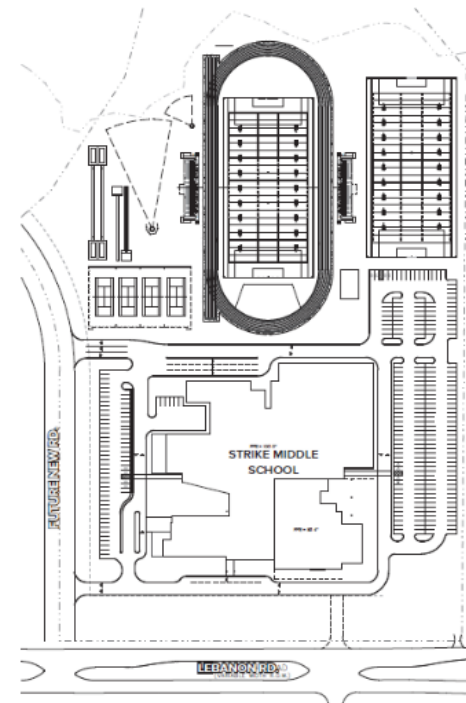
50% Cost Estimate is due mid-Sept

Closed on land purchase in August

Proceeding with City approvals

Entered into an agreement with Seller to manage off-site improvements and utility extensions to reduce costs

Initiated a Traffic Study and Traffic Impact Analysis



Huckabee

WALKER & STRIKE MIDDLE SCHOOL | LITTLE ELM INDEPENDENT SCHOOL DISTRICT



STRIKE SITE PLAN



Brent ES Security Vestibule





Chavez ES Security Vestibule



Visioning





Lakeside MS: *Administration Benefits*

- Preserves LEISD's original high school as a historic site
- Potential to increase Aims and Goals program
- Potential for additional educational programs
- Increase in professional learning space
- Centralized for District support services





Little Elm ISD

BOND
2017

Zellars:

Elementary Benefits

- Provides fast growth relief
- Increases District elementary campus capacities
- Considerable cost savings by renovating vs. building new facility





Colin Powell Center: *Early Childhood Benefits*

- Increases District elementary classroom capacities
- Potential to expand PK opportunities for our students & families
- Cohesive Professional Learning Communities (PLC)
- Centralized Pre-K Programs

COLIN POWELL
CENTER

LOBO LANE REDEVELOPMENT VISION

2

Elementary

Zellers
Elementary

1

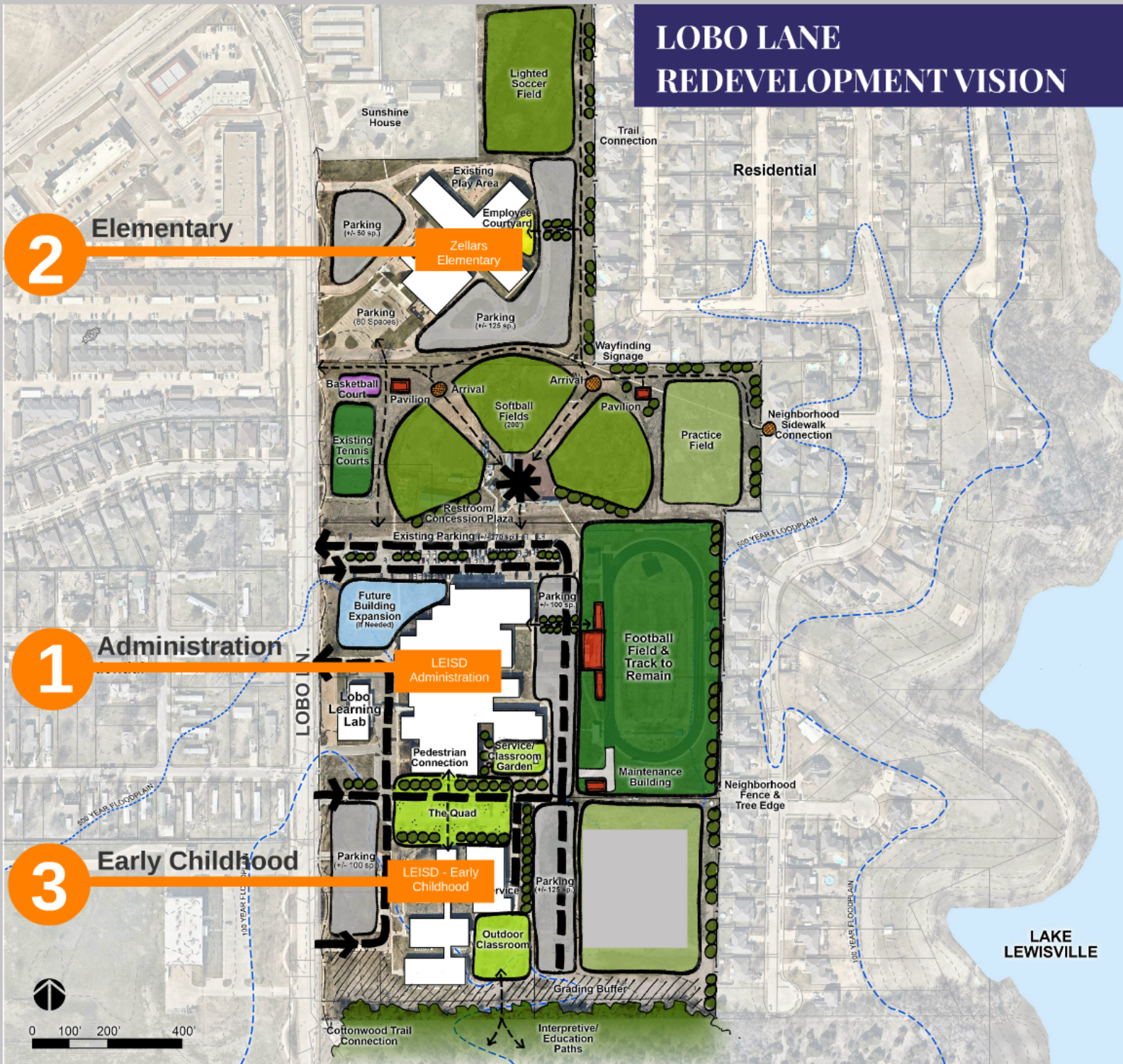
Administration

LEISD
Administration

3

Early Childhood

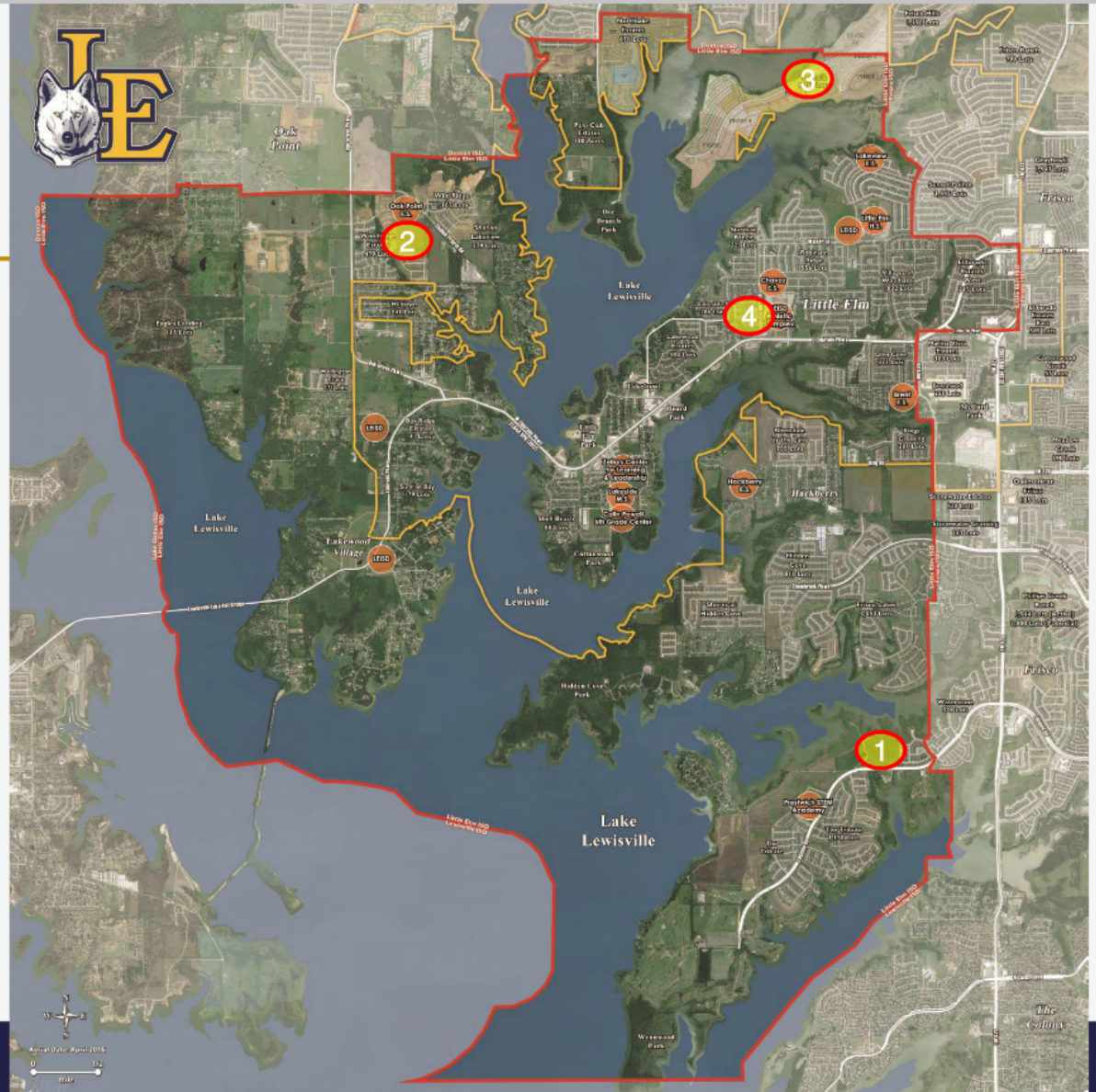
LEISD - Early
Childhood



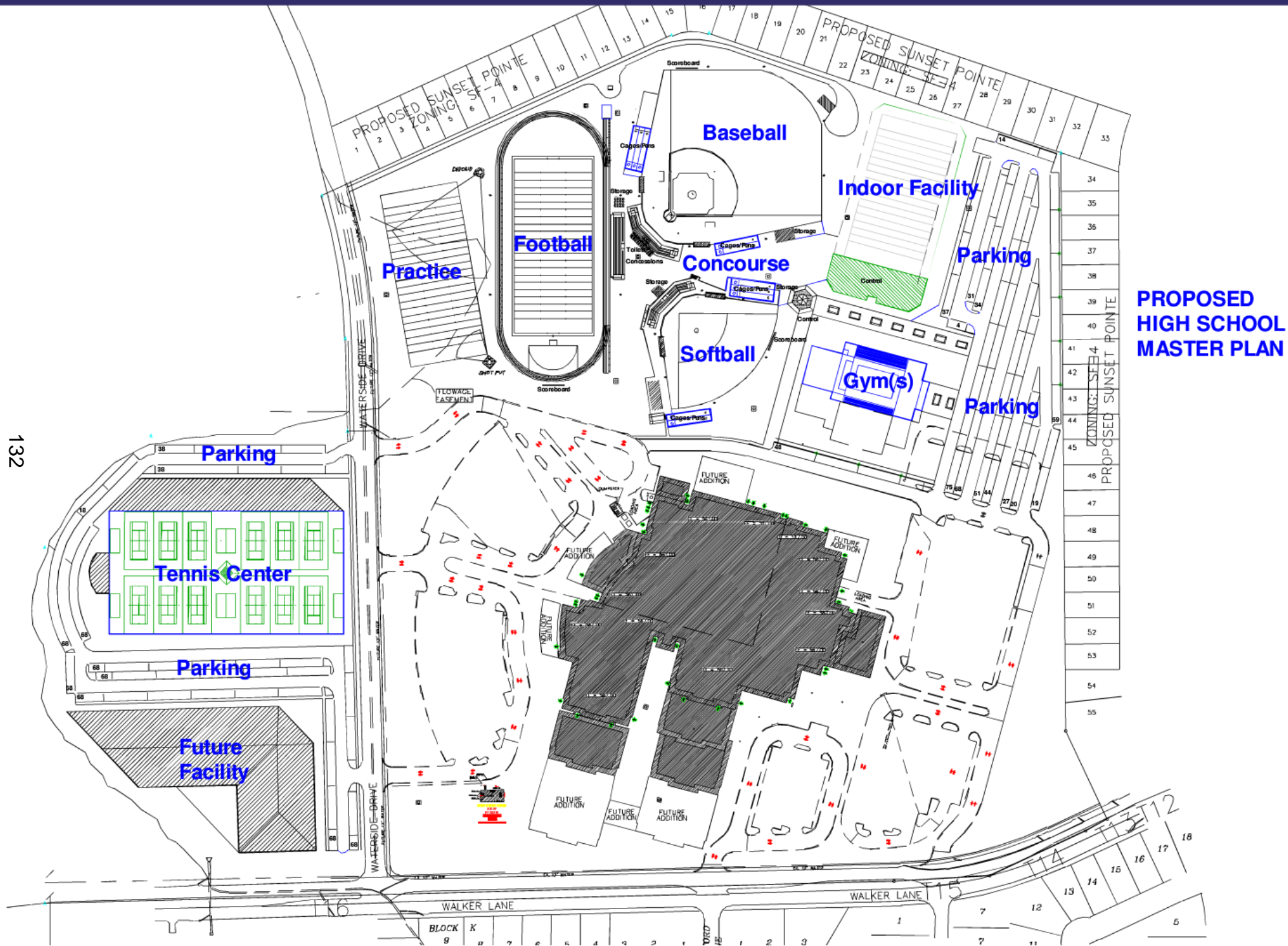


SECURING SCHOOL SITES

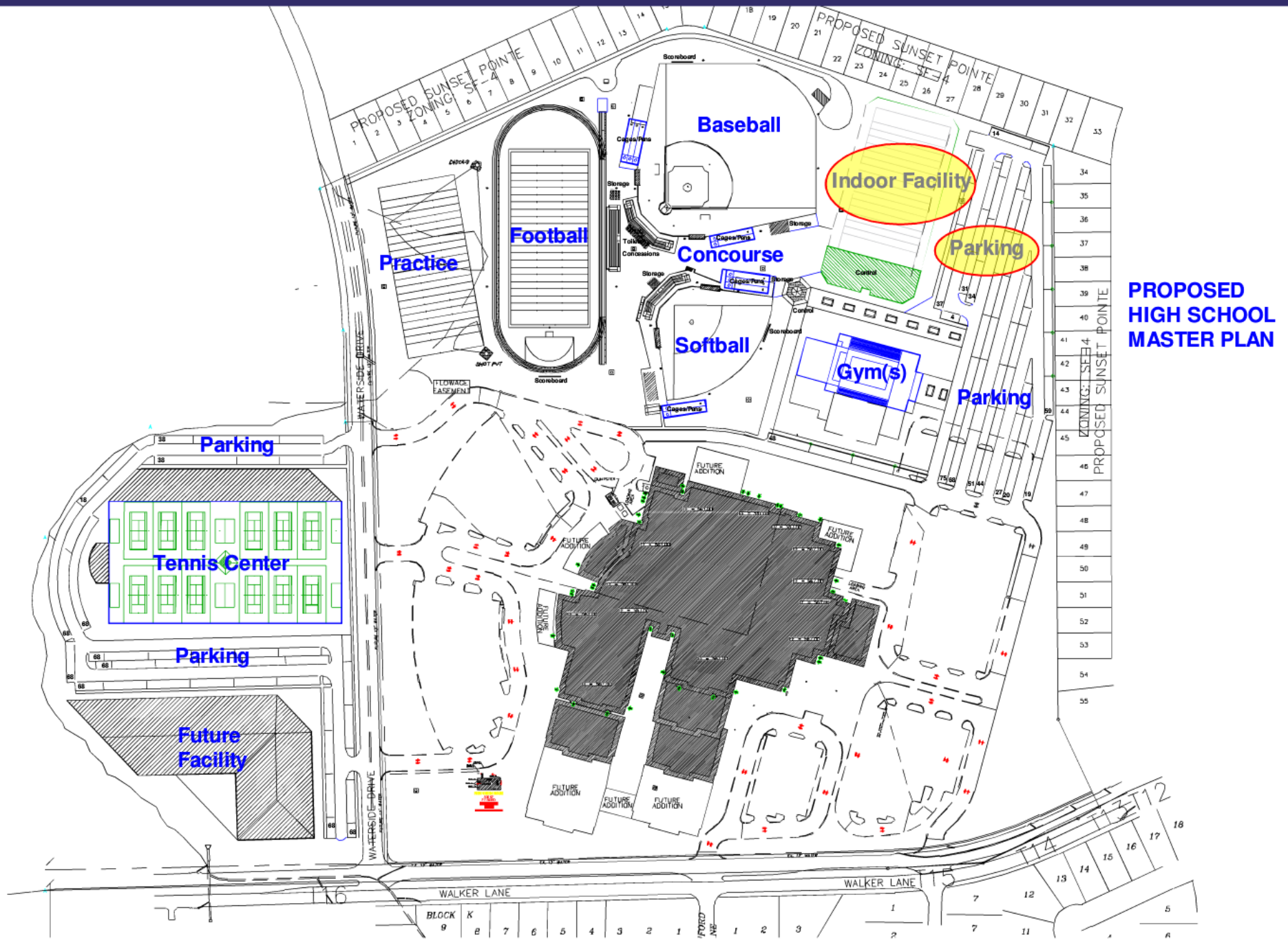
- 1) Tribute (Strike MS)
- 2) Oak Point (Wildridge)
- 3) Valencia
- 4) Hart Road



Proposed High School Master Plan

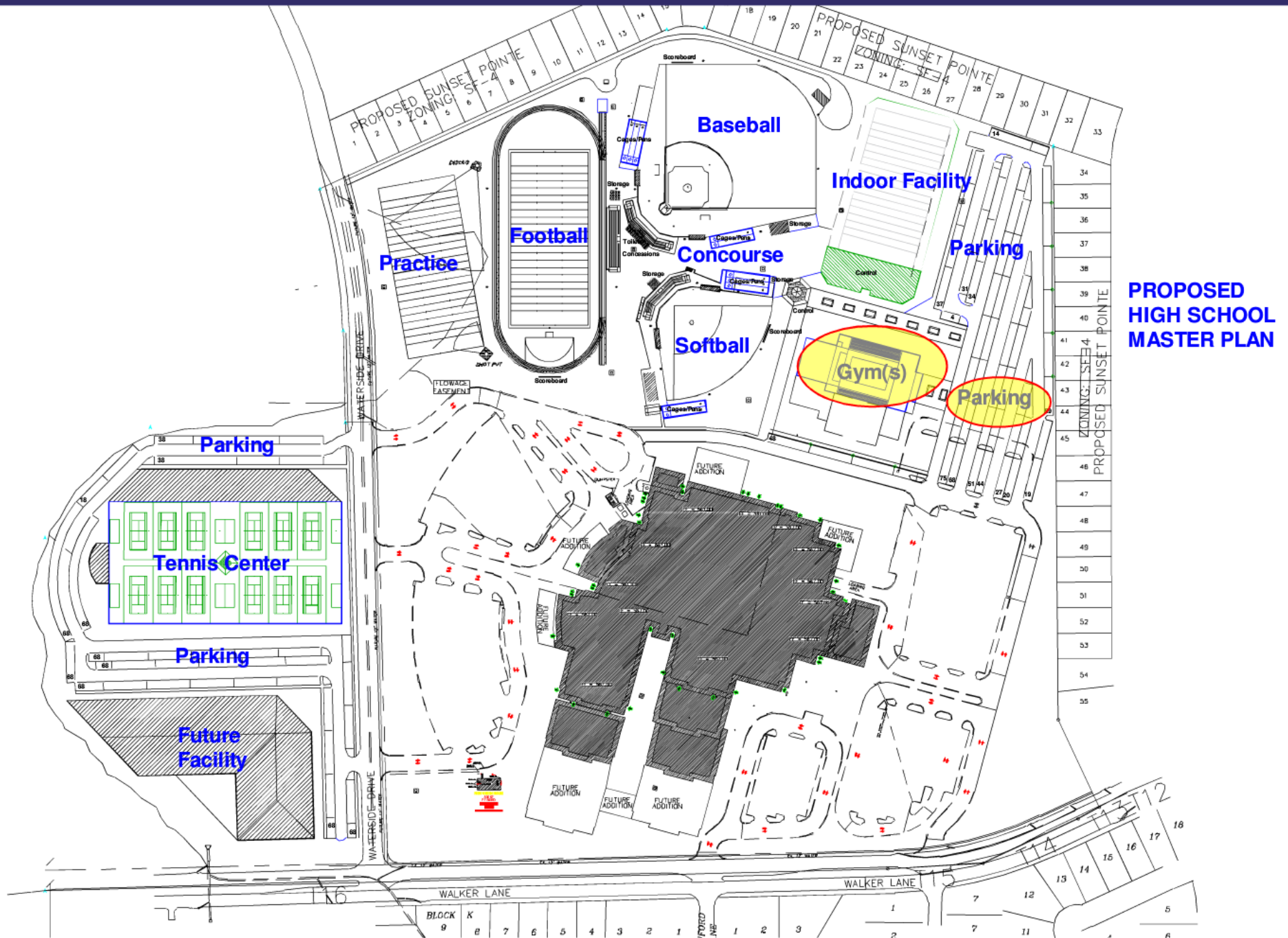


Master Plan – Land Use Consideration

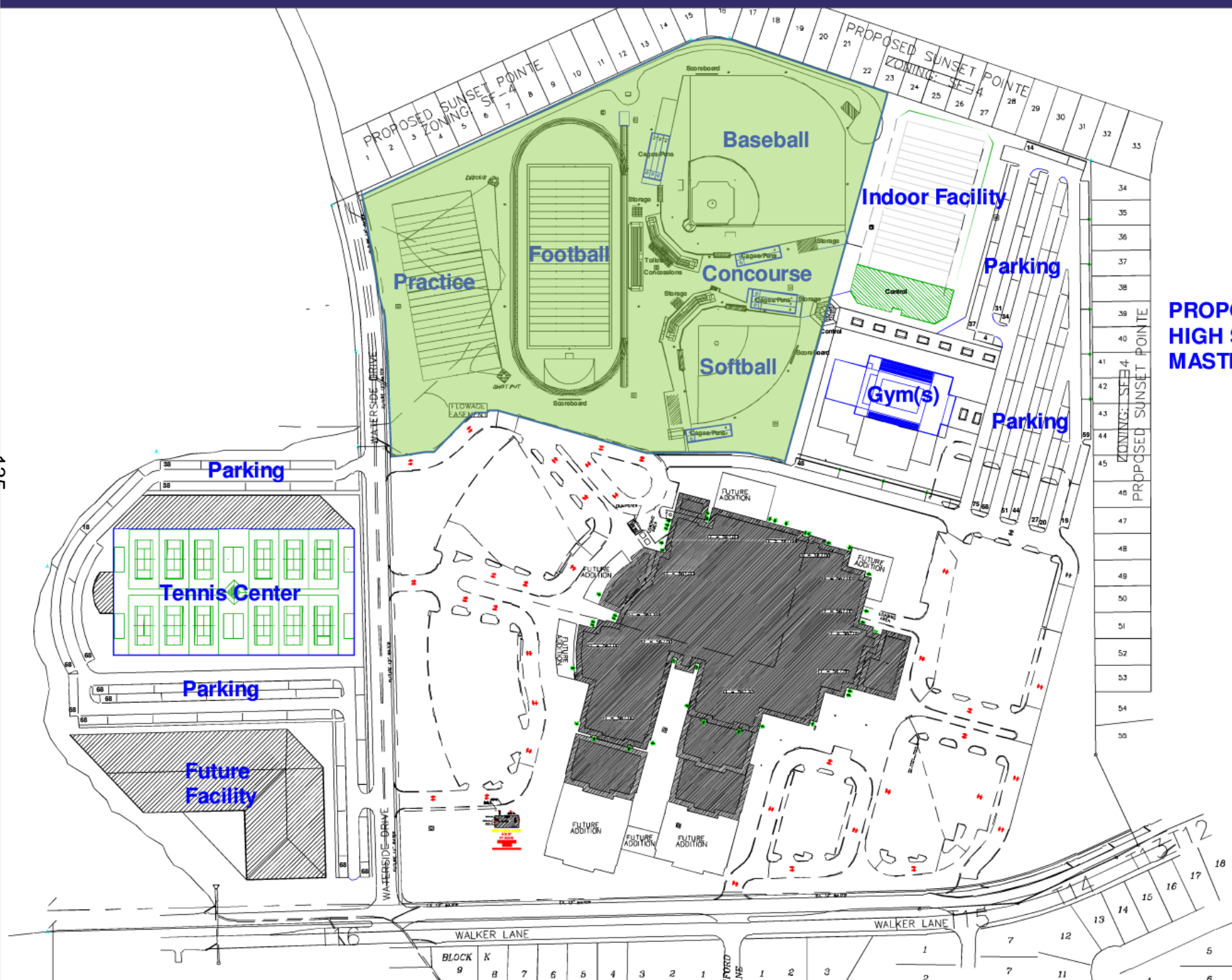


**PROPOSED
HIGH SCHOOL
MASTER PLAN**

Master Plan – Land Use Consideration

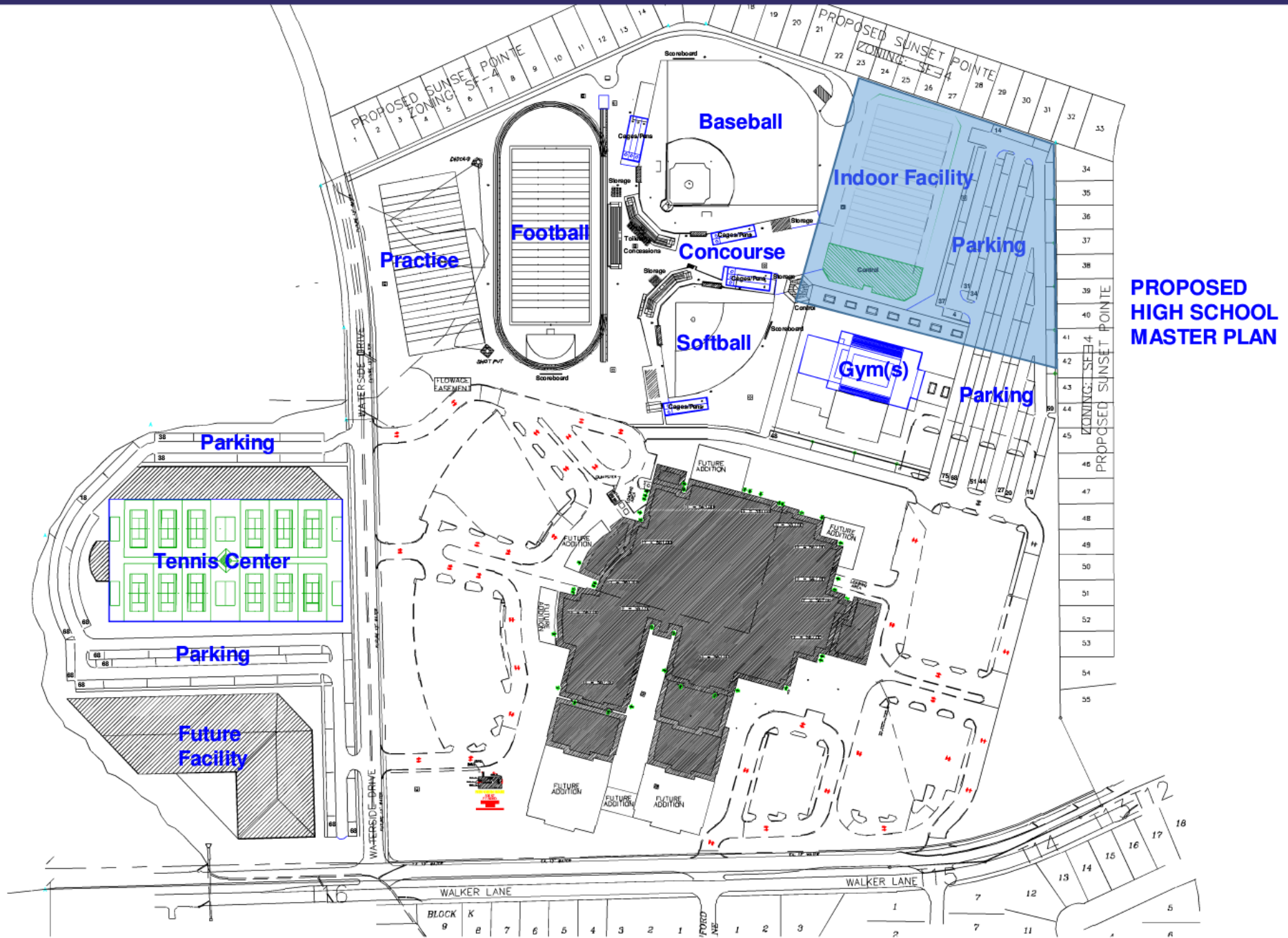


Proposed High School Master Plan – Phase 1

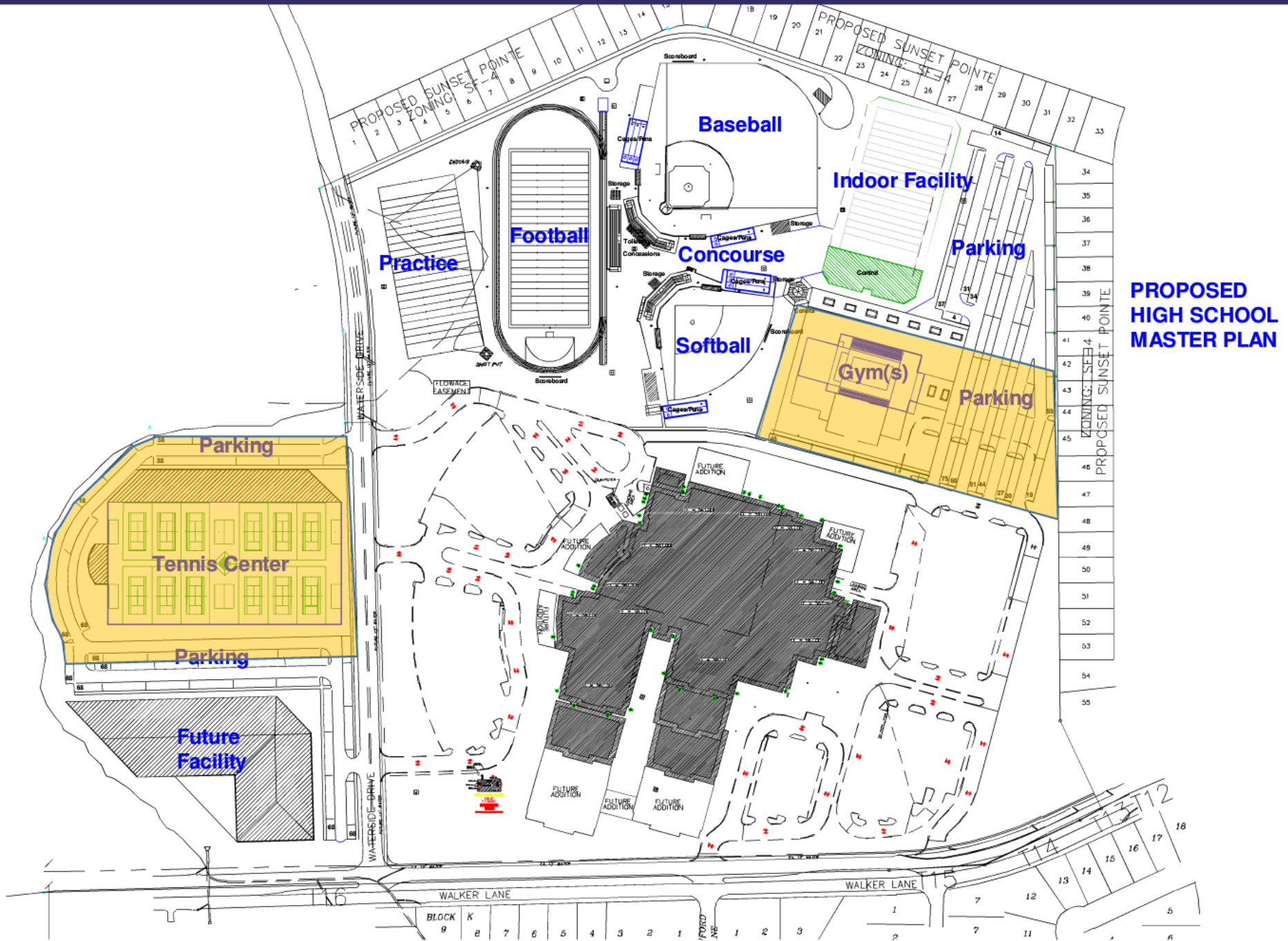


PROPOSED HIGH SCHOOL MASTER PLAN

Proposed High School Master Plan – Phase 2

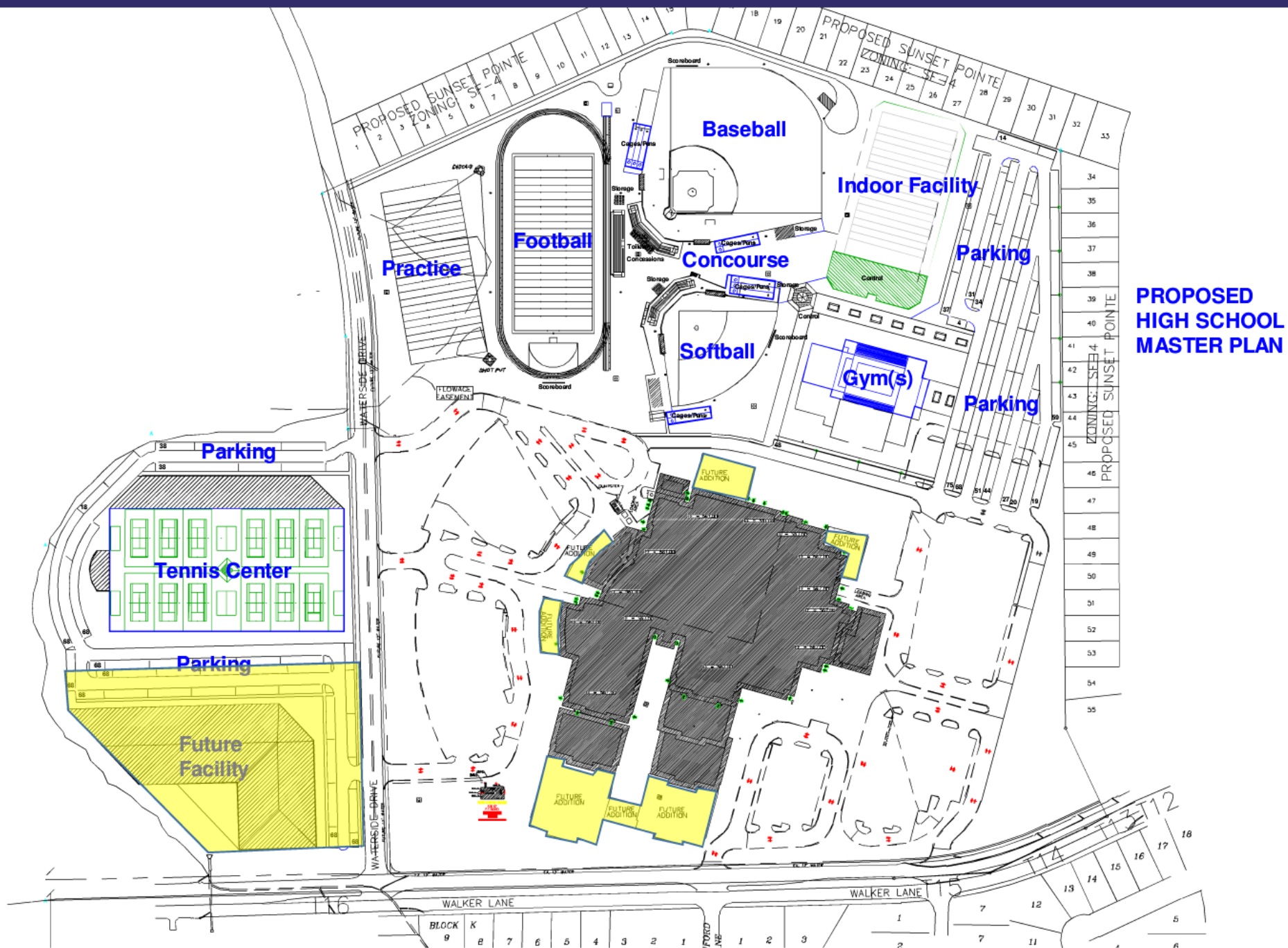


Proposed High School Master Plan – Future Phases



**PROPOSED
HIGH SCHOOL
MASTER PLAN**

Proposed High School Master Plan – Future Phases





Thank You!

Board Agenda Item

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

Board Mtg. Date 9-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
Subject:	DISTRICT IMPROVEMENT PLAN				
Presenter or Contact Person:	Dr. Ashley Glover, Executive Director for Educational Services				
Policy/Code:	BQ (LEGAL)				
Summary:	The LEISD 2018-2019 District Improvement Plan will be presented.				
Financial Implications:	No financial impact at this time.				
Attachments:	District Improvement Plan				
Recommendation:	The Administration recommends the approval of the District Improvement Plan, as submitted.				
Motion:	I move the Board approve the LEISD 2018-2019 District Improvement Plan, as submitted.				



Little Elm Independent School District District Improvement Plan September 17, 2018

Ashley Glover, Ed.D
Executive Director for Educational Services
aglover@littleelmsd.net
972-947-9430

What is the Process?

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

Complete a Comprehensive Needs Assessment (CNA)

Determine the needs of our students and the district

What is the 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

Parts of the Plan

- ◆ Comprehensive Needs Assessment
- ◆ Goals/Performance Objectives/Strategies/Action Steps/Budget

Sample of Strengths

- ◆ Cultural and linguistic diversity- over 50 languages
- ◆ Increased CTE Opportunities
- ◆ Multiple academic and extracurricular opportunities
- ◆ Increased student achievement in a variety of areas

Sample of Needs

- ◆ Low Dual Credit and SAT/ACT participation
- ◆ LEP and Sped improvement in achievement
- ◆ Improvement in content area achievement and accountability

Future Information

- ◆ Board of Trustees review of proposed district improvement plan
- ◆ Received 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

2018-2019



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 to be "THE Destination District."	2
As Lobos we VALUE... ..	2
.....	2
.....	2
Comprehensive Needs Assessment	3
Demographics	3
Student Academic Achievement	9
District Processes & Programs	11
Perceptions	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.	16
Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.	30
Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.	32
Goal 4: Foster a safe and secure learning environment that ensures student success.	35
Goal 5: Allocate resources to ensure high achievement for all students.	37
Goal 6: Administer facilities to support high levels of student achievement.	38
Comprehensive Support Action Steps	39
State Compensatory	40
Budget for District Improvement Plan:	40
Personnel for District Improvement Plan:	42
Title I Schoolwide Elements	43
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	43
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	43
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	43
Title I Schoolwide Element Personnel	44
Plan Notes	45
District Funding Summary	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Need for continued alignment in diversity between students and staff
2. Articulate the structure for follow-up and accountability for Professional Learning in LEISD
3. Proactive process to post for Bilingual certified applicants.
4. Partner with universities that produce Bilingual certified student teachers

	School	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11
153	001 - Little Elm H S												583	565	521
	002 - Denton Co JJAEP												1		
	041 - Lakeside Middle									499	508	465			
	042E - Prestwick STEM Elem	1		71	66	72	77	87	67						
	042 - Prestwick STEM									99	112	112			
	103 - D H Brent El	1	25	108	107	110	111	108	119						
	104 - Cesar Chavez El	32	83	90	83	95	91	98	118						
	105 - Hackberry El	3	54	111	117	90	101	97	95						
	107 - Lakeview El			97	91	88	102	94	103						
	108 - Oak Point El	2	18	117	126	118	125	120	139						
	District Total	39	180	594	590	573	607	604	641	598	620	577	584	565	521

Grade	Students	Male	Female	504	ATR	BL	CTE	DL	DYS	ED	ESL	GT	IMM	LEP
Early Education	39	30	9	0	1	0	0	0	0	6	0	0	0	0
Pre-Kindergarten	180	86	94	1	9	1	0	0	0	174	22	0	0	23
Kindergarten	594	270	324	3	138	61	0	0	0	220	53	0	7	114
1st Grade	590	307	283	5	282	0	0	85	0	241	57	31	8	144
2nd Grade	573	308	265	18	332	38	0	37	5	254	57	39	4	135
3rd Grade	607	342	265	34	341	40	0	45	22	259	79	55	14	165
4th Grade	604	318	286	38	321	41	0	47	16	274	66	39	8	156
5th Grade	641	318	323	50	279	43	0	37	27	301	55	42	10	138
6th Grade	598	309	289	53	275	17	0	19	33	247	71	44	5	111
7th Grade	620	313	307	60	249	0	29	0	26	301	112	61	2	114
8th Grade	577	308	269	45	256	0	56	0	23	280	75	36	3	75
Freshman	584	306	278	52	322	0	253	0	22	331	56	22	8	56
Sophomore	565	270	295	60	281	0	390	0	19	307	33	22	8	34
Junior	528	273	255	55	235	0	427	0	22	278	27	27	2	29
Senior	482	255	227	46	214	0	413	0	20	214	10	24	2	10
Post Secondary	1	1	0	0	0	0	0	0	0	0	0	0	0	0
District Total	7783	4014	3769	520	3535	241	1568	270	235	3687	773	442	81	1304

Language	Student Language	Home Language	Correspondence Language	Unique Students
English	6071	5445	6200	6334
Spanish	1508	1921	1583	1940
Urdu	17	42		42
Other languages	20	32		35
Vietnamese	23	31		32

Swahili	12	27	27
Korean	14	24	24
Arabic	10	21	23
Telugu (Telugu)	3	16	16
Somali	4	13	15
French	7	14	14
Pilipino (Tagalog)	6	12	13
Mandarin (Chinese)	5	12	12
Bengali	3	11	12
Farsi (Persian)	7	11	12
Malayalam	3	11	11
Portuguese	6	11	11
Japanese	8	9	10
Hindi	2	9	9
Nepali	5	9	9
Akan (Fante, Asante)		8	8
Russian	3	8	8
Ibo/Igbo	5	7	7
Yoruba	2	7	7
Haitian-Creole	5	7	7
Romanian	4	6	6
Gujarati	5	6	6
Shona	3	5	5
Bosnian	4	5	5
German	2	4	4
Ethiopic	3	3	3
Albanian, Gheg (Kosovo/Macedonia)		3	3
Cambodian (Khmer)	1	3	3
Tigrinya	1	3	3
Kannada (Kanarese)		2	2
Indonesian		2	2
Tamil		2	2
Serbian	2	2	2
Croatian	2	2	2
Bulgarian	1	2	2
Thai	2	2	2
Dutch/Flemish		1	1

Amharic		1	1
Tiwa		1	1
Turkish		1	1
Ukrainian	1	1	1
Lunda		1	1
Marathi		1	1
Krio		1	1
Hungarian		1	1
Hebrew		1	1
Ewe	1	1	1
Afrikaans (Taal)	1	1	1
Taiwanese/Formosan/Min Nan (Chinese)	1	1	1

Demographics Strengths

- Student enrollment grew by 19% from 15-16 to 16-17 (based on the most recent AEIS report. Reports are two years in arrears).
- Through growth, LEISD capacity has grown in the support for students, teachers, and staff. This continues to be done through Canvas platforms, Professional Learning Communities, and rigor/relevance/learner engagement.
- The identified Gifted and Talented population increased by 1%.
- At Risk Populations went down 2.4%
- 54 Languages spoken in LEISD

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for an increase in Bilingual Educator **Root Cause:** 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.

Problem Statement 2: There is a need for an increase in ESL Certified teachers **Root Cause:** English Language Learning for nearly 800 students. Changes in Chapter 89 of the Texas Education Code requires more ESL certified teachers for our students.

Student Academic Achievement

Student Academic Achievement Summary

Priorities in no particular order/based on Summative data:

- 1. English Language Learners in grades 6-12, both Writing and Reading
- 2. Students receiving Special Education Services in grades 6-12, all content areas.
- 3. 7th grade Mathematics
- 4. 4th grade Mathematics
- 5. 8th grade History
- 6. English I/ English II

157

Student Academic Achievement Strengths

1. Student Data Chart per STAAR

8th Grade Math	7 points above the state average
English 1 EOC	7 points above the state average
6th Grade ESL Reading	7 points above the state average
7th Grade SPED Writing	7 points above the state average
8th Grade SPED Science	8 points above the state average
8th Grade Math SPED	16 points above the state average
9th Grade Alg 1 EOC SPED	14 points above the state average
Biology EOC SPED	6 points above the state average
4th Grade Reading SPED	15 points above the state average
4th Grade Math SPED	7 points above the state average
4th Grade Writing SPED	7 points above the state average
5th Grade Science ESL	7 points above the state average

5th Grade Science SPED	6 points above the state average
5th Grade Reading ESL	8 points above the state average
5th Grade Math SPED	11 points above the state average

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: No distinctions were earned for campuses among their comparison groups **Root Cause:** Student achievement levels based on STAAR assessments only did not designate campuses for distinctions

Problem Statement 2: Campuses were identified in select areas for additional targeted support **Root Cause:** Achievement percentages were not deemed adequate in certain areas.

District Processes & Programs

District Processes & Programs Summary

1. Continue to strengthen Professional Learning Communities
2. Continue with backwards designs model at the campus level with coordinators providing a refresher at the start of the year. Administrators will continue accountability at the campus level.
3. Discuss the district's level of implementing SchoolCity and create a timeline for a total district level implementation.
4. Utilize MAP data in a consistent way to data discussions and individual student needs
5. Decision Sets continue to develop as organizational and administrative decisions are made.
6. Articulation of Process documents continue to be developed.

District Processes & Programs Strengths

1. LEISD shows a high percentage of educators with Master's degrees.
2. Turnover rate for LEISD (15.6%) is lower than the state which is at (16.4%).
3. Teacher:Student ratio is 16.3 to 1.
4. Turnover rate is improving through improved culture, competitive salary, increased professional learning and a location in the DFW metroplex.
5. Staff Childcare for children up to school age children
6. Teacher mentoring program
7. Teachers hosting Teachers
8. Teachers have a wide range of educational experience
9. Reimbursement for ESL certification
10. Increased Professional Learning opportunities (numerous and timely)

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The need to articulate and provide ongoing professional learning for SchoolCity- our assessment development database and data analysis. **Root Cause:** The continuing need to recruit, retain, and provide growth opportunities for our LEISD FamiLE through ongoing training and opportunities provided to ensure understanding of all resources and platforms

Problem Statement 2: The need to develop assessments at the middle school level in an increasingly rigorous method. **Root Cause:** No articulated process has previously been implemented for developing assessments, until recently.

Perceptions

Perceptions Summary

Throughout the school year, parents and community members are given the opportunity to provide LEISD with feedback on a variety of topics. When reviewing this information, it was determined that the strengths for the district are improved communication, well maintained grounds, and professionalism from staff members. Increased security measures at our schools brings an improved sense of safety. The needs include increasing our students' ability to compete in a global community, increase participation in school and community events, and obtain additional feedback on a continual basis.

1. Improvement in general communication
2. Continued improvement on organizational health and culture
3. Childcare for staff
4. Seeking increased traditions in Little Elm ISD
5. Culturally diverse/fast growing community

Perceptions Strengths

Communication is a strength due to our multiple modes of contact. Contact with parents, families and the community are available through School Messenger, Facebook, Twitter, phone calls, texts, emails, websites, marquee, and volunteerism. Communication with parents continues to be a priority. The open lines of communication are building understanding and involvement across the community. Staff are able to receive information clearly and in a timely manner through the intranet and Lobo Hub.

1. Culture and diversity is respected
2. Continued improvement on organizational health and culture
3. Childcare for staff
4. Seeking increased traditions in Little Elm ISD
5. Culturally diverse/fast growing community

Problem Statements Identifying Perceptions Needs

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:** Increased language translation services is desired.

Problem Statement 2: Seek increased student preparedness for the real world **Root Cause:** No tangible or quantitative way to articulate students' preparedness for the real world.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 1: Maintain the Met Standard District Rating from the Texas Education Agency(TEA) for performance in the 2018-2019.

Evaluation Data Source(s) 1: 2018-2019 TEA Rating

Summative Evaluation 1:

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
Critical Success Factors CSF 1 CSF 2 1) Use frequent and systematic assessment of student performance to direct and improve instruction. Review checkpoints, summative and formative assessments to make informed decisions about instruction.	2.4, 2.5, 2.6	Deputy Superintendent, Assistant Superintendent, Executive Director for Educational Services, Director for Curriculum and Learning, Director for Professional Learning and Advanced Academics	Reports generated through MAP reports, student profiles and goal goal setting for individual student needs.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1 Funding Sources: Local Funds - 93000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide support through specialized and supplemental reading programs.(Funding amounts differ per campus). These programs include Reading A-Z, Lexia and Rosetta Stone, MyOn, and LLI Kits (print awareness).	2.4, 2.6	Coordinator for ELA, Coordinator for Bilingual /ELL, Literacy Coach	BOY, MOY, and EOY intervention identification.				
	Problem Statements: Student Achievement 1 - Demographics 1 - Student Academic Achievement 1 Funding Sources: SCE-State Compensatory Ed. - 0.00, Local Funds - 0.00, 211-Title I - 0.00, 263-Title III - 0.00						

Critical Success Factors CSF 1 CSF 2 CSF 7 3) Incorporate reading and writing strategies in Social Studies instruction through collaboration, planning, instructional strategies and resources provided.		Coordinator for ELA, Coordinator of Social Studies, instructional specialists and teachers	Formative assessment data, both formal and informal-performance indicators, lesson planning and lesson execution.				
	Problem Statements: Student Achievement 1 Funding Sources: 263-Title III - 2500.00, Local Funds - 6500.00						
Critical Success Factors CSF 1 CSF 2 4) Use universal screeners (NWEA MAP) in K-12 in reading and math to provide targeted instruction to all students. Results determine specific needs for standard mastery. Excellence Target: EOC NWEA MAP TBD); Grades 6-8 Math, Reading, Science, and Language Usage	2.4, 2.5, 2.6	Executive Director for Educational Services , Curriculum and Learning Coordinators, Executive Director for Special Populations. Assistant Superintendent	Reports generated through MAP, Map for Primary Grades, and CPAA.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Local Funds - 98000.00						
Critical Success Factors CSF 1 CSF 2 5) Provide targeted, data driven instruction utilizing dedicated personnel. Campus-based specialists provide instruction to help students reach mastery and enrichment of standard (TEKS).	2.4, 2.5, 2.6	Content-area coordinators, Director for Curriculum and Instruction	Progress of identified students in all content areas, Math and Reading specifically through MAP data.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 2 - School Processes & Programs 2 Funding Sources: Local Funds - 229589.00						

Critical Success Factors CSF 1 CSF 3 CSF 7 6) Provide professional learning opportunities to district and campus leadership to promote student academic growth; this is done through principal meetings, campus visits, and assessment training.		Executive Director for Educational Services, Director for Professional Learning and Advanced Academics, Director for Curriculum and Learning	Implementation Plans, Professional Learning calendar and attendance, mandatory and self-selected training. Professional Learning opportunities as provided by need and interest.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title I - 20000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 7) Provide Math and Science specialists at each campus to support high quality math and science instruction and intervention.	2.4, 2.5, 2.6	Executive Director for Educational Services, Math and Science Coordinators for Curriculum and Learning Services	Math and Science performance on Common Formative Assessments, STAAR, improved lesson planning, increased teaching efficacy as measured on classroom walkthroughs and TTESS.				
	Problem Statements: Student Achievement 1 Funding Sources: SCE-State Compensatory Ed. - 501274.00						

Critical Success Factors CSF 2 CSF 7 8) Continuously improving the curriculum management system so that all students have access to the core curriculum		Executive Director for Educational Services, Curriculum and Learning Coordinators	Review of CFA performance, lesson planning, classroom engagement.				
	Problem Statements: Student Achievement 1 Funding Sources: Local Funds - 25000.00						
Critical Success Factors CSF 1 CSF 2 9) Implement Professional Learning Communities to facilitate targeted, data-based planning to improve student achievement.		Executive Director for Educational Services, Deputy Superintendent, Director for Professional Learning and Advanced Academics.	Achievement data and PLC minutes.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1 Funding Sources: 255-Title II - 8000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 10) Provide targeted intervention modeling and tutorial support materials in content areas for students identified as at-risk. Targeted is defined as identifying the skills of difficulty and specifically reteaching to the need of the student.		Coordinators of academic content areas and special programs	Index 1 performance and CFA performance.				
	Funding Sources: Local Funds - 3500.00						
<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 Achievement
Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.
Demographics
Problem Statement 1: There is a need for an increase in Bilingual Educator Root Cause 1: 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.
Student Academic Achievement

Problem Statement 1: No distinctions were earned for campuses among their comparison groups Root Cause 1: Student achievement levels based on STAAR assessments only did not designate campuses for distinctions
Problem Statement 2: Campuses were identified in select areas for additional targeted support Root Cause 2: Achievement percentages were not deemed adequate in certain areas.
School Processes & Programs
Problem Statement 1: The need to articulate and provide ongoing professional learning for SchoolCity- our assessment development database and data analysis. Root Cause 1: The continuing need to recruit, retain, and provide growth opportunities for our LEISD FamiLE through ongoing training and opportunities provided to ensure understanding of all resources and platforms
Problem Statement 2: The need to develop assessments at the middle school level in an increasingly rigorous method. Root Cause 2: No articulated process has previously been implemented for developing assessments, until recently.

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 2: Reduce the achievement gap for students in Special Education and 504 by 10 percentage points in the 2017-2018 school year.

Evaluation Data Source(s) 2: Reduction of achievement gap

Summative Evaluation 2:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide research-based professional learning on instructional strategies and teaching practices that enhance the success of special education and 504 students.</p>		Executive Director for Special Populations, Executive Director for Educational Services, Director for Professional Learning and Advanced Academics	Teacher Feedback, classroom walk-throughs, grades, benchmark data, CFA, MAP reports				
Problem Statements: Student Achievement 1 - Demographics 1 - Student Academic Achievement 1 Funding Sources: Local Funds - 18000.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Provide differentiated instruction and assessment practices for our diverse learners.</p>	2.4, 2.6	Executive Director for Special Populations, Executive Director for Educational Services	Evidence of differentiated instruction in lessons, lesson planning and intervention strategies.				
Problem Statements: Student Achievement 1 - Demographics 1 - Student Academic Achievement 1 Funding Sources: 211-Title I - 10000.00							
<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 2 Problem Statements:

Student Achievement
Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.

Demographics
Problem Statement 1: There is a need for an increase in Bilingual Educator Root Cause 1: 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.
Student Academic Achievement
Problem Statement 1: No distinctions were earned for campuses among their comparison groups Root Cause 1: Student achievement levels based on STAAR assessments only did not designate campuses for distinctions

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 3: Increase the Index 2 Measure for Individual Student Growth above 2017-2018 performance levels by reaching Excellence Targets

Evaluation Data Source(s) 3: STAAR Math Excellence Target 87% Satisfactory

STAAR Writing Excellence Target 87% Satisfactory

STAAR Science Excellence Target 94% Satisfactory





STAAR Social Studies Excellence Target 94% Satisfactory

STAAR Reading Excellence Target 90% Satisfactory

Summative Evaluation 3:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Use frequent and systematic assessment of student performance to direct and improve instruction.		Executive Director for Special Populations, Executive Director for Educational Services, ELL and Content Coordinators	Common Formative Assessments, BOY,MOY, EOY, class formative, summative as well as formal and informal assessments.				
	Problem Statements: Student Achievement 1 - Demographics 1 - Student Academic Achievement 1						
	Funding Sources: Local Funds - 0.00						
Critical Success Factors CSF 1 2) Provide professional learning in the use and analysis of universal screeners (MAP, MPG, CPAA) to identify students for Response to Intervention.		Director for Professional Learning and Advanced Academics, Executive Director for Educational Services,campus support	Identification of students for the Response to Intervention (RtI) process.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1 - School Processes & Programs 1						
	Funding Sources: Local Funds - 2500.00						

Critical Success Factors CSF 1 3) Support plans for tutoring/additional instruction within and outside of the school day for students who are not making adequate progress towards passing or who are classified as "At-Risk" for dropping out as defined in State Compensatory Education (Cost varies per campus). Including AVID programming and learning strategies.	2.6	Curriculum and Learning Services department members	Improved student growth on assessments and in instruction.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title I - 12015.00						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Strategy 3 Problem Statements:

Student Achievement
Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.
Demographics
Problem Statement 1: There is a need for an increase in Bilingual Educator Root Cause 1: 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.
Student Academic Achievement
Problem Statement 1: No distinctions were earned for campuses among their comparison groups Root Cause 1: Student achievement levels based on STAAR assessments only did not designate campuses for distinctions
School Processes & Programs
Problem Statement 1: The need to articulate and provide ongoing professional learning for SchoolCity- our assessment development database and data analysis. Root Cause 1: The continuing need to recruit, retain, and provide growth opportunities for our LEISD FamiLE through ongoing training and opportunities provided to ensure understanding of all resources and platforms

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 4: Increase the percentage of students achieving advanced measures by 5 percentage points by the graduating class of 2017.

Evaluation Data Source(s) 4: Annual percentage growth of students enrolled in Dual Credit or Pre-AP and AP courses. Excellence Target: 50% of students enrolled in at least one AP course. Excellence Target: Average of 2 tests per student enrolled in AP classes, Excellence Target: 8% or higher; of students enrolled in an AP course take the related AP exam, Excellence Target: Score of 3 or higher; to 55%, course expectation individualized

Summative Evaluation 4:

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

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Align the curriculum and instruction from Pre-AP to AP coursework to promote student success.	2.4, 2.5	Executive Director for Educational Services, Director for Professional Learning and Advanced Academics, Director for Curriculum and Learning	Increased number of students earning 3, 4, or 5 on AP exam through an aligned, written scope of curriculum and instruction.				
Problem Statements: Student Achievement 1 Funding Sources: Local Funds - 2000.00							
Critical Success Factors CSF 1 2) Administer the PSAT to identify students eligible for National Merit Scholarships.	2.4, 2.5	Director for Professional Learning and Advanced Academics, High School Staff	Student participation				
Problem Statements: Student Achievement 1 Funding Sources: High School Allotment - 5500.00							
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>✗</div></div> <div>= Accomplished = Continue/Modify = No Progress = Discontinue</div>							

Strategy 4 Problem Statements:

Student Achievement

Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.
--

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 5: Meet the specific needs of students who are At-Risk for dropping out. This includes students categorized by State Compensatory Education and Title I campuses, both targeted and school-wide including students coded as homeless.

Evaluation Data Source(s) 5: STAAR results, intervention strategy progress as shown through formative and summative assessments, attendance

Summative Evaluation 5:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Provide TEKS- based intervention support for each campus specific to their learners' needs before, during and after the traditional school day.	2.5	Executive Director for Educational Services, Executive Director for Special Populations, Curriculum and Learning Services	Reduction in students considered At-Risk for dropping out, increased teacher and parental awareness for specific student needs.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1 Funding Sources: SCE-State Compensatory Ed. - 10000.00						
<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:

Student Achievement
Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.
Student Academic Achievement
Problem Statement 1: No distinctions were earned for campuses among their comparison groups Root Cause 1: Student achievement levels based on STAAR assessments only did not designate campuses for distinctions

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 6: Increase PSAT/ACT/SAT participation and success.

Evaluation Data Source(s) 6: Excellence Target: SAT scores 550 (Reading), 520 (Math), 1070 (Total), Excellence Target: ACT Scores- 24 Composite, Excellence Target-SAT/ACT participation 80%, STA/ACT at College Readiness Indicator- 40% at criteria set by Texas Education Agency, Excellent Target-PSAT participation 100%, PSAT- National Merit Scholars Semi Finalists, PSAT- National Merit Scholars- Commended 10, Excellence Target: PSAT Scores Writing (50), Reading (50), math (50), Total 150.

Summative Evaluation 6:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Inform, educate and promote student participation in PSAT,ACT and SAT assessments.	2.4, 2.5	Director for Professional Learning and Advanced Academics	100% PSAT participation and 80% or more participation in SAT/ACT assessments.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: High School Allotment - 19000.00						
Critical Success Factors CSF 1 CSF 2 2) Provide parent meetings and distribute informational materials promoting the PSAT, SAT and ACT assessments.	2.4, 2.5	Director of Professional Learning and Advanced Academics	Increased participation in these assessments as measured by LEISD excellence targets.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1 - Perceptions 2 Funding Sources: Local Funds - 200.00						
<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 Achievement
Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.
Student Academic Achievement

Problem Statement 1: No distinctions were earned for campuses among their comparison groups Root Cause 1: Student achievement levels based on STAAR assessments only did not designate campuses for distinctions
Perceptions
Problem Statement 2: Seek increased student preparedness for the real world Root Cause 2: No tangible or quantitative way to articulate students' preparedness for the real world.

Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.





Strategy 1: Recruit and retain highly qualified teachers.

Evaluation Data Source(s) 1: Annual retention rate.

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Continue to use proactive recruiting practices.	2.4	Assistant Superintendent for Human Resources and Student Services	New hires recruited from career fairs.				
				Problem Statements: Demographics 1, 2 - Perceptions 1 Funding Sources: 255-Title II - 10000.00			
Critical Success Factors CSF 3 CSF 7 2) Actively seek to hire teachers with a variety of backgrounds, experiences and culture. With specific focus on high needs areas including Bilingual and ESL certified teachers.		Human Resource Services	Applications and hire sheets.				
				Problem Statements: Demographics 1, 2 Funding Sources: 255-Title II - 5000.00			
Critical Success Factors CSF 3 CSF 7 3) Provide current information regarding job postings on the LEISD website.		Human Resource Services	LEISD Website.				
				Funding Sources: Local Funds - 0.00			
Critical Success Factors CSF 3 CSF 7 4) Maintain competitive salaries and stipends for critical need teaching fields.		Human Resource Services	Board adopted compensation.				
				Problem Statements: Demographics 1, 2 Funding Sources: Local Funds - 0.00			
Critical Success Factors CSF 3 CSF 7 5) Increase the LEISD substitute pool through improved recruitment,application strategies and an elevated training program.		Human Resource Services	Applications and hires.				
				Problem Statements: Demographics 1, 2 Funding Sources: Local Funds - 0.00			

Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 6) Implement a new teacher mentor program.		Human Resource Services, Educational Services	New teacher participation and retention rates.				
	Problem Statements: Student Achievement 1 - Demographics 1, 2 - School Processes & Programs 1, 2 Funding Sources: Local Funds - 5000.00						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Strategy 1 Problem Statements:

Student Achievement	
Problem Statement 1: Instruction across all grade levels continues to be revised and improved based upon student need, in order to improve student achievement. Root Cause 1: Academic standards, the demand for college and career readiness, specific student needs are simultaneously increasing.	
Demographics	
Problem Statement 1: There is a need for an increase in Bilingual Educator Root Cause 1: 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.	
Problem Statement 2: There is a need for an increase in ESL Certified teachers Root Cause 2: English Language Learning for nearly 800 students. Changes in Chapter 89 of the Texas Education Code requires more ESL certified teachers for our students.	
School Processes & Programs	
Problem Statement 1: The need to articulate and provide ongoing professional learning for SchoolCity- our assessment development database and data analysis. Root Cause 1: The continuing need to recruit, retain, and provide growth opportunities for our LEISD FamiLE through ongoing training and opportunities provided to ensure understanding of all resources and platforms	
Problem Statement 2: The need to develop assessments at the middle school level in an increasingly rigorous method. Root Cause 2: No articulated process has previously been implemented for developing assessments, until recently.	
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 is desired.	

Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.

Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Evaluation Data Source(s) 1: Parent and community feedback through survey data

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Inform our communities of LEISD events and issues.		Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Directors	News clippings/posts, Newsletters, Website hits, Facebook Fans, Twitter posts, Early posting of Board Meeting documents for public review.				
	Problem Statements: Perceptions 1 Funding Sources: Local Funds - 30000.00						
Critical Success Factors CSF 3 CSF 7 2) Maintain effective two-way communication with parents.		Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Curriculum and Learning Services, Directors	Constituent Feedback Forms, Sign in sheets and comment cards, Social Media.				
	Problem Statements: Perceptions 1 Funding Sources: Local Funds - 0.00						
Critical Success Factors CSF 3 CSF 7 3) Hold open meetings for two-way communication on critical issues.		Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Assistant Superintendents, Directors, Principals	Constituent Feedback Forms, Sign in Sheets and Comment cards.				
	Problem Statements: Perceptions 1 Funding Sources: Local Funds - 0.00						

180

Critical Success Factors CSF 5 4) Provide communication to parents and staff via automated School Messenger, emailing and social media.		Director for Communication Services, Coordinator for Communication Services	Reports generated by internal systems.				
	Problem Statements: Perceptions 1 Funding Sources: Other - 0.00						
Critical Success Factors CSF 1 5) Conduct surveys to assess public opinion.		Director for Communication Services, Coordinator for Communication Services, Superintendent's Leadership Team	Survey Results.				
	Problem Statements: Perceptions 1 Funding Sources: Other - 0.00						
Critical Success Factors CSF 5 CSF 6 6) Provide parent education classes to promote family involvement in the education process.	3.1	District Family Facilitator/Homeless Liaison	Parent Surveys; attendance records.				
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 211-Title I - 2200.00						
<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 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for an increase in Bilingual Educator Root Cause 1: 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.
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 is desired.

Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.

Strategy 2: Provide parenting resources to the Little Elm community.

Evaluation Data Source(s) 2: Meeting attendance, parent surveys, anecdotal feedback.

Summative Evaluation 2:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Dedicate personnel to the needs of parents and families in the LEISD community	3.1	Executive Director for Educational Services, Executive Director for Special Populations					
Funding Sources: 211-Title I - 61128.00							
Critical Success Factors CSF 1 CSF 5 2) Provide Parent and Family Liaison and Director for Counseling Services with parent involvement strategies, activities and training.	3.1	Executive Director for Educational Services					
Funding Sources: 211-Title I - 10536.10							
<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>							

Goal 4: Foster a safe and secure learning environment that ensures student success.

Strategy 1: Decrease the use of discretionary disciplinary placements in the 2017-2018 school year.

Evaluation Data Source(s) 1: Disciplinary placement reports

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 1) Analyze the equity of out-of-classroom placements across ethnic, gender, economic, and repeat offenders.		Deputy Superintendent, Coordinator for Alternative Education	New reports run and analyzed by April and June.				
Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 1 CSF 2 2) More closely track the use and effectiveness of placements as an intervention strategy. Utilize specificity in the records system to detail the behavior precipitating placements.		Deputy Superintendent, Coordinator for Alternative Education, campuses, Director of Special Populations	New reports run and analyzed by April and June.				
Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 6 3) Review and modify district and campus emergency operation planes (EOP) to conform to current NIMS standard.		Executive Director of Facilities and Planning, Safety and Security Team	Emergency drill reports.				
Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 1 CSF 2 4) Revise Response to Intervention policies and strategies to address behavioral interventions.		Executive Director for Educational Services, Executive Director for Special Populations	Committee plans, RtI audits, and discipline data.				
Funding Sources: Local Funds - 8000.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) Provide research-based curriculum in the area of behavior for students eligible for specialized behaviors services.		Director for Special Populations	Survey of progress toward individual student goals.				
Funding Sources: Other - 0.00							

Critical Success Factors CSF 6 6) Implement a district-wide bullying prevention program.		Deputy Superintendent, Coordinator for Alternative Education, CIS partnership, counselors	Parent survey data; data generated by anonymous alert system, campus reports, surveys.				
	Funding Sources: Local Funds - 0.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Allocate resources to ensure high achievement for all students.

Strategy 1: Increase financial efficiency related to improved student achievement indicators.

Evaluation Data Source(s) 1: District Met Standard on Texas Accountability System

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) 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.				
	Funding Sources: Local Funds - 0.00						
Critical Success Factors CSF 2 CSF 3 2) Provide standardized budget training for all budget managers.		Associate Superintendent of Finance and Operation Services, Business Services	Sign in sheets and evaluation forms.				
	Funding Sources: Local Funds - 0.00						
Critical Success Factors CSF 2 CSF 3 3) Provide standardized funding formulas for campus allocations.		Associate Superintendent of Finance and Operation Services, Business Services	Development of funding formulas.				
	Funding Sources: Local Funds - 0.00						
<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>							

Goal 6: Administer facilities to support high levels of student achievement.

Strategy 1: Review facility capacity study annually to ensure maximum and appropriate utilization of space across the district.

Evaluation Data Source(s) 1: Development of a multi-year plan for facilities usage

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Determine and monitor the percent of utilization for each campus in the district.		Assistant Superintendent of Finance and Operation Services, Executive Director for Facilities and Planning	Capacity analysis of each building.				
	Funding Sources: Local Funds - 0.00						
2) Review the facility capacity report to ensure maximum and appropriate utilization of district facilities.		Superintendent's Leadership Team	Capacity analysis of each building.				
	Funding Sources: Local Funds - 0.00						
3) Conduct facility needs assessment.		Associate Superintendent of Finance and Operation Services, Business Services	Completed needs assessment.				
	Funding Sources: Local Funds - 0.00						
4) Monitor capacity of all campuses post school rezoning and new enrollment/growth.		Superintendent's Leadership Team	Student enrollment data.				
	Funding Sources: Local Funds - 0.00						
<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>							

Comprehensive Support Action Steps

Goal	Strategy	Action Step	Description
1	1	1	Use frequent and systematic assessment of student performance to direct and improve instruction. Review checkpoints, summative and formative assessments to make informed decisions about instruction.
1	1	2	Provide support through specialized and supplemental reading programs.(Funding amounts differ per campus). These programs include Reading A-Z, Lexia and Rosetta Stone, MyOn, and LLI Kits (print awareness).
1	1	3	Incorporate reading and writing strategies in Social Studies instruction through collaboration, planning, instructional strategies and resources provided.
1	1	4	Use universal screeners (NWEA MAP) in K-12 in reading and math to provide targeted instruction to all students. Results determine specific needs for standard mastery. Excellence Target: EOC NWEA MAP TBD); Grades 6-8 Math, Reading, Science, and Language Usage
1	1	5	Provide targeted, data driven instruction utilizing dedicated personnel. Campus-based specialists provide instruction to help students reach mastery and enrichment of standard (TEKS).
1	1	7	Provide Math and Science specialists at each campus to support high quality math and science instruction and intervention.
1	1	9	Implement Professional Learning Communities to facilitate targeted, data-based planning to improve student achievement.
1	1	10	Provide targeted intervention modeling and tutorial support materials in content areas for students identified as at-risk. Targeted is defined as identifying the skills of difficulty and specifically reteaching to the need of the student.
1	2	1	Provide research-based professional learning on instructional strategies and teaching practices that enhance the success of special education and 504 students.
1	2	2	Provide differentiated instruction and assessment practices for our diverse learners.
1	3	2	Provide professional learning in the use and analysis of universal screeners (MAP, MPG, CPAA) to identify students for Response to Intervention.
1	3	3	Support plans for tutoring/additional instruction within and outside of the school day for students who are not making adequate progress towards passing or who are classified as "At-Risk" for dropping out as defined in State Compensatory Education (Cost varies per campus). Including AVID programming and learning strategies.

187

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-821-5-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,190.00
199-11-6118-00-821-5-24	6118 Extra Duty Stipend - Locally Defined	\$86,304.00
199-11-6119-00-821-5-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$808,108.00
199-11-6129-00-821-5-24	6129 Salaries or Wages for Support Personnel	\$4,924.00
199-11-6141-00-821-5-24	6141 Social Security/Medicare	\$11,901.00
199-11-6142-00-821-5-24	6142 Group Health and Life Insurance	\$30,725.00
199-11-6143-00-821-5-24	6143 Workers' Compensation	\$1,184.00
199-11-6144-00-821-5-24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$46,843.00
199-11-6146-00-821-5-24	6146 Teacher Retirement/TRS Care	\$26,980.00
6100 Subtotal:		\$1,020,159.00
6200 Professional and Contracted Services		
199-11-6299-00-821-5-24	6299 Miscellaneous Contracted Services	\$63,124.00
6200 Subtotal:		\$63,124.00
6300 Supplies and Services		
199-11-6329-00-821-5-24	6329 Reading Materials	\$14,588.00
199-11-6398-00-821-5-24	6398 Computer Supplies/Software - Locally Defined	\$5,090.00
199-11-6399-00-821-5-24	6399 General Supplies	\$49,513.00
6300 Subtotal:		\$69,191.00
6400 Other Operating Costs		

188

199-11-6411-00-821-5-24	6411 Employee Travel	\$60.00
6400 Subtotal:		\$60.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
B. Bush	Coordinator	Alternative Education	1.0
K. Kelson	Literacy	At Risk-Reading	1.0
K. Seldeen	Intervention	At- Risk	1.0
S. Harlow	Interventionist	Math/Science At-Risk	1.0
T. Scott	Intervention	Science/Math Intervention At-Risk	.6

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see campus-specific needs assessments.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see campus-specific improvement plans.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Magdalena Silva	Bilingual/ELL Coordinator	Title I	.3
Tanya Wierzbicki	Literacy Coach	Title I	.5
Yamile Quintero	Parent/Community Facilitator	Title I	1.0

Plan Notes

August 30, 2018

- Updates for the Comprehensive Needs Assessment
- Updates in budget and personnel
- Review of plan in preparation for the District Education Improvement Council (DEIC)

193 ARCHIVED from 2017-2018

October 4, 2017: The District Education Improvement Council met to discuss roles and responsibilities for the 2017-2018 school year. Information was shared focusing on the proposed calendar choices for the 18-19 school year. There were four choices available for DEIC member to choose from. We took two choices to the board, as well as, sending choices out to our community for inputs and votes.

November 16, 2017: The District Education Improvement Council met to discuss the Comprehensive Needs Assessment and then the CNA was created. Multiple addendums were updated. The following are pending update- Ross Roberts

- Parent Involvement Policy Final Copy
- Coordinated Health Services Plan
- Federal System Safeguards & TAPR
- DAEP Guidelines

Updated on October 26, 2017-Ross Roberts

Updated on November 3, 2017 updated addendums- Ross Roberts

Review of goals on November 27, 2017

Updated addendums on December 4, 2017 - Ross Roberts

Updated on December 5, 2017 with expenditure information in Title I, II, III-Dr. Ashley Glover

District Funding Summary

SCE-State Compensatory Ed.					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	2	Reading Programs and Resources		\$0.00
1	1	7	Instructional Personnel & Tutors		\$501,274.00
1	5	1	Personnel		\$10,000.00
Sub-Total					\$511,274.00
Budgeted Fund Source Amount					\$210,000.00
+/- Difference					\$-301,274.00
Local Funds					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	1	NWEA MAP	199-11-6200-821-99	\$93,000.00
1	1	2	Reading Programs and Resources- Targeted		\$0.00
1	1	3	Nystrom Educational Supply Supplemental		\$6,500.00
1	1	4	NWEA MAP/MPG	Repeat expenditure	\$93,000.00
1	1	4	CPAA		\$5,000.00
1	1	5	Dedicated Personnel for Intervention	199-11-61XX-00-000-900	\$229,589.00
1	1	8	Canvas Learning Management		\$25,000.00
1	1	10	SuccessEd (in part)		\$3,500.00
1	2	1	SuccessEd		\$18,000.00
1	3	1	In-district support		\$0.00
1	3	2	Professional Learning		\$2,500.00
1	4	1	Curricular Alignment: Lead4ward		\$2,000.00
1	6	2	In-house materials		\$200.00
2	1	3	Expenditure in part		\$0.00
2	1	4	Effective practice		\$0.00
2	1	5	Effective practice		\$0.00

195

2	1	6	Mentoring		\$5,000.00
3	1	1	Communication modalities		\$30,000.00
3	1	2	Effective practices		\$0.00
3	1	3	Effective practice		\$0.00
4	1	1	Effective practice		\$0.00
4	1	2	Effective practice		\$0.00
4	1	3	Effective practice		\$0.00
4	1	4	Leasor Crass		\$8,000.00
4	1	6	Multiple resources (amount pending)		\$0.00
5	1	1	Effective practice		\$0.00
5	1	2	Effective practice		\$0.00
5	1	3	Effective practice		\$0.00
6	1	1	Effective practice		\$0.00
6	1	2	Effective practice		\$0.00
6	1	3	Effective practice		\$0.00
6	1	4	Effective practice		\$0.00
Sub-Total					\$521,289.00
Budgeted Fund Source Amount					\$93,000.00
+/- Difference					\$-428,289.00
Grand Total					\$1,032,563.00

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
Board Mtg. Date 09-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	CREDIT BY EXAMINATION AUDIT PROCESS				
Presenter or Contact Person:	Dr. Ashley Glover, Executive Director for Educational Services				
Policy/Code:	EHDC (LEGAL)				
Summary:	The Credit by Examination Board Resolution will be presented.				
Financial Implications:	No financial impact at this time.				
Attachments:					
Recommendation:	The Administration recommends the approval of the Credit by Examination Audit Process Proclamation.				
Motion:	I move the Board approve the LEISD the Credit by Examination Audit Process Proclamation.				

Resolution of Board-Approved Credit-by-Examination Audit Process

Kindergarten–Grade 5

WHEREAS, 19 Texas Administrative Code 74.24(b)(1) provides that a board of trustees must approve an audit process for credit-by-examination assessments used for kindergarten–grade 5 acceleration;

- Review guidelines as set forth by the Texas Education Agency
 - Review local and state approved assessments list
 - Review assessments to ensure 100% of test questions are TEKS based and align directly with the appropriate grade level expectations per the Texas Education Agency.
 - Conduct evaluations of process and content of the examinations at the end of the 1st semester, as well as during the end of year evaluation process.
-

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of *Little Elm Independent School District* by adoption of this resolution approves an audit process by which the *Educational Services Department* will certify that District-developed credit-by-examination assessments used for kindergarten–grade 5 acceleration accurately and appropriately assess a student’s knowledge and skills of the TEKS for the relevant grade level. (Locally developed)

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of *Little Elm Independent School District* by adoption of this resolution has determined that the university’s certification and audit demonstrates that the examinations accurately and appropriately assess a student’s knowledge and skills of the TEKS for the relevant grade level. (Texas Tech or the University of Texas)

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of *Little Elm Independent School District* by adoption of this resolution has determined that the provider’s audit demonstrates that the examinations accurately and appropriately assess a student’s knowledge and skills of the TEKS for the relevant grade level. (Other Entity)

Grades 6–12

WHEREAS, 19 Texas Administrative Code 74.24(a)(4) and 74.24(c)(1)(B) authorize a board of trustees to approve of the district’s development and use of its own examinations that thoroughly test the essential knowledge and skills in the applicable grade level or subject area; and

WHEREAS, 19 Texas Administrative Code 74.24(c)(1) requires a board to approve an audit process for examinations for credit that are developed by the district;

- Review guidelines as set forth by the Texas Education Agency
- Review local and state approved assessments list
- Review assessments to ensure 100% of test questions are TEKS based and align directly with the appropriate grade level expectations per the Texas Education Agency.
- Conduct evaluations of process and content of the examinations at the end of the 1st semester, as well as during the end of year evaluation process.

NOW, THEREFORE, BE IT RESOLVED that for each District-developed examination for credit in grades 6–12, the Board of *Little Elm Independent School District* approves an audit process by which the Educational Services department will certify that District-developed credit-by-examination assessments used for grades 6–12 accurately and appropriately assess a student’s knowledge and skills of the TEKS for the relevant grade level.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

Adopted this _____ (date) day of _____ (month), _____ (year), by the Board of Trustees.

Presiding officer: _____

Secretary: _____

Board Agenda Item

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

Board Mtg. Date 09-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	FIVE (5) PROFESSIONAL FTE				
Presenter or Contact Person:	Cleota Epps, Assistant Superintendent Human Resource & Student Services				
Policy/Code:	DCA, DCB, DC, AND DCE, as appropriate.				
Summary:	Five (5) additional professional FTE to assist in lowering the student to teacher ratios and meeting campus needs.				
Financial Implications:	\$325,000				
Attachments:	None				
Recommendation:	The Administration recommends approval of five (5) additional professional FTE, as submitted.				
Motion:	I move the Board approve the five (5) additional professional FTE, as submitted.				

Board Agenda Item

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

Board Mtg. Date 09-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	ONE SPECIAL POPULATIONS PROFESSIONAL FTE				
Presenter or Contact Person:	Cleota Epps, Assistant Superintendent Human Resource & Student Services				
Policy/Code:	DCA, DCB, DC, AND DCE, as appropriate.				
Summary:	One Special Populations professional FTE to assist in lowering the student to teacher ratios and meeting campus needs.				
Financial Implications:	\$65,000 – Federally funded				
Attachments:	None				
Recommendation:	The Administration recommends approval of one (1) additional special populations professional FTE, as submitted.				
Motion:	I move the Board approve the one (1) additional special populations professional FTE, as submitted.				

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 09-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	TWO (2) NON-EXEMPT MAINTENANCE FTE				
Presenter or Contact Person:	Cleota Epps, Assistant Superintendent Human Resource & Student Services				
Policy/Code:	DCA, DCB, DC, AND DCE, as appropriate.				
Summary:	Addition of two non-exempt Maintenance FTE to meet facility maintenance needs.				
Financial Implications:	\$60,000				
Attachments:					
Recommendation:	The Administration recommends approval of the addition of two (2) Maintenance Non-Exempt Paraprofessional FTE.				
Motion:	I move the Board approve the addition of two (2) Maintenance Non-Exempt Paraprofessional FTE.				

Board Agenda Item

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

Board Mtg. Date 09-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input type="checkbox"/>	Consent Agenda <input checked="" type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	STUDENT HEALTH ADVISORY COUNCIL				
Presenter or Contact Person:	Cleota Epps Assistant Superintendent Human Resource and Student Services				
Policy/Code:	BDF (LEGAL)				
Summary:	Active SHAC members for the Board's consideration for the 2018-2019 school year. Additionally, a summary of the SHAC report and activities.				
Financial Implications:	There is no financial impact.				
Attachments:	<ol style="list-style-type: none">1. SHAC members for consideration2. Summary of SHAC report and activities for 2018-2019				
Recommendation:	The Administration recommends approval of the Little Elm ISD School Health Advisory Council (SHAC) members and report for the 2018-2019 school year, as submitted.				
Motion:	I move the Board approve the Little Elm ISD School Health Advisory Council (SHAC) members and report for the 2018-2019 school year, as submitted.				

Little Elm ISD SHAC Members 2018-2019

Gerald Muhammad	LEISD	Administration
Toni Nelson, RN	LEISD	Health Services
Officer Cliff Hollifield	Community Member	SRO LEHS
Angela Paige-Smith	Parent	
Joe Freddy Fierro	Parent	Chair
Correne Lynch-Fierro	Parent	
Cathleen Philpott	Parent/LEISD	
Sandra Howell	LEISD	Athletic Director
Wendy McCoy	LEISD	Health Services
Dr. Amber Larue	LEISD	
Brenda Wagner	Parent	
William Lundberg, RN	Community Member	
Sara Mowery	Parent	
Angela Uren	Parent	
Talia Hauser	Parent	
Katie	Parent	
Carolyn Tarver	LEISD	Child Nutrition
Pamela Cline	LEISD	Child Nutrition
Tasha Vincent	LEISD	Child Nutrition
Gabi Needham	LEISD Student	
Karsen Nelson	LEISD Student	
Sadie Adams	LEISD Student	
Elias De Leon	LEISD Student	

SHAC REPORT TO BOARD OF TRUSTEES

October

School Year 2018-2019

Joe Freddy Fierro, Chair

Toni L. Nelson, RN, Co-Chair

- SHAC met 8 times last year
- SHAC chair Joe Freddy Fierro
- Toni Nelson, RN Co-chair
- **Projects accomplished last year 2017-2018:**
 - Assisted with BACK TO SCHOOL BASH
 - Drug/Alcohol Prevention, Intervention, and Awareness
 - Lice Guidelines reviewed and updated for Health Services
 - Assisted with updating parent letter for Coordinator of Science
 - Distracted Driving Month of April – texting videos shown each Friday to LEHS
 - Local Wellness Policy
 - Reviewed and updated
 - 180 Degrees (Abstinence Program)
 - Parent night
 - 8th thru health and science classes at Lakeside Middle School & Prestwick
- Membership list given to board for approval
 - List attached (would like to have option to add more parents as they volunteer)
- **Projects/Agenda items planned for SHAC 2018-2019**
 - Update Self harm/suicide guidelines
 - Drug/Alcohol Prevention, Intervention, and Awareness

- Assist with Back to School Bash
- Update/Review Local Wellness Policy – continuous process
- 180 Degrees program
- Shattered Dreams
 - Mock car crash caused by drunk driving for Juniors only (due to student numbers)
 - Student led production, cast, script, make up, etc...
 - Juniors only - Freshman, Sophomores and Seniors will view last Shattered Dreams video
 - Student retreat

Board Agenda Item

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

	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
Board Mtg. Date 09-17-2018					
Subject:	FINANCIAL REPORTS – JULY 2018				
Presenter or Contact Person:	Grant Anderson, Associate Superintendent and Chief Financial Officer				
Policy/Code:	Board Legal Status Powers and Duties – BAA (LOCAL) Annual Operating Budget – CE (LOCAL)				
Summary:	Monthly financial reports prepared by Business Services Department				
Financial Implications:	Increase in General Fund revenues and increase in appropriate expenditure budgets				
Attachments:	1) Budget Amendments 2) Information – Miscellaneous Business Office Reports Monthly Fund Balance Comparison Statement of Unaudited Revenue and Expenditures Cash Flow Statements Bank Reconciliations Investment Report Fund Summary of Revenue and Expenditures Tax Collection Report Construction Report				
Recommendation:	The Administration recommends approval of the July 2018 Financial Reports as presented.				
Motion:	I move that the Board approve the July 2018 Financial Reports as presented.				

Little Elm Independent School District
General Fund
Budget Amendments
September 2018

	Fund	FX	Decrease	FX	Increase	Org	Incr / (Decr) Fund Bal	Reason
1	199	11	1,000	13	1,000	104		Reallocate funds to cover PE teacher travel to TAPHRED conference.
2	199	11	250	13	250	104		Reallocate funds to cover art teacher travel to TAEA conference.
3	199	00	1,150,000	00	1,150,000	000	1,150,000	Budget for payout on Tribute HOA contract.
4	199	00	494,049	11	445,646	821 999	(494,049)	Budget for 5 new instructional staff positions, substitutes to cover classrooms for teacher curriculum training and 2 new maintenance staff positions.
		00	31,597	51	80,000			
5	199	00	33,000	11	16,500	821	(33,000)	Budget for High Quality Pre-K expenditure requirements.
				13	16,500			
6	199	00	21,516	13	21,516	849	(21,516)	Budget for ESL certification exam fees.
7	199	00	6,500	41	6,500	751	(6,500)	Budget for new bank courier service.
	Total		1,737,912		1,737,912		594,935	

Pending Board
Approval

Page 1 of 2

GENERAL FUND

DEBT SERVICE FUND

		1XX		
		PROPOSED		
CONTROL		ORIGINAL	AMENDMENTS	AMENDED
CODES	REVENUES	BUDGET		BUDGET
5700	LOCAL	44,253,897	2,084,362	46,338,259
5800	STATE	22,354,908	1,000,000	23,354,908
5900	FEDERAL	1,752,000		1,752,000
		68,360,805	3,084,362	71,445,167
Expenditures				
11	Instruction	37,874,849	(1,745)	37,873,104
12	Library Services	691,244	10,000	701,244
13	Staff Development	1,441,731	56,067	1,497,798
21	Instructional Admin	1,091,155	21,300	1,112,455
23	Campus Administration	4,033,325	100,016	4,133,341
31	Guidance & Counseling	1,911,546	(1)	1,911,545
32	Attendance & Social Services	31,300		31,300
33	Health Services	556,897	9,544	566,441
34	Student Transportation	2,122,465	2,679	2,125,144
35	Food Services	111,796	20,000	131,796
36	Co-curricular Activities	2,091,596	21,492	2,113,088
41	General Administration	3,288,683	136,000	3,424,683
51	Plant Maintenance	7,017,071	481,762	7,498,833
52	Security	1,553,382	(1,000)	1,552,382
53	Data Processing	1,704,138	7,570	1,711,708
61	Community Services	42,502	10,000	52,502
71	Debt Services	1,404,700		1,404,700
81	Facilities	1,490,135	205,000	1,695,135
91	Contracted Instr Between Schools	500,000		500,000
95	Payments to JUV Justice Alt	40,000		40,000
99	Intergovernmental Charges	337,000		337,000
TOTAL EXPENDITURES		69,335,515	1,078,684	70,414,199
00	Other Resources	2,392,872	14,613	2,407,485
00	Other Uses	(2,398,872)	(14,613)	(2,413,485)
FUND BALANCE 08/31/17		27,786,140	-	27,786,140
EST FUND BALANCE		26,805,430	2,005,678	28,811,108

511		
ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
13,740,450		13,740,450
-		-
-		-
13,740,450	-	13,740,450
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
15,068,194		15,068,194
-		-
-		-
-		-
-		-
15,068,194	-	15,068,194
1,079,439		1,079,439
-		-
4,472,752		4,472,752
4,224,447	-	4,224,447

FOOD SERVICE FUND				CHILD CARE			
		240			720		
CONTROL CODES	REVENUES	ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET	ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
5700	LOCAL	1,548,000		1,548,000	617,385		617,385
5800	STATE	19,000		19,000	-		-
5900	FEDERAL	2,157,775		2,157,775	-		-
		3,724,775	-	3,724,775	617,385	-	617,385
Expenditures							
11	Instruction	-		-	-		-
12	Library Services	-		-	-		-
13	Staff Development	-		-	-		-
21	Instructional Admin	-		-	-		-
23	Campus Administration	-		-	-		-
31	Guidance & Counseling	-		-	-		-
32	Attendance & Social Services	-		-	-		-
33	Health Services	-		-	-		-
34	Student Transportation	-		-	-		-
35	Food Services	3,896,861		3,896,861	-		-
36	Co-curricular Activities	-		-	-		-
41	General Administration	-		-	-		-
51	Plant Maintenance	-		-	-		-
52	Security	-		-	-		-
53	Data Processing	-		-	-		-
61	Community Services	-		-	621,525		621,525
71	Debt Services	-		-	-		-
81	Facilities	-		-	-		-
91	Contracted Instr Between Schools	-		-	-		-
95	Payments to JUV Justice Alt	-		-	-		-
99	Intergovernmental Charges	-		-	-		-
	TOTAL EXPENDITURES	3,896,861	-	3,896,861	621,525	-	621,525
FUND BALANCE 08/31/17		1,228,808		1,228,808	84,017		84,017
EST FUND BALANCE		1,056,722	-	1,056,722	79,877	-	79,877

Little Elm Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual
As of July 31, 2018

GENERAL FUND
Fund 1XX

CONTROL CODES	REVENUES	2017-2018 Approved Budget	PERIOD RECEIPTS/ EXPENDITURES	Y-T-D RECEIVED/ ENC + EXP	VARIANCE FAVORABLE (UNFAVORABLE)	PERCENT TO TOTAL	PERCENT OF YEAR ELAPSED
5700	LOCAL	46,338,259.00	206,579.49	46,328,497.82	(9,761.18)	99.98%	92%
5800	STATE	23,354,908.00	2,873,215.00	19,200,321.77	(4,154,586.23)	82.21%	92%
5900	FEDERAL	1,752,000.00	266,564.53	2,074,170.31	322,170.31	118.39%	92%
TOTAL REVENUES		71,445,167.00	3,346,359.02	67,602,989.90	(3,842,177.10)	94.62%	92%
EXPENDITURES							
0011	Instruction	37,873,104.00	536,920.95	32,561,866.78	5,311,237.22	85.98%	92%
0012	Library Services	701,244.00	7,818.41	593,561.05	107,682.95	84.64%	92%
0013	Curriculum & Staff Development	1,497,798.00	119,600.14	1,275,504.09	222,293.91	85.16%	92%
0021	Instructional Leadership	1,112,455.00	69,165.12	908,287.16	204,167.84	81.65%	92%
0023	School Leadership	4,133,341.00	329,256.66	3,684,034.67	449,306.33	89.13%	92%
0031	Guidance & Counseling	1,911,545.00	132,891.78	1,643,478.29	268,066.71	85.98%	92%
0032	Social Work Services	31,300.00	-	30,300.00	1,000.00	96.81%	92%
0033	Health Services	566,441.00	3,789.74	478,995.26	87,445.74	84.56%	92%
0034	Student Transportation	2,125,144.00	229,036.19	1,677,156.69	447,987.31	78.92%	92%
0035	Food Services	131,796.00	8,830.50	98,816.32	32,979.68	74.98%	92%
0036	Co-curricular Activities	2,113,088.00	97,399.17	1,814,681.67	298,406.33	85.88%	92%
0041	General Administration	3,424,683.00	214,408.50	2,940,448.80	484,234.20	85.86%	92%
0051	Plant Maintenance	7,498,833.00	442,113.01	5,787,022.98	1,711,810.02	77.17%	92%
0052	Security & Monitoring	1,552,382.00	98,353.02	1,107,077.90	445,304.10	71.31%	92%
0053	Data Processing	1,711,708.00	89,600.05	1,501,818.52	209,889.48	87.74%	92%
0061	Community Service	52,502.00	3,121.90	30,995.75	21,506.25	59.04%	92%
0071	Debt Services	1,404,700.00	-	1,130,397.32	274,302.68	80.47%	92%
0081	Facility Acquisition	1,695,135.00	48,404.97	1,364,015.68	331,119.32	80.47%	92%
0091	Contracted Instr Between Schools	500,000.00	-	418,621.00	81,379.00	83.72%	92%
0095	Pmt to Juvenile Justice	40,000.00	-	20,470.00	19,530.00	51.18%	92%
0099	Intergovernmental Charges	337,000.00	-	331,033.05	5,966.95	98.23%	92%
TOTAL EXPENDITURES		70,414,199.00	2,430,710.11	59,398,582.98	11,015,616.02	84.36%	92%
OPERATING TRANSFERS							
7910	Other Resources	2,407,485.00	-	2,425,486.28			
8910	Other Uses	(2,413,485.00)	(436,300.00)	(1,576,377.05)			
TOTAL OPERATING TRANSFERS		(6,000.00)	(436,300.00)	849,109.23			
0100	Fund Balance 08/31/17	27,786,140.00	-	27,786,140.00			
3000	Year to Date Fund Bal. (unaudited)	28,811,108.00		36,839,656.15			

**Little Elm Independent School District
General Operating Cash Flow Statement
FY 2017-2018**

	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	July Actual	August Actual	TOTAL
<i>Beginning Cash Balance in Bank</i>	22,788,523.18	22,717,642.52	21,046,012.77	21,327,187.11	38,740,832.60	48,332,474.41	47,448,059.37	43,601,693.84	40,589,768.58	37,133,697.75	32,953,221.66	-	22,788,523.18
RECEIPTS													
Tax Collections	81,358.76	300,467.91	2,260,505.84	22,080,109.89	14,472,131.40	4,384,067.20	642,280.73	225,729.94	161,964.13	199,484.09	124,130.35	-	44,932,230.24
Interest	5,526.28	5,735.36	5,412.59	7,958.66	14,613.30	14,230.61	14,237.57	12,416.92	11,839.06	10,277.72	16,810.62	-	119,058.69
Other Local Revenue	379,193.84	250,231.28	442,079.08	155,986.17	158,642.69	136,935.84	252,595.36	181,917.40	617,286.32	110,973.18	44,655.36	-	2,730,496.52
State Revenue - Available School	-	241,945.00	137,042.00	141,285.00	50,294.00	50,294.00	139,894.00	110,538.00	162,990.00	145,459.00	153,181.00	-	1,332,922.00
State Revenue - Foundation	6,692,464.00	3,483,207.00	1,829,768.00	-	-	-	-	1,470,826.00	954,981.00	1,914,013.00	2,488,712.00	-	18,833,971.00
State Revenue - Debt Service	-	-	-	333,355.00	-	-	-	-	-	-	-	-	333,355.00
State Revenue - Misc	-	235,064.39	7,220.72	174,742.45	5,415.00	-	-	-	-	64,197.42	64,000.00	-	550,639.98
MAC Receipts/SHARS	20,154.39	11,591.23	1,049,216.41	41,060.70	10,612.83	27,891.65	38,960.93	20,503.44	31,765.50	28,829.56	5,615.32	-	1,286,201.96
Federal Program Revenue	81,994.67	193,035.28	107,917.14	473,441.19	62,551.42	505,891.46	163,056.84	155,857.72	166,085.27	-	421,071.70	-	2,330,902.69
Federal Program Revenue 240	128,948.52	221,206.79	220,606.41	195,380.77	148,393.02	193,315.67	216,344.01	195,236.52	233,128.58	187,765.15	10,449.95	-	1,950,775.39
Lunch Revenue - local 240	159,841.51	189,172.62	170,337.67	131,385.47	145,982.90	174,383.23	150,575.25	174,979.94	136,516.68	4,223.76	3,782.60	-	1,441,181.63
Payroll Deposits	1,720.55	1,370.02	1,454.40	1,059.02	1,574.30	351.00	-	351.00	2,638.30	1,216.74	3,558.07	-	15,293.40
Proceeds Land Sale	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers from Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers from Investment Acct	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	7,551,202.52	5,133,026.88	6,231,560.26	23,735,764.32	15,070,210.86	5,487,360.66	1,617,944.69	2,548,356.88	2,479,194.84	2,666,439.62	3,335,966.97	-	75,857,028.50
DISBURSEMENTS													
Payroll Checks	2,821,783.56	2,849,141.91	2,904,159.19	2,904,602.07	2,833,954.14	2,935,110.79	2,958,353.22	2,892,070.39	2,978,622.35	2,909,709.88	2,940,595.83	-	31,928,103.33
Accounts Payable Checks	4,028,994.10	2,735,224.27	1,820,209.09	1,855,056.76	1,442,631.02	2,289,169.19	1,355,918.24	1,520,303.70	1,802,847.77	2,779,549.73	2,423,575.63	-	24,053,479.50
TRS Deposit	352,183.88	803,357.51	805,528.32	807,024.40	795,355.20	794,239.39	795,224.56	796,607.06	790,089.31	803,009.58	793,927.00	-	8,336,546.21
IRS Deposit	418,682.14	416,259.44	420,446.32	421,929.60	406,628.69	353,184.08	353,934.20	350,908.49	362,561.92	354,426.51	369,665.18	-	4,228,626.57
Bank Charges/ NSF's/Bk Trans	439.50	673.50	43.00	151.00	-	72.25	880.00	392.50	1,144.32	220.01	-	-	4,016.08
Total Expenditures	7,622,083.18	6,804,656.63	5,950,385.92	5,988,763.83	5,478,569.05	6,371,775.70	5,464,310.22	5,560,282.14	5,935,265.67	6,846,915.71	6,527,763.64	-	68,550,771.69
Cash to TEA	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash transferred to Debt Service	-	-	-	333,355.00	-	-	-	-	-	-	-	-	333,355.00
Transfers to Investment Accounts	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures & Transfers	7,622,083.18	6,804,656.63	5,950,385.92	6,322,118.83	5,478,569.05	6,371,775.70	5,464,310.22	5,560,282.14	5,935,265.67	6,846,915.71	6,527,763.64	-	68,884,126.69
Net Change in Cash	(70,880.66)	(1,671,629.75)	281,174.34	17,413,645.49	9,591,641.81	(884,415.04)	(3,846,365.53)	(3,011,925.26)	(3,456,070.83)	(4,180,476.09)	(3,191,796.67)	-	6,972,901.81
Ending Cash Balance in bank	22,717,642.52	21,046,012.77	21,327,187.11	38,740,832.60	48,332,474.41	47,448,059.37	43,601,693.84	40,589,768.58	37,133,697.75	32,953,221.66	29,761,424.99	-	29,761,424.99
Beginning Cash Balance Lone Star	12,337,496.71	12,349,989.72	12,363,094.58	12,375,893.39	12,390,414.05	12,406,370.57	12,421,266.95	12,439,104.24	12,458,759.78	12,479,977.43	62,509,474.63	-	12,337,496.71
Beginning Cash Balance TexStar	1,392,470.63	1,393,659.03	1,394,899.74	1,396,125.93	1,397,520.65	1,399,051.78	1,400,502.62	1,402,286.21	1,404,165.35	1,406,223.54	51,416,298.71	-	1,392,470.63
Beginning Cash Balance Texas Class	10,460,446.69	8,464,147.86	7,033,248.30	6,033,800.53	5,731,599.48	5,739,158.89	5,536,688.93	5,419,292.83	5,427,961.85	155,505,031.27	54,929,114.41	-	10,460,446.69
Interest Earned Lone Star	12,493.01	13,104.86	12,798.81	14,520.66	15,956.52	14,896.38	17,837.29	19,655.54	21,217.65	29,497.20	104,049.01	-	276,026.93
Interest Earned TexStar	1,188.40	1,240.71	1,226.19	1,394.72	1,531.13	1,450.84	1,783.59	1,879.14	2,058.19	10,075.17	82,816.04	-	106,644.12
Interest Earned TexasClass	9,604.32	7,621.79	7,429.49	6,935.60	7,559.41	7,069.17	8,086.55	8,669.02	133,392.37	223,057.54	93,327.83	-	512,753.09
Transfers out	(2,005,903.15)	(1,438,521.35)	(1,006,877.26)	(309,136.65)	-	(209,539.13)	(125,482.65)	-	(56,322.95)	(798,974.40)	-	-	(5,950,757.54)
Transfers in	-	-	-	-	-	-	-	-	150,000,000.00	-	-	-	150,000,000.00
Ending Cash Balance Invested	22,207,796.61	20,791,242.62	19,805,819.85	19,519,534.18	19,544,581.24	19,358,458.50	19,260,683.28	19,290,886.98	169,391,232.24	168,854,887.75	169,135,080.63	-	169,135,080.63
TOTAL CASH AVAILABLE	44,925,439.13	41,837,255.39	41,133,006.96	58,260,366.78	67,877,055.65	66,806,517.87	62,862,377.12	59,880,655.56	206,524,929.99	201,808,109.41	198,896,505.62	-	198,896,505.62

**Little Elm Independent School District
Debt Service Cash Flow Statement
FY 2017-2018**

	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	July Actual	August Actual	TOTAL
<i>Beginning Cash Balance in Bank</i>	115,183.17	142,249.48	235,236.77	962,912.49	6,320,557.21	1,396,285.52	293,302.34	506,536.13	578,033.50	653,344.61	726,637.31	-	115,183.17
RECEIPTS													
Tax Collections	27,023.52	92,927.35	727,469.89	7,023,262.41	4,575,122.99	1,396,608.53	213,096.13	71,314.64	51,553.89	73,057.82	40,464.99	-	14,291,902.16
Interest	42.79	59.94	205.83	1,027.31	605.32	408.29	137.66	182.73	212.64	234.88	466.78	-	3,584.17
Bond Issuance	-	-	-	-	-	-	-	-	23,544.58	-	-	-	23,544.58
Transfer from General Operating	-	-	-	333,355.00	-	-	-	-	-	-	-	-	333,355.00
Transfers from Investment Acct	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	27,066.31	92,987.29	727,675.72	7,357,644.72	4,575,728.31	1,397,016.82	213,233.79	71,497.37	75,311.11	73,292.70	40,931.77	-	14,652,385.91
DISBURSEMENTS													
Bank Charges/ NSF's/Bk Trans	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to Investment Accounts	-	-	-	2,000,000.00	9,500,000.00	2,500,000.00	-	-	-	-	-	-	14,000,000.00
Transfer to General Operating	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures & Transfers	-	-	-	2,000,000.00	9,500,000.00	2,500,000.00	-	-	-	-	-	-	14,000,000.00
Net Change in Cash	27,066.31	92,987.29	727,675.72	5,357,644.72	(4,924,271.69)	(1,102,983.18)	213,233.79	71,497.37	75,311.11	73,292.70	40,931.77	-	652,385.91
Ending Cash Balance in bank	142,249.48	235,236.77	962,912.49	6,320,557.21	1,396,285.52	293,302.34	506,536.13	578,033.50	653,344.61	726,637.31	767,569.08	-	767,569.08
Beginning Cash Balance TexPool	4,347,391.34	4,351,018.70	4,354,831.48	4,358,591.91	6,363,844.45	15,879,556.46	15,665,088.97	15,685,252.75	15,706,787.99	15,729,677.46	15,753,091.23	-	4,347,391.34
Interest Earned TexPool	3,627.36	3,812.78	3,760.43	5,252.54	15,712.01	16,148.15	20,163.78	21,535.24	22,889.47	23,413.77	25,281.66	-	161,597.19
Transfers in	-	-	-	2,000,000.00	9,500,000.00	2,500,000.00	-	-	-	-	-	-	14,000,000.00
Transfers out	-	-	-	-	-	(2,730,615.64)	-	-	-	-	-	-	(2,730,615.64)
Ending Cash Balance Invested	4,351,018.70	4,354,831.48	4,358,591.91	6,363,844.45	15,879,556.46	15,665,088.97	15,685,252.75	15,706,787.99	15,729,677.46	15,753,091.23	15,778,372.89	-	15,778,372.89
TOTAL CASH AVAILABLE	4,493,268.18	4,590,068.25	5,321,504.40	12,684,401.66	17,275,841.98	15,958,391.31	16,191,788.88	16,284,821.49	16,383,022.07	16,479,728.54	16,545,941.97	-	16,545,941.97

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
Cash and Investments Reconciliation
as of July 31, 2018

Operating Fund:

Balance per bank	29,761,424.99
Add: Texas Class/MBIA	55,022,442.24
Lone Star	62,613,523.64
TexStar	51,499,114.75
Add: Deposits in Transit	1,572.07
Taxes in Transit	42,306.95
Less: Outstanding Checks/Wires	(290,838.31)
Balance per Books	198,649,546.33

Interest & Sinking Fund:

Balance per bank	767,569.08
Add: Texpool	15,778,372.89
Add: Taxes in Transit	13,382.85
Less: Outstanding Checks	-
Balance per Books	16,559,324.82

Total Balance per Books	215,208,871.15
--------------------------------	-----------------------

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: July 31, 2018

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	Lone Star Corporate Overnight		Investment Pool	12,501,571.70	100.0000%	100.0000%	0.0000%	12,501,571.70				
			Investment	-				12,501,571.70				
			Withdrawal	-				12,501,571.70				-
07/31/18			Interest	23,017.54			2.1700%	12,524,589.24			23,017.54	
				12,524,589.24				12,524,589.24			23,017.54	-

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	TexSTAR		Investment Pool	1,408,338.81	100.0000%	100.0000%	0.0000%	1,408,338.81				
			Investment	-				1,408,338.81				
			Withdrawal	-				1,408,338.81				-
07/31/18			Interest	2,268.31			1.8965%	1,410,607.12			2,268.31	
				1,410,607.12				1,410,607.12			2,268.31	-

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: July 31, 2018

Capital Projects Fund 651

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	Lone Star Government Overnight		Investment Pool Investment	50,007,902.93	100.0000%	100.0000%	0.0000%	50,007,902.93				
			Withdrawal	-				50,007,902.93				
07/31/18			Interest	81,031.47			1.9100%	50,088,934.40			81,031.47	-
				<u>50,088,934.40</u>				<u>50,088,934.40</u>			<u>81,031.47</u>	<u>-</u>

Capital Projects Fund 651

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	TexSTAR		Investment Pool Investment	50,007,959.90	100.0000%	100.0000%	0.0000%	50,007,959.90				
			Withdrawal	-				50,007,959.90				
07/31/18			Interest	80,547.73			1.8965%	50,088,507.63			80,547.73	-
				<u>50,088,507.63</u>				<u>50,088,507.63</u>			<u>80,547.73</u>	<u>-</u>

Capital Projects Fund 647

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	Texas CLASS		Investment Pool Investment	4,590,831.63	100.0000%	100.0000%	0.0000%	4,590,831.63				
			Withdrawal	-				4,590,831.63				
07/31/18			Interest	8,701.98			2.2400%	4,599,533.61			8,701.98	-
				<u>4,599,533.61</u>				<u>4,599,533.61</u>			<u>8,701.98</u>	<u>-</u>

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: July 31, 2018

Capital Projects Fund 651

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	Texas CLASS Gov't		Investment Pool	50,338,282.78	100.0000%	100.0000%	0.0000%	50,338,282.78				
			Investment	-				50,338,282.78				
			Withdrawal	-				50,338,282.78				-
07/31/18			Interest	84,625.85			1.9800%	50,422,908.63			84,625.85	
				50,422,908.63				50,422,908.63			84,625.85	-

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: July 31, 2018

Debt Service Fund 511

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
07/01/18	TexPool		Investment Pool	15,753,091.23	100.0000%	100.0000%	0.0000%	15,753,091.23				
			Investment	-				15,753,091.23				
			Withdrawal	-				15,753,091.23				-
07/31/18			Interest	25,281.66			1.8896%	15,778,372.89			25,281.66	
				15,778,372.89				15,778,372.89			25,281.66	-

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 07/31/18
Accounting Period: 07

219

	Fund: 1XX %		Fund: 211 %		Fund: 224 %		Fund: 225 %	
	General Operating		Title I-A Improving Basic		IDEA-B Formula (Spec Ed)		IDEA-B Pre-School (Spec Ed)	
Revenue Budget	73,852,652.00	100.00%	541,303.00	100.00%	927,304.00	100.00%	9,206.00	100.00%
Period Receipts	3,346,359.02		115,555.71		191,798.72		135.68	
Revenue Received to Date	70,028,476.18	94.82%	453,396.07	83.76%	790,015.26	85.19%	2,904.42	31.55%
Revenues Receivable:	3,824,175.82	5.18%	87,906.93	16.24%	137,288.74	14.81%	6,301.58	68.45%
Expenditure Budget	72,827,684.00	100.00%	541,303.00	100.00%	927,304.00	100.00%	9,206.00	100.00%
Period Expenditures	2,867,010.11		22,375.51		6,167.42		1,757.82	
Exp./Encumbrances to Date	60,974,960.03	83.72%	477,367.39	88.19%	800,383.47	86.31%	4,860.90	52.80%
Balance to Expend:	11,852,723.97	16.28%	63,935.61	11.81%	126,920.53	13.69%	4,345.10	47.20%
Actual Revenue Over (Under) Actual Expenditures & Encumbrances:	9,053,516.15		(23,971.32)		(10,368.21)		(1,956.48)	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 07/31/18
Accounting Period: 07

	Fund: 244	%	Fund: 255	%	Fund: 263	%	Fund 289	%
	Voc Ed Basic Grant		Title II TPTR		Title III, Part A LEP/Immigrant		Title IV, Part A Subpart 1	
Revenue Budget	44,717.00	100.00%	128,662.00	100.00%	166,630.00	100.00%	12,877.00	100.00%
Period Receipts	7,338.27		30,154.29		64,295.38		11,793.65	
Revenue Received to Date	32,658.23	73.03%	88,921.62	69.11%	139,667.35	83.82%	11,793.65	
Revenues Receivable:	12,058.77	26.97%	39,740.38	30.89%	26,962.65	16.18%	1,083.35	
Expenditure Budget	44,717.00	100.00%	128,662.00	100.00%	166,630.00	100.00%	12,480.00	100.00%
Period Expenditures	4,483.00		5,782.48		7,961.08		-	
Exp./Encumbrances to Date	44,355.96	99.19%	106,429.76	82.72%	155,721.90	93.45%	11,793.65	94.50%
Balance to Expend:	361.04	0.81%	22,232.24	17.28%	10,908.10	6.55%	686.35	
Actual Revenue Over (Under) Actual Expenditures:	(11,697.73)		(17,508.14)		(16,054.55)		-	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 07/31/18
Accounting Period: 07

221

	Fund 289-02 %		Fund 410 %		Fund: 429 %		Fund: 240 %	
	LEP Summer School		Instructional Materials		State Special Revenue		Food Service	
Revenue Budget	9,497.00	100.00%	547,623.00	100.00%	-	100.00%	3,724,775.00	100.00%
Period Receipts	-		64,000.00		-		34,976.59	
Revenue Received to Date	9,497.00	100.00%	547,624.23	100.00%	-	#DIV/0!	3,496,966.74	93.88%
Revenues Receivable:	-		-	0.00%	-	#DIV/0!	227,808.26	6.12%
Expenditure Budget	9,497.00	100.00%	559,243.00	100.00%	-	100.00%	3,896,861.00	100.00%
Period Expenditures	9,497.00		-		-		64,114.56	
Exp./Encumbrances to Date	9,497.00	100.00%	447,185.04	79.96%	-	#DIV/0!	3,270,109.38	83.92%
Balance to Expend:	-		112,057.96	20.04%	-	#DIV/0!	626,751.62	16.08%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	-		100,439.19		-		226,857.36	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 07/31/18
Accounting Period: 07

	Fund: 511		Fund: 647		Fund: 720	
	%		%		%	
	Debt Service		2016 Bonds		Child Care	
Revenue Budget	14,819,889.00	100.00%	32,108,748.00	100.00%	617,385.00	100.00%
Period Receipts	81,072.72		8,701.98		49,308.54	
Revenue Received to Date	15,876,086.45	107.13%	28,308,383.11	88.16%	565,613.29	91.61%
Revenues Receivable:	-	0.00%	3,800,364.89	11.84%	51,771.71	8.39%
Expenditure Budget	15,068,194.00	100.00%	32,108,748.00	100.00%	621,525.00	100.00%
Period Expenditures	9,950.00		48,627.65		50,958.91	
Exp./Encumbrances to Date	3,808,519.16	25.28%	30,945,062.11	96.38%	571,577.99	91.96%
Balance to Expend:	11,259,674.84	74.72%	1,163,685.89	3.62%	49,947.01	8.04%
Actual Revenue Over (Under) Actual Expenditures & Encumbrances:	12,067,567.29		(2,636,679.00)		(5,964.70)	

222

Denton County
Monthly Collection Status Report
July 2018

Little Elm ISD

	Collections Month of July	Cumulative Total 10/1/17 thru 07/31/18	% of Tax Levy
Current Tax Year Collections			
Base M&O	139,596.60	43,910,232.24	99.49%
Base I&S	44,145.73	13,886,144.09	
Base I&S Bond	-	-	
P&I M&O	11,848.41	106,898.81	
P&I I&S	3,665.20	31,118.88	
P&I I&S Bond	-	-	
Attorney Fee	16,460.15	28,402.71	
Subtotal	<u>215,716.09</u>	<u>57,962,796.73</u>	99.77%
Delinquent TaxYears Collections			
Base M&O	12,359.15	711,824.86	
Base I&S	4,665.89	287,175.30	
Base I&S Bond	-	-	
P&I M&O	7,302.01	168,105.11	
P&I I&S	2,847.46	70,946.08	
P&I I&S Bond	-	-	
Attorney Fee	5,467.01	43,320.01	
Other*	-	-	
Subtotal	<u>32,641.52</u>	<u>1,281,371.36</u>	
Combined Current & Delinquent:			
Base M&O	151,955.75	44,622,057.10	
Base I&S	48,811.62	14,173,319.39	
Base I&S Bond	-	-	
P&I M&O	19,150.42	275,003.92	
P&I I&S	6,512.66	102,064.96	
Attorney Fee	21,927.16	71,722.72	
Other*	-	-	
Total Collections	<u><u>248,357.61</u></u>	<u><u>59,244,168.09</u></u>	
Original 2017 Tax Levy		<u><u>57,783,729.13</u></u>	
Current 2017 Tax Levy		<u><u>58,094,372.53</u></u>	

Denton County
Cumulative Comparative Collection Status Report
July 2018

Little Elm ISD

	Tax Year 2017 Collections thru July 2018	% of Tax Levy	Tax Year 2016 Collections thru July 2017	% of Tax Levy
Current Tax Year Collections				
Base M&O + I&S	57,796,376.33	99.49%	48,722,786.14	99.11%
P&I M&O + I&S	138,017.69		128,032.23	
Attorney Fee	28,402.71		14,571.26	
Subtotal	<u>57,962,796.73</u>	99.77%	<u>48,865,389.63</u>	99.40%
Delinquent Tax Years Collections				
Base M&O + I&S	999,000.16		240,892.57	
P&I M&O + I&S	239,051.19		66,432.32	
Attorney Fee	43,320.01		29,660.80	
Subtotal	<u>1,281,371.36</u>		<u>336,985.69</u>	
Combined Current & Delinquent:				
Base M&O + I&S	58,795,376.49		48,963,678.71	
P&I M&O + I&S	377,068.88		194,464.55	
Attorney Fee	71,722.72		44,232.06	
Other	-		-	
Total Collections	<u><u>59,244,168.09</u></u>		<u><u>49,202,375.32</u></u>	
Adjusted 2016 Tax Levy			<u><u>49,161,550.52</u></u>	
Original 2017 Tax Levy	<u><u>57,783,729.13</u></u>			
Current 2017 Tax Levy	<u><u>58,094,372.53</u></u>			

Denton County
Levy Outstanding Status Report
July 2018

Little Elm ISD

	Current Tax Year	Delinquent Tax Years
Current Month:		
Tax Levy Remaining as of 07/01/18	490,553.50	495,164.05
Base M&O + I&S Collections	183,742.33	17,025.04
Supplement/Adjustments	-	-
	<hr/>	<hr/>
Remaining Levy as of 07/31/18	<u>306,811.17</u>	<u>478,139.01</u>
Cumulative (From 10/01/17 thru 07/31/18)		
Original 2017 Tax Levy (as of 10-1-17)	57,783,729.13	1,083,146.27
Base M&O + I&S Collections	57,796,376.33	999,000.16
Supplement/Adjustments	319,458.37	393,992.90
	<hr/>	<hr/>
Remaining Levy as of 07/31/18	<u>306,811.17</u>	<u>478,139.01</u>

Renovations / Maintenance Projects FY 17-18

Original Budget FY 17-18	582,900.00
Rollforward Balances FY 16-17 Dec 2017	471,615.00
Transfer to Zellars Portable FY 16-17 Project	(6,155.00)
Transfer to Furniture & Equipment Fund 196 Jan 2018 PA Systems	(46,211.00)
Rollforward PY Balances Feb 2018	105,628.27
Board Approved May 2018	57,335.00
Board Approved June 2018	241,857.00
Transfer from General Fund 199 June 2018	20,100.00
Transfer from General Fund 199 July 2018	76,292.00
Board Approved July 2018	500,000.00
	2,003,361.27

As of 08-29-18

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
Athletics						
	Athletic Complex Marquee	Daktronics	Marquee	57,335.00		57,335.00
	Stadium Sidewalk Replacement	CBS Roofing Services	Sidewalk Replacement		38,295.00	38,295.00
						95,630.00
Brent						
	Brent Sidewalk	Sergio Rodriguez	New sidewalks for walkers	7,500.00	-	7,500.00
	Brent HVAC	Air Check Test	HVAC unit	10,349.00	-	10,349.00
						17,849.00
Chavez						
				-	-	-
						-
Hackberry						
				-	-	-
						-
High School						
226	LEHS HVAC	Air Check Test	Main IDF HVAC Replacement Unit 1.5 ton	8,497.00		8,497.00
	LEHS Roof	CBS Roofing Services	Roof Repairs	28,980.00		28,980.00
	LEHS Greenhouse	SFCC, Inc.	Construction of Greenhouse		214,857.00	214,857.00
	LEHS Greenhouse	Corgan Associates, Inc.	Construction of Greenhouse	20,250.00	7,450.00	27,700.00
	LEHS Gym Graphics	SFCC, Inc.	Gym Wall Painted Phrase		10,295.00	10,295.00
	LEHS Gym Graphics	SFCC, Inc.	Graphics		5,800.00	5,800.00
	LEHS Sidewalk Replacement	CBS Roofing Services	Sidewalk Replacement		18,784.00	18,784.00
						314,913.00
Lakeside						
	Lakeside Renovation	SFCC, Inc.	Various site renovations	41,465.00	-	41,465.00
	Lakeside Renovation	Corgan Associates, Inc.	Various site renovations	4,500.00	500.00	5,000.00
						46,465.00
Lakeview						
	Lakeview Flooring	One Source Commercial Flooring	Carpet		19,054.22	19,054.22
	Lakeview Sidewalk Replacement	CBS Roofing Services	Sidewalk Replacement		13,027.00	13,027.00
						32,081.22
Maintenance						
	Facilities Sidewalk Repairs	Precision Concrete Cutting	Repair sidewalks at various sites	84,811.25		84,811.25
	Elementary Sod Replacement	Haven Landscaping & Irrigation	Sod replacement at elementary campuses	-	20,100.00	20,100.00
	Power Wash Elementary Campuses	Timothy J Gonzales	Power wash elementary campuses	27,926.03	21,670.90	49,596.93
						154,508.18
Oak Point						
	Oak Point Portable	Ramtech Building Systems, Inc.	Portable		172,330.00	172,330.00
	Oak Point Portable	Corgan Associates, Inc.	Architectural services	6,500.00		6,500.00

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Oak Point Portable	Office Depot, Inc.	Furniture	52,220.20		52,220.20
	Oak Point Portable	SFCC, Inc.	Proposal for work on sidewalk and ramp		11,450.00	11,450.00
	Oak Point Portable	C&R Services	Access controls	3,979.75		3,979.75
	Oak Point Portable	American Fire Systems, Inc.	Fire alarm install		3,625.00	3,625.00
	Oak Point Portable	C & G Electric	Electrical work	28,518.00		28,518.00
	Oak Point Portable	City of Oak Point	City permit	1,733.03	3,266.97	5,000.00
	Oak Point Portable	Ramtech Building Systems, Inc.	Ramp assembly		10,600.00	10,600.00
	Oak Point Portable	Southwest Networks, Inc.	Fiber and data drops		7,056.06	7,056.06
	Oak Point Portable	Quality Installations, Inc.	PA system	2,400.00		2,400.00
	Oak Point Portable	Netsync Network Solutions	AP licenses		576.80	576.80
	Oak Point Portable	Delcom Group LP	Audio visual	9,514.04		9,514.04
	Oak Point Portable	Insight Public Sector, Inc.	Phones		319.96	319.96
	Oak Point Portable	CDW Government, Inc.	Network switch, access points	4,585.83	1,927.54	6,513.37
	Oak Point Sidewalk Replacement	CBS Roofing Services	Sidewalk Replacement		75,077.00	75,077.00
						395,680.18

Powell						
	Powell Flooring	One Source Commercial Floors	Carpet in 200 & 300 hallways	17,289.97	-	17,289.97
	Powell Signage	Mister Sign Man	Signage on Building		4,037.50	4,037.50
						21,327.47

Prestwick						
227	Prestwick Concrete Work	Sergio Rodriguez	Concrete repairs	79,113.50		79,113.50
	Prestwick Concrete Work	Haven Landscaping & Irrigation	Concrete repairs	4,110.00		4,110.00
	Prestwick Concrete Work	Precision Concrete Cutting	Concrete repairs	8,555.00	-	8,555.00
	Prestwick Portable	Ramtech Building Systems, Inc.	Portable		182,930.00	182,930.00
	Prestwick Portable	Corgan Associates, Inc.	Architectural services	6,975.00		6,975.00
	Prestwick Portable	SFCC, Inc.	Proposal for work on sidewalks	7,800.00		7,800.00
	Prestwick Portable	SFCC, Inc.	Grading and sewer work	15,638.94		15,638.94
	Prestwick Portable	American Fire Systems, Inc.	Fire alarm install		3,625.00	3,625.00
	Prestwick Portable	C & G Electric	Electrical work	11,860.00		11,860.00
	Prestwick Portable	Office Depot, Inc.	Furniture	52,220.08		52,220.08
	Prestwick Portable	Southwest Networks, Inc.	Fiber and data drops		7,390.71	7,390.71
	Prestwick Portable	Communication Concepts	PA system	7,073.25		7,073.25
	Prestwick Portable	Netsync Network Solutions	AP licenses		576.80	576.80
	Prestwick Portable	Delcom Group LP	Audio visual	9,514.04		9,514.04
	Prestwick Portable	Insight Public Sector, Inc.	Phones		319.96	319.96
	Prestwick Portable	CDW Government, Inc.	Network switch, access points	4,009.03	2,504.34	6,513.37
	Prestwick Portable	C&R Services	Access controls	3,979.75		3,979.75
	Prestwick Outdoor Classroom	Kaplan Early Learning Company	Equipment outdoor classroom	722.38	2,375.47	3,097.85
						411,293.25

Zellars						
	Zellars Operations Office	SFCC, Inc.	Operations office renovations	23,975.00	-	23,975.00
	Zellars Breakroom	Southwest Networks, Inc.	Data drop/cabling for breakroom	2,061.00	-	2,061.00
	Zellars Breakroom/Operations Office	Corgan Associates, Inc.	Drawings for renovations	2,072.50	-	2,072.50
	Zellars HR Office	SFCC, Inc.	Human Resources office renovations	16,100.00	-	16,100.00
	Zellars HR Office	Corgan Associates, Inc.	Architectural services	1,327.50		1,327.50
						45,536.00

Other						
	Land Purchase and Improvements	Todd Property Advisors, Inc.	Land Appraisal	7,500.00	-	7,500.00
						7,500.00

	Total			682,961.07	859,822.23	1,542,783.30

Balance 460,577.97

Furniture and Equipment Purchases FY 17-18

Rollforward Vehicle Repair Balance PY Dec 2017	136,678.00
TASB Risk Insurance Proceeds PY Dec 2017	59,989.00
Transfer from Renovation Fund 197 Jan 2018	46,211.00
TASB Risk Insurance Proceeds CY Jan 2018	5,328.00
Rollforward PY Balances Feb 2018	100,953.60
Office Depot Rebate Mar 2018	43,030.00
TASB Risk Reimbursement May 2018	632.00
Board Approved May 2018	462,765.00
Transfer from General Fund 199 June 2018	46,549.00
Board Approved June 2018	3,765.00
Brent PTA Donation Sound System June 2018	5,000.00
TASB Risk Insurance Proceeds July 2018	2,573.00
	913,473.60

As of 08-29-18

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
Athletic Complex						
	Tech Stadium Connections Wifi	Southwest Networks, Inc.		89,427.30		89,427.30
	Tech Stadium Connections Wifi	CDW Government, Inc.		23,995.92		23,995.92
	Tech Stadium Connections Wifi	Netsync Networks Solutions		10,339.56		10,339.56
						123,762.78
Brent						
	Brent PA System	Southwest Networks, Inc.	Upgrades to PA system	5,711.00		5,711.00
	Brent PA System	Romeo Music, LLC	Brent cafeteria sound system	8,765.00		8,765.00
						14,476.00
Chavez						
	Chavez PA System	Southwest Networks, Inc.	New PA System	34,787.12		34,787.12
						34,787.12
Hackberry						
						-
						-
High School						
	LEHS Hand Dryers	Supply Works	Hand dryers		4,500.00	4,500.00
	LEHS Hand Dryers	C&G Electric	Install hand dryers	3,908.00	977.00	4,885.00
	LEHS Theatre Chairs	Office Depot, Inc.	Theatre chairs		1,546.93	1,546.93
						10,931.93
Lakeview						
						-
						-
Lakeside						
	Lakeside Athletic Lockers	Vaughn Storage Systems	Athletic lockers		14,490.00	14,490.00
						14,490.00
Maintenance						
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	11,139.35		11,139.35
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	11,108.53		11,108.53
	Contract Maint & Repair - Vehicles	Fast Lane Car Wash	Vehicle repairs for hail damage	2,454.50		2,454.50
	Contract Maint & Repair - Vehicles	Fast Lane Car Wash	Vehicle repairs for hail damage	3,225.30		3,225.30
	Contract Maint & Repair - Vehicles	Oliver's Paintless Dent Removal	Vehicle repairs for hail damage	2,680.00		2,680.00
	Contract Maint & Repair - Vehicles	Oliver's Paintless Dent Removal	Vehicle repairs for hail damage	3,956.25		3,956.25
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	12,048.42		12,048.42
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	11,197.65		11,197.65
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	10,788.63		10,788.63
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	11,983.15		11,983.15
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	11,566.99		11,566.99

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	11,605.86		11,605.86
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	12,651.82		12,651.82
	Contract Maint & Repair - Vehicles	Oliver's Paintless Dent Removal	Vehicle repairs for hail damage	3,780.00		3,780.00
	Contract Maint & Repair - Vehicles	Action Collision Repair	Vehicle repairs for hail damage	3,376.67		3,376.67
						123,563.12

Oak Point	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Oak Point TV & Audio/Visual	Delcom Group LP	Classroom TV & Audio/Visual	4,313.21	53.85	4,367.06
						4,367.06

Powell	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Powell PA System	Southwest Networks, Inc.	Upgrades to PA system	5,711.00		5,711.00
						5,711.00

Prestwick	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Prestwick Replacement Devices	Apple Computer, Inc.	MacBooks	41,400.00		41,400.00
	Prestwick Replacement Devices	Apple Computer, Inc.	iPADs	47,970.00		47,970.00
	Prestwick Replacement Devices	Apple Computer, Inc.	Charge Cart	6,599.85		6,599.85
	Prestwick Replacement Devices	Dell Marketing LP	Chromebooks	9,750.00		9,750.00
						105,719.85

Safety & Security Dept	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	AES Wireless Transmitters	American Fire Systems, Inc.	AES wireless transmitters		10,124.00	10,124.00
	District 2-Way Radios	Sterling Associates, Inc.	2-way radios	74,550.00		74,550.00
	District Door Window Covers	The Specialty Group	Door window covers	25,590.22		25,590.22
	Cameras & Key FOBs	Dell Marketing LP	OPTI-FLEX 5050 SFF XCTO	17,808.00		17,808.00
	Cameras & Key FOBs	CDW Government, Inc.	Dell LED Monitor	4,073.58		4,073.58
	Cameras & Key FOBs	C&R Services	Cameras & Key FOBs	61,276.24	57,209.12	118,485.36
	Video Server	C&R Services	Video server	13,492.83		13,492.83
						264,123.99

Technology	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Tech Firewall Upgrade	Solid Border	Firewall	94,430.00		94,430.00
	Tech Firewall Upgrade	CDW Government, Inc.	Patch cables and modules to connect to switch	671.92		671.92
						95,101.92

Zellars	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Zellars Portable FF&E	Grainger	Electric pallet jack	3,650.00		3,650.00
	Zellars Portable FF&E	W.W. Cannon, Inc.	Shelving	2,339.75		2,339.75
	Zellars Portable FF&E	Home Depot	Open PO for dolly and other supplies/equipment		500.00	500.00
	Zellars Oper Ofc Furn & Equip	Wilson Office Interiors, LLC	Cubicles and office furniture - new offices	20,337.39		20,337.39
	Zellars Oper Ofc Furn & Equip	Office Depot, Inc.	Operations office chairs	1,007.52		1,007.52
						27,834.66

	Total			735,468.53	89,400.90	824,869.43

Balance	88,604.17
----------------	------------------

Roof Repairs FY 17-18

TASB Risk Proceeds - Roof Hail Damage Spring 2017 1,991,419.00
TASB Risk Additional Proceeds March 2018 40,858.00
TASB Risk Additional Proceeds May 2018 360,595.00
TASB Reimbursement Powell Roof YR 7 May 2018 14,613.00
2,407,485.00

As of 08-29-18

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
Athletic Complex						
	Roof - Athletic Complex	CBS Roofing Services		216,278.05		216,278.05
						216,278.05
Brent						
						-
						-
Chavez						
						-
						-
Hackberry						
						-
						-
High School						
	Roof - LEHS	CBS Roofing Services	Roof repair from March 2017 hail damage	90,250.00	171,329.00	261,579.00
	Roof - LEHS	Armko Industries, Inc.	Consultant roof repairs	15,642.00		15,642.00
						277,221.00
Lakeview						
						-
						-
Lakeside						
	Roof - Lakeside	CBS Roofing Services	Roof repair from March 2017 hail damage	26,980.00	6,420.00	33,400.00
	Roof - Lakeside	Armko Industries, Inc.	Consultant roof repairs	89,370.00		89,370.00
						122,770.00
Operations / Transportation						
						-
						-
Oak Point						
	Roof - Oak Point	CBS Roofing Services	Roof repair from March 2017 hail damage	357,580.00	18,820.00	376,400.00
	Roof - Oak Point	Armko Industries, Inc.	Consultant roof repairs	24,466.00		24,466.00
						400,866.00
Powell						
						-
						-
Prestwick						
	Roof - Prestwick	CBS Roofing Services	Roof repair from March 2017 hail damage	508,962.50	26,787.50	535,750.00
	Roof - Prestwick	Armko Industries, Inc.	Consultant roof repairs	34,824.00		34,824.00
						570,574.00
Zellars						
						-
						-
	Total			1,364,352.55	223,356.50	1,587,709.05
Balance						819,775.95

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
9-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	LITTLE ELM ISD EXPENDITURES OVER \$50,000 SUMMARY REPORT				
Presenter or Contact Person:	Grant Anderson, Associate Superintendent and Chief Financial Officer				
Policy/Code:	CH (LOCAL) Purchasing And Acquisition				
Summary:	Allows LEISD to purchase products or services valued over \$50,000 (listed on attachment) which have been properly purchased through statutorily authorized methods.				
Financial Implications:	N/A				
Attachments:	Little Elm ISD Expenditures Over \$50,000 Summary Report for Approval				
Recommendation:	The Administration recommends approval of the Little Elm ISD Expenditures Over \$50,000 Summary Report as submitted.				
Motion:	I move that the Board approve the Little Elm ISD Expenditures Over \$50,000 Summary Report dated September 17, 2018 as submitted.				

Little Elm ISD Expenditures Over \$50,000 Summary Report for Approval

Board Meeting Date : September 17, 2018

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Renewal Amount	Change	Effective Date	Expiration Date	Renewal	Description	Administrator
-------	-------------	------------	--------------------------------------	----------------------------	----------------	--------	----------------	-----------------	---------	-------------	---------------

1	Haven Landscaping	Operations	Renewal	\$339,221.24	\$358,817.24	\$19,596.00	9/18/2018	8/31/2019	Yes	Renewal/extension of Haven Landscaping contract. Contract is for grounds maintenance and irrigation for the District. Increase is due to added maintenance needed for the land purchased adjacent to Oak Point Elementary School.	Rod Reeves
2	Texas Association of School Administrators (TASA)	Superintendent	New	\$54,390.00		\$54,390.00	10/1/2018	2/1/2009	No	Conducting an audit of the quality of the system's curriculum and instruction, and related curriculum management processes, in Grade K-12.	Daniel Gallagher
3											
4											
5											
6											
7											
8											
9											
10											

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
9-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	LITTLE ELM ISD INTERLOCAL SUMMARY REPORT				
Presenter or Contact Person:	Grant Anderson, Associate Superintendent and Chief Financial Officer				
Policy/Code:	GRB (LEGAL)				
Summary:	Allows LEISD to purchase products or services from other governmental entities (listed on attachment) which have been properly awarded contracts through statutorily authorized methods.				
Financial Implications:	N/A				
Attachments:	Little Elm ISD Interlocal Summary Report for Approval				
Recommendation:	The Administration recommends approval of the Little Elm ISD Interlocal Summary Report as submitted.				
Motion:	I move that the Board approve the Little Elm ISD Interlocal Summary Report dated September 17, 2018 as submitted.				

Little Elm ISD Interlocal Summary Report for Approval

Board Meeting Date: September 17, 2018

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Renewal Amount	Change	Effective Date	Expiration Date	Renewal	Description	Administrator
1	Region 10 ESC	Educational Services	Renewal	\$3,500.00	\$3,500.00	\$0.00	7/1/2017	6/30/2018	Yes	Services to LEAs that join the Advanced Academics Cooperative include access to the face to face and online professional learning, access to national speakers, assistance in developing AP/IB programs, face to face 30 hour GT modules for all teachers, 6 hour updates for all teachers, administrators, counselors and technical assistance in the area of gifted education.	Amanda Ball
2											
3											
4											
5											
6											
7											
8											
9											
10											

Board Agenda Item

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

Board Mtg. Date 09-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	CONSIDER AND TAKE ACTION TO DECLARE SURPLUS AND AUTHORIZE SALE OF REAL PROPERTY, CONSISTING OF APPROXIMATELY 10 ACRES ADJACENT TO AND EAST OF THE PRESTWICK ACADEMY (AT INTERSECTIONS OF W. LEBANON RD. AND PRESCOTT, CITY OF THE COLONY, DENTON, COUNTY, TEXAS)				
Presenter or Contact Person:	Rod Reeves, Executive Director for Operational Services				
Policy/Code:	CDB (LEGAL)				
Summary:	<p>Pursuant to Texas Education Code Sections 11.151 and 11.154 the Little Elm ISD Administration is requesting the Board consider and take possible action to declare the following real property surplus and no longer necessary for District operations or educational purposes:</p> <p>Approximately 10 acres of real property located at the intersections of W. Lebanon Rd., Richmond and Prescott in the City of the Colony, Denton, County, Texas, as further described in the attached exhibit, and adjacent to Prestwick Academy.</p> <p>And authorizing the Superintendent to offer said real property to prospective parties for the sale by sealed offer, to receive and open sealed offers, and to bring a recommendation on the offers to the Board of Trustees at a future meeting. Said offer shall be subject to a Right of First Option held by the original seller of the property (or seller's affiliate) to re-purchase the property at \$45,000/acre.</p>				
Financial Implications:	Under separate cover				

Attachments:	Prestwick School Site Plan of Proposed Subject Area Original Addendum to Contract Sale – Prestwick
Recommendation:	The Administration recommends the Board declare the real property consisting of approximately 10 acres adjacent to and east of the Prestwick Academy (at intersections of W. Lebanon Rd. and Prescott) to be surplus and no longer necessary for District operations or educational purposes, approve the sale of property and authorize the Superintendent to offer the real property to prospective parties for sale by sealed offer, subject to the Right of First Option, to receive and open sealed offers, and to bring a recommendation on the offers back to the Board of Trustees for approval.
Motion:	I move that the Board declare the real property consisting of approximately 10 acres adjacent to and east of the Prestwick Academy (at the intersections of W. Lebanon Rd. and Prescott)to be surplus and no longer necessary for District operations or educational purposes, approve the sale of the property and authorize the Superintendent to offer the real property to prospective parties for sale by sealed offer, subject to the Right of First Option, to receive and open sealed offers, and to bring a recommendation on the offers back to the Board of Trustees for approval.

ADDENDUM A TO CONTRACT OF SALE
Additional Provisions

1. Property:

- A) It is the intent of the Little Elm ISD to purchase the Property for either an elementary school or an elementary/middle school. The elementary school site would be approximately 12 acres and the elementary/middle school combination would be approximately 30 acres. Purchaser shall decide the use and size of Property, as either an elementary school or elementary/middle school by January 31, 2002.
- B) Upon determination of Property size, the specific location for that site will be determined and agreed to by Seller and Purchaser. Site location will be determined by January 31, 2002.
- C) This Agreement is conditioned upon District's final agreement that the purchase is feasible considering any necessary improvements, bond issues and the availability of public funds for purposes of the District's construction budget.

2. Purchase Price:

With a Purchase Price of \$45,000/gross acre, the final Purchase Price shall be determined no later than January 31, 2002, upon determination of Property size.

3. Financing:

Seller acknowledges that Purchaser shall be paying for Property with Bond Financing and, as such, Contract of Sale is conditional upon Purchaser securing Bond Financing in the February, 2002 Bond Election.

4. Review Period:

The Review Period shall expire on March 15, 2002, at 5:00 p.m. At that time, if Purchaser has not terminated the Contract of Sale, the Earnest Money Deposit shall become non-refundable.

5. Right of First Option:

Seller and Purchaser agree that should the Contract of Sale close and the Purchaser subsequently decide to sell any or all of the Property (the "Future Parcel"), Seller (or affiliate) shall have the Right of First Option to re-purchase that Future Parcel at \$45,000/acre. Notice shall be given by the Purchaser and the Seller shall be given 60 days to give Purchaser a \$25,000 deposit and will close in 30 days after that date.

6. Title Company:

Safeco Land Title of Dallas
Attn: Loron Montgomery, President
8080 N. Central Expressway, Suite 500
Dallas, TX 75206

Prestwick School Site

Subject Area

10 +- Acres



Board Agenda Item

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

Board Mtg. Date 09-17-2018	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	PHASE 1B BOND PROJECT LIST				
Presenter or Contact Person:	Rick Martin, Executive Director of Construction				
Policy/Code:	CVD (LOCAL)				
Summary:	Presenting recommended list of Bond projects to be addressed in Phase 1B				
Financial Implications:	None at this time.				
Attachments:	Recommended list of Phase 1B projects.				
Recommendation:	The Administration recommends approval of the list of Bond projects as submitted.				
Motion:	I move the Board approve the attached list of Bond projects to be addressed in Phase 1B of the current Bond Program				

PHASE 1B Bond Project List

Land Purchases: Valencia 12.3 acre site
 Wildridge 35.24 acre site
 Hart Road 2.08 acre sites

New Busses

High School Ball Fields & Tennis

Stadium Improvements

Stadium Scoreboard

Safety & Security Improvements

District-wide HVAC & Roofing

Technology Upgrades

LEHS CTE Renovations

Capital Reimbursements (TBD)

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
Board Mtg. Date 09-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	LEISD BOARD OBJECTIVES FOR 2018-2019				
Presenter or Contact Person:	Melissa Myers				
Policy/Code:	BG (LOCAL)				
Summary:	2018-2019 Board objectives for finance, staff development, communication/community, and advocacy/training.				
Financial Implications:	N/A				
Attachments:	Board Objectives pdf.				
Recommendation:	Board President recommends the approval of the Little Elm ISD Board Objectives for 2018-2019.				
Motion:	I recommend the Board approve the Little Elm ISD Board Objectives for 2018-2019.				

2018-19 LEISD Board Objectives

Academic

- Support high levels of learning for all students
- Increase graduation rate
- Increase CTE course offerings
- Increase in State Accountability Rating
 - Increase in All Subjects by 10 percentage points in the *Meets* category and 5 percentage points in the *Exceeds* category.
 - All areas tested to be at or above the State level

Finance

- Support continued strategic planning efforts
- Reevaluate, revise and/or re-adopt the LEISD strategic plan
- Support a continuation of the Finance committee
- Study long-range facilities plan and develop financial plan with a focus on future growth

Staff Development/Human Resources

- Attract and retain highly effective educators
- Engage the LEISD staff in continually telling our story
- Conduct an anonymous staff survey
- Review of operational health of the district
- Annual review of compensation to remain competitive in workplace
- Support professional development, and career advancement

Communication/Community

- Expand community engagement efforts
 - New marketing campaign
 - New Instagram social media platform
 - Quarterly Board/Superintendent Updates
- Continue and expand LEISD CLASS II in 2018-19
- Effective partnership with local groups, and organizations.

Advocacy/Training

- Review and Expand legislative efforts
- Engage legislators in the work of LEISD
- Clearly articulate our legislative priorities to our legislators and community
- Continue advocacy efforts between legislative sessions
- Attend one TASB event per year
- Pursue representation in Region 11/TASB

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
09-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	LEISD BOARD CHECKLIST				
Presenter or Contact Person:	Melissa Myers				
Policy/Code:	BG (LOCAL)				
Summary:	The Board would like to adopt the Board Checklist.				
Financial Implications:	N/A				
Attachments:	Board Checklist				
Recommendation:	Board President recommends the approval of the Little Elm ISD Board Checklist.				
Motion:	I recommend the Board approve the Little Elm ISD Board Checklist.				



LITTLE ELM INDEPENDENT SCHOOL DISTRICT

NEW BOARD TRUSTEE ORIENTATION CHECKLIST

CATEGORY	ACTIVITY	COMPLETE
Administration		Goal: ASAP
	1. Receive Certificate of election prepared by presiding officer (following election day)	
Administration		Goal: 1st Board Mtg
	1. Take oath of office at a board meeting after election	<input type="checkbox"/>
Administration		Goal: First Week
	1. File Conflict of Interest form as defined by state law	<input type="checkbox"/>
	2. Obtain LEISD badge from Safety & Security Services through Facilities	<input type="checkbox"/>
	3. Schedule Trustee portrait through Communications Director	<input type="checkbox"/>
	4. Obtain laptop/network IDs through IT Director and schedule training	<input type="checkbox"/>
	5. Obtain and set-up LEISD email through IT Director	<input type="checkbox"/>
	6. Schedule session with Board Secretary for Boardbook training	<input type="checkbox"/>
Administration		Goal: First 2 weeks
	1. Receive introduction to TASB Resources and set up your myTASB password at my.tasb.org.	<input type="checkbox"/>
	2. Review TASB checklist for New Trustee	<input type="checkbox"/>
Administration		Goal: First 30 Days
	1. Schedule district orientation with Superintendent to review District history, current direction, legislative insight and growth predictions.	<input type="checkbox"/>
	2. Schedule a meeting* with:	
	- Deputy Superintendent for review of campus management, education services, and safety & security.	<input type="checkbox"/>
	- Chief Financial Officer for review of school finance, budgeting, and facilities	<input type="checkbox"/>
	- Assistant Superintendent for School Improvement and Accountability for review of district data and performance dashboard	<input type="checkbox"/>
	- Director of Communications for review of communications and media relations.	<input type="checkbox"/>
	- Executive Director of Human Resource Services for review of Human Resources, and Student & Family Services.	<input type="checkbox"/>
	- Executive Director of Construction for review of facilities and planning for the district.	<input type="checkbox"/>
Board		Goal: First 30 days
	1. Schedule a private one-on-one meeting with:	
	-Board President for Board orientation	<input type="checkbox"/>
	a. -Board Operating Procedures, Board Calendar	<input type="checkbox"/>
	b. -Superintendent Contract / Board Policies	<input type="checkbox"/>
	c. -District Vision, Mission and Goals (District 2020 Strategic Plan)	<input type="checkbox"/>
	2. Ask an experienced board member to serve as your Mentor	<input type="checkbox"/>
Training		Goal: First 90 days
	1. Review the continuing education requirements for new board members.	<input type="checkbox"/>

	2. Attend the TASB Summer Leadership institute to obtain TASB training for 1 st year board members. The 'New Trustee Training' program will fulfill all the requirements for a new trustee.	<input type="checkbox"/>
	3. Study the Board's Operating Procedures	<input type="checkbox"/>
	4. Attend a Team of 8 training	<input type="checkbox"/>
	5. View the Open Meetings Act training video online, print, and submit the completion certificate with 90 days of election. This training is required by state law. New Trustees have 90 days to complete, but we encourage completion as soon as possible.	<input type="checkbox"/>
	6. View the Public Information Act training video online, print, and submit the completion certificate within 90 days of election. This training is required by state law. New Trustees have 90 days to complete, but we encourage completion as soon as possible.	<input type="checkbox"/>
	7. Attend 3-hour orientation on the Texas Education Code delivered by regional education service center.	<input type="checkbox"/>
	8. Attend 3-hour session on evaluating student academic performance from regional education service center or authorized provider.	<input type="checkbox"/>
Homework		Goal: First 12 months
	1. Review board member orientation information	<input type="checkbox"/>
	2. Schedule an assortment of campus visits	<input type="checkbox"/>
	3. Obtain and read the following New Board Member reading materials (TASB website) to develop a broader understanding of issues within education.	
	a. Becoming a Better Board Member: A Guide to Effective Board Service (by NSBA)	<input type="checkbox"/>
	b. Getting Started as a New School Board Member (by TASB)	<input type="checkbox"/>
	c. A New Board Member's Guide to Superintendent Evaluation (by TASB)	<input type="checkbox"/>
	d. New Board Member's Guide to Parliamentary Procedure (by TASB)	<input type="checkbox"/>
	e. Review Robert's Rules of Order	<input type="checkbox"/>
Training		Goal: First 12 months
	1. Review the TASB video titled " Serving on a Board: An Insider's Guide to Board Service for Board Candidates "	<input type="checkbox"/>
	2. Review the continuing education requirements for after year one of being a board member	<input type="checkbox"/>
	3. Take online courses from TASB's Online Learning Center	<input type="checkbox"/>
	4. Attend NTAASB meetings throughout the school year	<input type="checkbox"/>
	5. Complete the Texas Education Code Training on May 31 or June 9 at the Region Service Center . This training is required by state law.	<input type="checkbox"/>
	6. Attend NSAB National Convention	<input type="checkbox"/>
	7. Attend TASA/TASB Annual Convention	<input type="checkbox"/>
Training		Goal: Beyond first 12 months
	1. Consider applying to the Leadership TASB program after your first year on the board	<input type="checkbox"/>
	2. Continue your commitment to training through TASB, NSBA, and NTAASB	<input type="checkbox"/>

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
09-17-2018	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	SUPERINTENDENT GOALS FOR 2018-2019				
Presenter or Contact Person:	Daniel Gallagher				
Policy/Code:	BJCD (LOCAL)				
Summary:	2018-2019 Superintendent goals aligned to Destination 2020				
Financial Implications:	N/A				
Attachments:	Superintendent goals pdf.				
Recommendation:	The Administration recommends the approval of the Little Elm ISD Superintendent goals for 2018-2019.				
Motion:	I recommend the Board approve the Little Elm ISD Superintendent goals for 2018-2019.				

TO: LEISD Board of Trustees

FROM: Daniel Gallagher

DATE: September 17, 2018

RE: Superintendent Goals

I recommend the following goals be considered as Superintendent/Board goals for the 2018-2019 school year.

Superintendent/Board Goal #1

LEISD will engage each student in rigorous and relevant learning experiences.

The superintendent's performance expectations:

1. By June 2019, Curriculum and Learning Services will develop a system that will identify and train on high yield instructional strategies across the district. As evidenced by:
 - End of Year review of the instructional strategy platform
 - Quantitative data based upon instructional walkthroughs
 - Board presentation
2. By June 2019, a balanced assessment system pilot for grades 6 - 8 will be completed and a process will be developed to expand the training for the rest of the district. As evidenced by:
 - End of year board presentation
3. By June 2019, a system will be in place to allow for a feedback loop to allow ongoing revisions of all core content curriculum to be guaranteed and viable. As evidenced by:
 - An electronic portal for collaborative input and revisions
 - Continued use of curriculum revision cohorts
 - Board presentation

4. By June 2019, a continued and expanded focus on Rigor, Relevance, and Learner Engagement through Collaborative Instructional Reviews, focused instructional design, and Professional Learning Communities. As evidenced by:
 - Campus-based CIR process artifacts
 - Board presentation

Superintendent/Board Goal #2

LEISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

The superintendent's performance expectations:

1. By June 2019, additional opportunities will be provided to our students by increasing CTE courses by 5%. As evidenced by:
 - Board presentation regarding courses and pathways

Superintendent/Board Goal #3

The superintendent shall ensure that the district-wide Commitment to Excellence improvement process is aligned and implemented.

The superintendent's performance expectations:

1. By June of 2019, each campus will have completed a commitment to excellence cycle which includes developing the plan, a fall, spring, and end-of-year data presentation to determine if goal(s) are being met. As evidenced by:
 - Board presentation summarizing the campus' commitment to excellence plans, metrics, and results
2. By June of 2019, each area tested in the State accountability system will increase by 10 percentage points in the *Meets* category and 5 percentage points in the *Exceeds* category. All areas tested will be at or above the State level.

Superintendent/Board Goal #4

LEISD will commit to engage in recruitment and retention practices, which will ensure each employee is well-matched to the expectations of their role and the District's Core Values.

The superintendent's performance expectations:

1. By May, 2019 a District staffing plan that strategically and clearly defines staffing needs. As evidenced by:
 - Board presentation summarizing District staffing needs/plan
2. Recruitment through the Teachers Hosting Teachers Program for the 2018/19 school by August, 2018. As evidenced by:
 - Board report summarizing initial student teacher placement
3. By June, 2019 a compensation study will be completed to ensure competitiveness. As evidenced by:
 - Board report summarizing District salary range charts

Superintendent/Board Goal # 5

The Board expects the district to provide equitable facilities and develop a financial plan. This is built on sound strategies to help the district meet system-wide needs, while maintaining a sufficient fund balance in the general fund and to be able to maintain fiscal independence in case of a financial crisis as indicated in Board Policy CE (local).

The superintendent's performance expectations:

1. By July 2019, a long-range facilities plan will be complete. As evidenced by:
 - Board presentation
2. In continuation through July 2019, a financial plan for present needs and future growth will be revised. As evidenced by:
 - Finance committee meetings

Superintendent/Board Goal #6

LEISD will effectively communicate with all stakeholders.

The superintendent's performance expectations:

1. By June 2019, we will continue our broadcast of success stories through videos, social media, community presentations, community events, etc. As evidenced by:
 - Launching new Instagram social media platform for the 2018-2019 school year to reach more students.
 - Create quarterly superintendent update videos
2. By June 2019, we will launch a program to engage senior citizens in our school District. As evidenced by:
 - Expansion of the Gold & Blue Card Program
 - Senior Tour of campus facilities
 - Reaching citizens, with no children in the District, to receive District newsletters
3. By June of 2019 we will complete a new marketing campaign for LEISD designed to engage existing stakeholders, capturing new residents, and building positive awareness about the District. As evidenced by:
 - Engage realtors and home builders with District marketing materials by providing materials once per month
4. By January of 2019, we will provide Little Elm ISD parents and the greater community that comprises the district, an exceptional opportunity to learn about the organization and operation of the District. As evidenced by:
 - Expand CLASS to include additional members of the LEISD community

Board Agenda Item

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

Board Mtg. Date
09-17-2018

**Reports of the
Superintendent**

☐

**Action
Item**

☐

**Consent
Agenda
Item**

☒

**Reports,
Routine
Monthly**

☐

Other

☐

Subject:

NEW COURSES FOR 2018-2019

**Presenter or
Contact Person:**

Dr. Ashley Glover, Executive Director for Educational Services

Policy/Code:

N/A

Summary:

This report provides the Board of Trustees a list of new courses for the 2018-2019 school year.

**Financial
Implications:**

No financial information included in this report.

Attachments:

The list of new course requests is attached.

Recommendation:

The Administration recommends the approval of the new courses, as submitted.

Motion:

I move the Board approve the new courses, as submitted.



LEISD Courses: Requests and Reports

Course	Credit	Academic Strand	State/Local
PLTW Aerospace Engineering	1.0	CTE	State

August 20, 2018

Course	Credit	Academic Strand	State/Local
General Employability Skills	1.0	CTE; by Committee	State
Methodology for Academic and Personal Success	1.0	CTE; by Committee	State
Making Connections I	.5	CTE; by Committee	State
Making Connections II	.5	CTE; by Committee	State
Making Connections III	.5	CTE; by Committee	State
Making Connections IV	.5	CTE; by Committee	State

Updated Requests as of June 18, 2018

Course	Credit	Academic Strand	State/Local
NCTC Biology for NonScience Majors	1.0	Science	State
Agriculture, Foods, and Natural Resources	1.0	CTE	State

Updated Requests as of May 15, 2018

Course	Credit	Academic Strand	State/Local
NCTC Sociology *NBAR	.5	Social Studies	State
NCTC Psychology*NBAR	.5	Social Studies	State
NCTC Music Studies, Music Appreciation I *NBAR (approved 12/5/17)	1.0	Music/Fine Arts	State
NCTC Speech (preexisting Prof. Comm)*NBAR	1.0 NCTC	CTE	State



NCTC Intro to Theatre (DRAMA) *NBAR	1.0	Fine Arts	
NCTC Environmental Biology (pre existing Environmental Systems) *NBAR	1.0	Science	

*NBAR No Board Approval Required

Requests for Course Approval/ March 26, 2018

Course	Credit	Academic Strand	State/Local
Vocal Ensemble I	1	Fine Arts	State
Vocal Ensemble II	1	Fine Arts	State
Vocal Ensemble III	1	Fine Arts	State
Vocal Ensemble IV	1	Fine Arts	State
OnRamps Algebra	1	Mathematics	State
Arts and Entertainment Technologies	1	CTE	State

Updated Requests as of 12/5/17 for 2018 and Beyond

Course	Credit	Academic Strand	State/Local
Firefighter I	2.0	CTE	State
Firefighter II	3.0	CTE	State
EMT-Basic	2.0	CTE	State
PLTW Cyber Security	1.0	CTE	State
AP Research (Capstone Opportunities)	1.0	General	State
AP Seminar (Capstone Opportunities)	1.0	General	State
Music Studies, Music Appreciation I	1.0	Music/Fine Arts	State
Music Studies, Music Appreciation II	1.0	Music/Fine Arts	State
Music I, Instrumental Ensemble I	1.0	Music/Fine Arts	State
Music II, Instrumental Ensemble II	1.0	Music/Fine Arts	State
Music III, Instrumental Ensemble III	1.0	Music/Fine Arts	State
Music IV, Instrumental Ensemble IV	1.0	Music/Fine Arts	State



**Previously Approved Courses 2017-2018 by Board of Trustees, July
2017**

Course	Credit	Academic Strand	State/Local
Horticulture Science	1.0	CTE	State
Practicum Education and Training	1.0	CTE	State
Culinary Arts	2.0	CTE	State
Advanced Culinary Arts	2.0	CTE	State
Social Media Marketing	.5	CTE	State
Fashion Marketing	.5	CTE	State
Lobos Embracing Academics Daily (L.E.A.D)	.5 or 1.0	Skills & Success	Local
Earth and Space Science	1.0	Science	State
Dual Credit Elementary Analysis	.5	Math	State
Dual Credit Calculus	.5	Math	State
Independent Study Calculus I	.5	Math	State
PreCalculus	.5 or 1.0	Math	State
Journalism II (Advanced Journalism)	1.0	English/CTE	State

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
09-17-2018	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	OFF CAMPUS PHYSICAL EDUCATION SITES				
Presenter or Contact Person:	Dr. Ashley Glover, Executive Director for Educational Services				
Policy/Code:	FEB (LEGAL)				
Summary:	Off Campus PE location requests will be presented.				
Financial Implications:	No financial impact at this time.				
Attachments:	List of Off Campus PE Sites				
Recommendation:	The Administration recommends the approval of the presented Off Campus PE location list.				
Motion:	I move the Board approve the list of Off Campus PE locations, as submitted.				



LEISD Off Campus PE Pre-Approved Sites List

The following sites are pre-approved by the Texas Education Agency as off-campus PE programs for Little Elm ISD. Sites are approved in three year cycles. Category I sites are 15+ hours of activity per week, Category II sites are 5-14 hours per week. Locations indicated in red require renewal.

Category One Sites

Facility	Activity	School Year Approval Ends
Dr. Pepper Stars Center	Figure Skating	2019-2020
Sheena's Dance Academy	Dance	2019-2020
Tiger Rock Martial Arts	Tae Kwon Do	2019-2020
Field House USA	Volleyball	2019-2020
Lewisville ISD Aquatics	Swimming	2019-2020
Rogue Athletics	Gymnastics	2019-2020
JS Farm	Equestrian	2019-2020
Next Step Dance	Dance	2019-2020
Sky High Sports Center	Gymnastics	2019-2020
Allen Community Ice Rink	Hockey	2019-2020
Express Cheer	Competitive Cheer	2021-2022
Eagle Gymnastics	Gymnastics	2018-2019
Infinite Bounds	Gymnastics	2018-2019
Dr. Pepper Stars Center	Hockey	2018-2019
Legacy Dance Center	Dance	2018-2019
Altus Performance at Old American	Golf	2018-2019
SRG Eagles at The Tribute	Golf	2018-2019
All 4 Cheer	Competitive Cheer	2018-2019
North Texas Amatuer Baseball League	Baseball	2020-2021
Hathaway Ballet Academy	Ballet	2020-2021



LEISD Off Campus PE Pre-Approved Sites List

Category Two Sites

Facility	Activity	School Year Approval Ends
Dr. Pepper Stars Center	Figure Skating	2019-2020
Field House USA	Volleyball	2019-2020
Tiger Martial Arts	Martial Arts	2021-2022
Lewisville ISD Aquatics	Swimming	2018-2019
Girls LaCrosse Club of Frisco	LaCrosse	2018-2019
All 4 Cheer	Competitive Cheer	2019-2020
Kurt Thomas Gymnastics Center	Competitive Gymnastics	2019-2020
Express Cheer	Competitive Cheer	2019-2020
Stewart Peninsula Golf	Competitive Golf	2019-2020
North Texas Amatuer Baseball League	Baseball	2020-201
School of Irish Dance	Dance	2019-2020
FC Dallas	Soccer	2018-2019
Frisco Dance Studio	Competitive Dance	2018-2019
Kurt Thomas Gym.	Gymnastics	2019-2020
Express Cheer	Cheer	2019-2020
Stewart Peninsula Golf	Golg	2019-2020

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 09-17-2018	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	MAXIMUM CLASS SIZE EXEMPTION - CLASS SIZE WAIVERS				
Presenter or Contact Person:	Cleota Epps, Assistant Superintendent Human Resource & Student Services				
Policy/Code:	BF (LEGAL)				
Summary:	<p>In grades K-4, the class size maximum is 22. Currently we have 10 areas within five campuses that have some sections above 22 students. We are asking for a maximum class size exception at:</p> <p>Brent: 2nd Grade – 3 (Horn, Laitinen, Mallett) 3rd Grade – 1 (Torre) Chavez: Kindergarten – 2 (McGaugh, Schulteis) Hackberry: 1st Grade – 1 (Hardeman) Oak Point: Kindergarten – 2 (Beal, Miller) 1st Grade – 2 (Harrer, Wallace) 2nd Grade – 2 (Elmore, Turnage) 3rd Grade – 3 (Bowden, Carver, Eklund) Prestwick: 1st Grade – 2 (Devlin, Graves) 4th Grade – 1 (Sandlin)</p>				
Financial Implications:	There is no financial impact.				
Attachments:	None				
Recommendation:	The Administration recommends approval of waivers for the Maximum Class Size Exception from the Commissioner of Education.				
Motion:	I move the Board approve waivers for the Maximum Class Size Exception from the Commissioner of Education.				

Board Agenda Item

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

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
09-17-2018	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	ADDITION OF TWO STIPENDS				
Presenter or Contact Person:	Cleota Epps Assistant Superintendent Human Resource and Student Services				
Policy/Code:	DEAA (LEGAL), DEAA (LOCAL), DEA, as appropriate				
Summary:	Stipends allotment for Freshman Cheer and Assistant Drill Team. These stipends are for employees assigned duties beyond the scope of traditional work day responsibilities.				
Financial Implications:	\$2,000 Freshman Cheer \$2,500 Assistant Drill Team				
Attachments:					
Recommendation:	The Administration recommends approval of the stipend allotment for Freshman Cheer and Assistant Drill Team, as submitted.				
Motion:	I move the Board approve the stipend allotment for Freshman Cheer and Assistant Drill Team, as submitted.				

Board Agenda Item

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

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
Board Mtg. Date 09-17-2018	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	GIFTS AND DONATIONS				
Presenter or Contact Person:	Grant Anderson, Associate Superintendent and Chief Financial Officer				
Policy/Code:	Other Revenues – Grants from Private Sources – CDC (LOCAL)				
Summary:	New gifts and donations received by the District will be presented.				
Financial Implications:	Increase of General Fund revenues and increase in appropriate budgets.				
Attachments:	Donation List				
Recommendation:	The Administration recommends the acceptance of gifts and donations.				
Motion:	I move the Board approve the acceptance of gifts and donations as submitted.				

**LITTLE ELM INDEPENDENT SCHOOL DISTRICT
NEW DONATIONS
September 2018**

Donations Less than \$2,500

Campus/Dept	Fund	Donation From	Description	Date	Monetary	Non-Monetary	Total
Athletics	461 865	Marcus & Nicole Johnson	45 cases of water for LEHS Volleyball	07/24/18		175.00	175.00
Communications & Marketing		CUTX	Back to School Bash - school supplies	08/14/18		20.00	20.00
Communications & Marketing		Love Pacs	Back to School Bash - school supplies and snacks	08/14/18		300.00	300.00
Communications & Marketing		Crossridge Church	Back to School Bash - backpacks with school supplies	08/14/18		1,000.00	1,000.00
Communications & Marketing		Elevated Life Church	Back to School Bash - backpacks with school supplies	08/14/18		300.00	300.00
Athletics		Lobo Club Volleyball	Purchase knee pads	08/15/18	441.00		441.00
LEHS FFA		Future Farmers of America	Purchase student supplies	08/23/18	1,000.00		1,000.00
					1,441.00	1,795.00	3,236.00

Donations \$2,500 and Greater

Campus/Dept	Fund	Donation From	Description	Date	Monetary	Non-Monetary	Total
Communications & Marketing LEHS Band	196	Kroger Little Elm Band Boosters	Back to School Bash - school supplies Purchase band trailer	08/14/18 08/16/18	11,929.00	4,194.00	4,194.00 11,929.00 -
					11,929.00	4,194.00	16,123.00