



**Special Meeting Agenda
Saturday, December 13, 2025
Cedar Park Middle School Library
2100 Sun Chase Blvd.
Cedar Park, TX 78613
8:00 AM**

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

Doors will open to the public at 7:45 AM.

Members of the public may access this meeting via live stream at <https://www.leanderisd.org/boardlivestream>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special Meetings, Citizen Comments will be limited to topics listed on the agenda.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://www.leanderisd.org/citizencommentform>, between noon on Thursday, December 11, and noon on Friday, December 12, and be present at the meeting when their number is called.

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on December 5, 2025, at 5:37 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
- 3. GOVERNANCE TEAM OF 8 (BOARD AND SUPERINTENDENT) TRAINING AND DEVELOPMENT**
 - A. Governance Team of 8 (Board and Superintendent) Training and Development 2
 - B. Leading Professional Learning Communities (PLCs) Districtwide 3
 - C. Discussion of Board Member Representation on Board Committees 25
- 4. BOARD MEETING DEBRIEF**
- 5. ADJOURNMENT**

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 13, 2025

Agenda Item: Governance Team of 8 (Board and Superintendent) Training and Development

Purpose: Discussion Item/Report Only Action Requested

Administrator Responsible: Orin Moore, TASB Senior Board Development Consultant; Dr. Mauro Tijerina, Regional Board Development Consultant

Attachments: N/A

Background Information:

The Board will participate in a Team of 8 Training session designed to strengthen its effectiveness and deepen its understanding of collaborative governance. This teambuilding session will focus on the connection between key learning behaviors and overall team performance, guiding the Board in developing a targeted Board Development Plan based on these insights.

The training will be facilitated by Orin Moore, TASB Senior Board Development Consultant, and Dr. Mauro Tijerina, Regional Board Development Consultant.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 13, 2025

Agenda Item:	Leading Professional Learning Communities (PLCs) Districtwide
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services and Strategic Planning; Chris Clark, Ed.D., Deputy Superintendent of Learning and Innovation; Brenda Cruz, M.Ed., Assistant Superintendent of Empowered Learning
Attachments:	Leading Professional Learning Communities (PLCs) Districtwide Presentation (<i>to be uploaded to BoardBook following the meeting</i>)

Background Information:

As Leander ISD continues the commitment to operating as an effective Professional Learning Community (PLC) at every level of the organization, the Board of Trustees will engage in learning specifically aligned to their role within a PLC, including establishing and refining their PLC norms. Through the course of the retreat, the Team of 8 PLC will also identify board goals, related actions, and evidence which may be utilized to determine progress of the goals. Additionally, a Team of 8 PLC Implementation Guide will be discussed and developed for use beginning in the spring of 2026. Dr. Chris Clark, Brenda Cruz, and Dr. Sarah Grissom will facilitate this PLC activity time.

Administrative Recommendation:

N/A

Sample Motion:

N/A



December 12, 2025

Leading Professional Learning Communities (PLCs) Districtwide

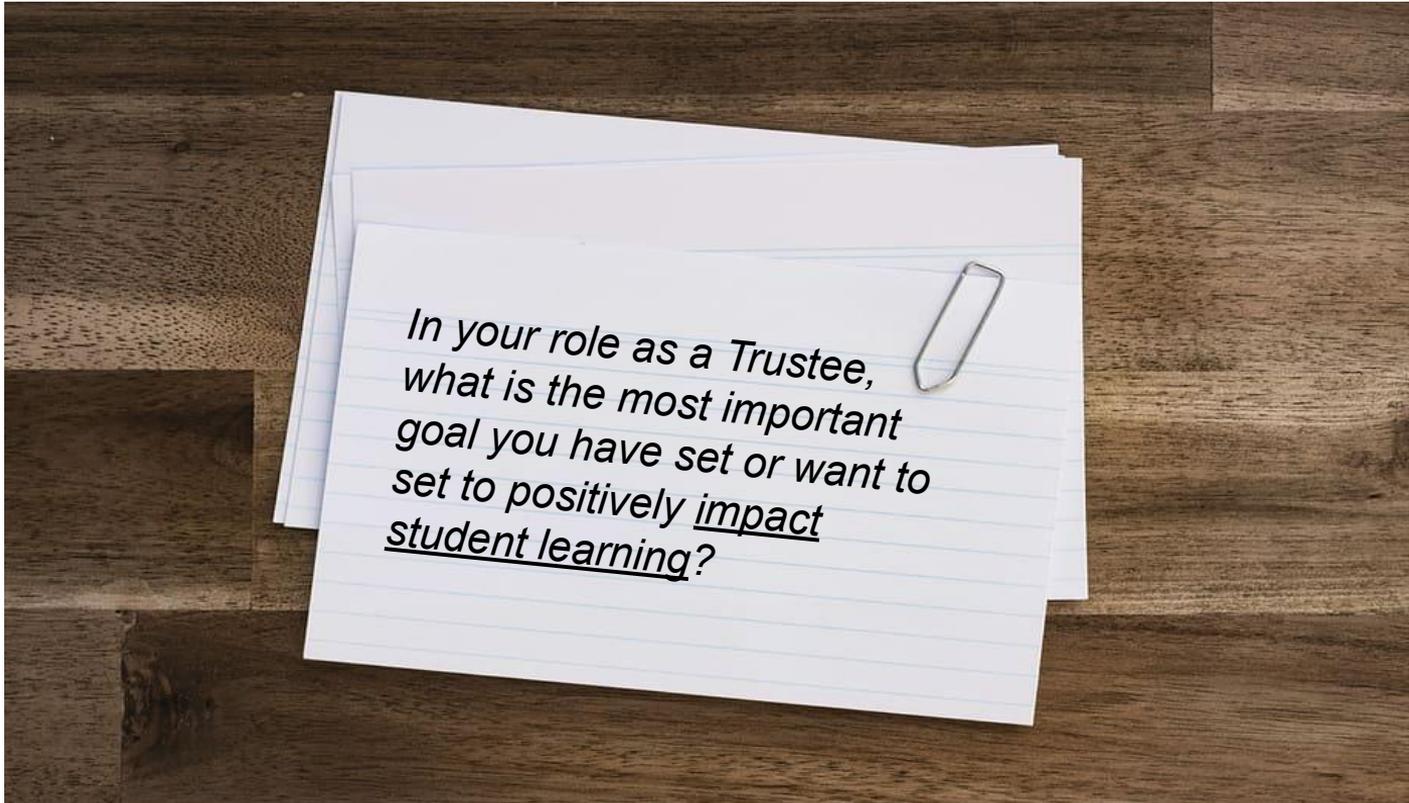
PURPOSE

As Leander ISD continues the commitment to operating as an effective Professional Learning Community (PLC) at every level of the organization, the Board of Trustees will engage in learning specifically aligned to their role within a PLC.

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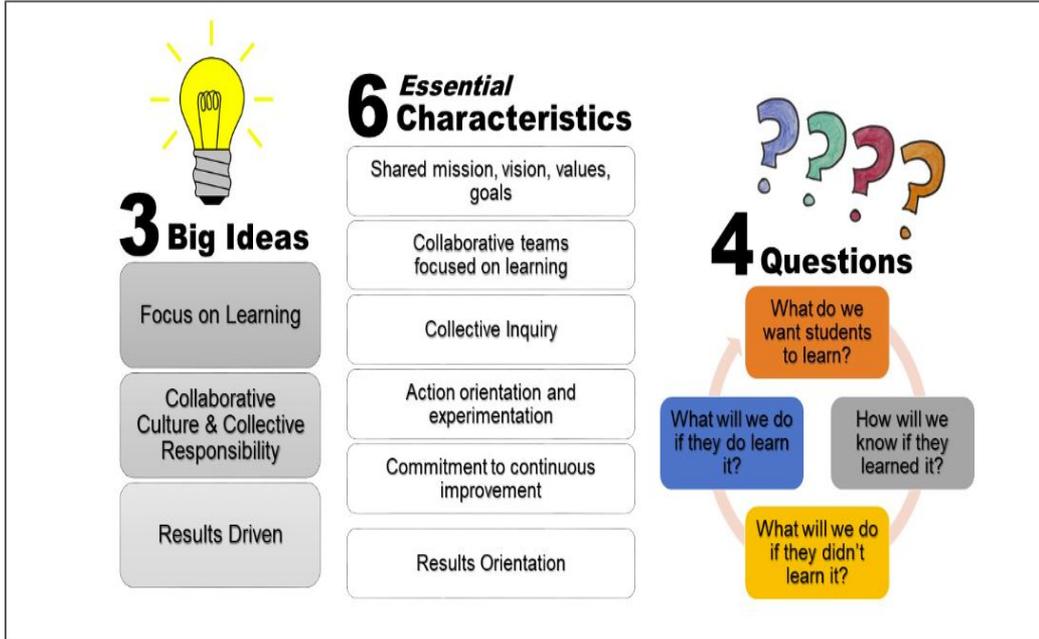


Impacting LISD





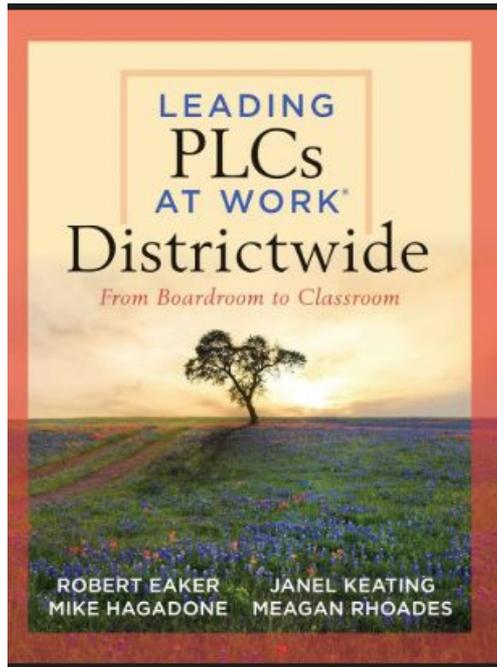
What is a Professional Learning Community?



What a PLC IS	What a PLC IS NOT
A process and a fundamental way of operating (a culture).	A single time of day; a program, textbook, or curriculum.
A focus on results and continuous improvement of student learning.	A focus on activities (e.g., attending a workshop).
Teams focused on four critical questions to drive instruction and assessment.	Teams focused on logistics (e.g., scheduling, field trips, planning parties).
Teams that use real-time, common, frequent assessment data to identify students who need intervention/challenge.	Teams that rely mostly on anecdotal evidence or simply comparing grades.
The systematic development of common essential learning targets (standards).	A place to simply converse/complain about mandates or the difficulties of the job.
Teams that take collective responsibility for all students' learning in a grade level or course.	Teachers working in isolation behind closed classroom doors.
A commitment to guaranteeing a viable curriculum for every student in every classroom.	A meeting to divide up the work for the next unit without deep discussion.
Teams that commit to collective inquiry into best practices and collective learning.	Time taken from PLC Collaborative for other administrative mandates.



Leading PLCs at Work Districtwide: From Boardroom to Classroom



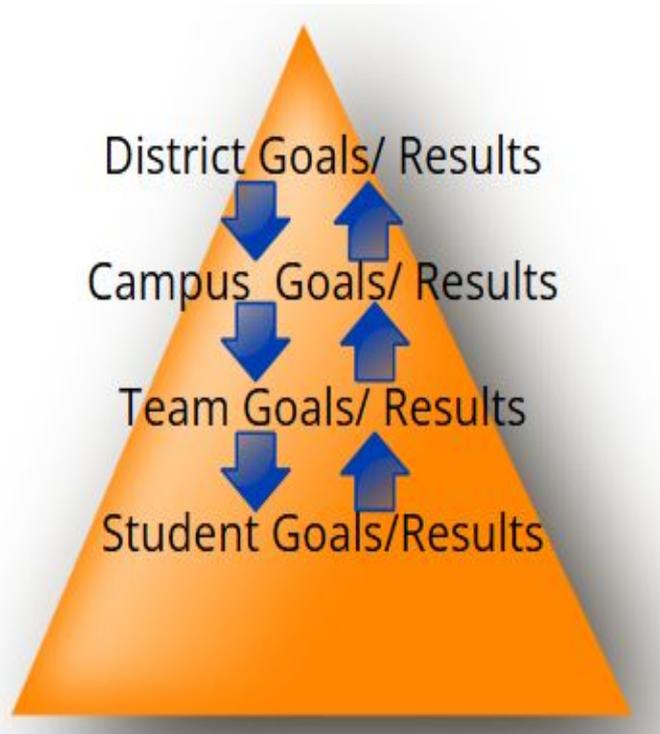
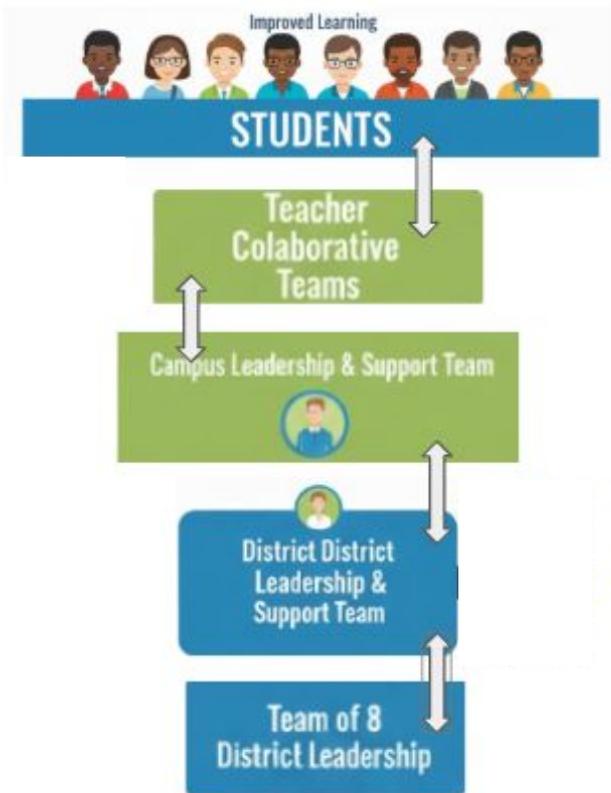
Read pgs. 7-10.

Debrief the reading: Complete your team role as indicated in the Text Navigator activity.

- Summarizers
- Questioners
- Connectors



Leading PLCs at Work Districtwide: From Boardroom to Classroom





“Coherence occurs when there is a shared depth of understanding, about the practice of effective teaching and learning. It’s when there’s focused direction, intentional learning, collaborative culture, and layers of accountability. A key aspect of this work is internal accountability - every team takes ownership of the work at hand.”

NORMS

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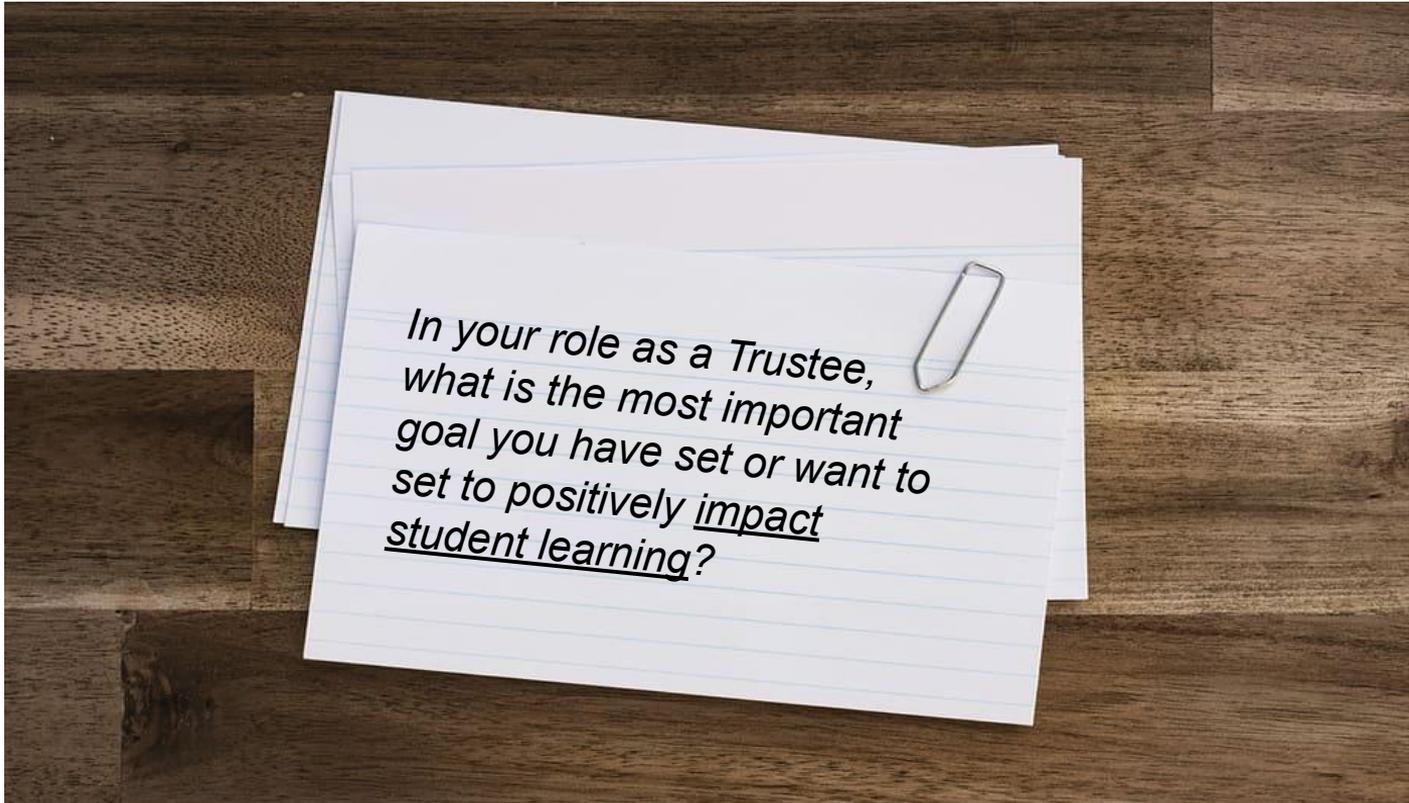
PURPOSE

As Leander ISD continues the commitment to operating as an effective Professional Learning Community (PLC) at every level of the organization, the Board of Trustees will engage in learning specifically aligned to their role within a PLC.

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Impacting LISD





“Coherence occurs when there is a shared depth of understanding, about the practice of effective teaching and learning. It’s when there’s focused direction, intentional learning, collaborative culture, and layers of accountability. A key aspect of this work is internal accountability - every team takes ownership of the work at hand.”

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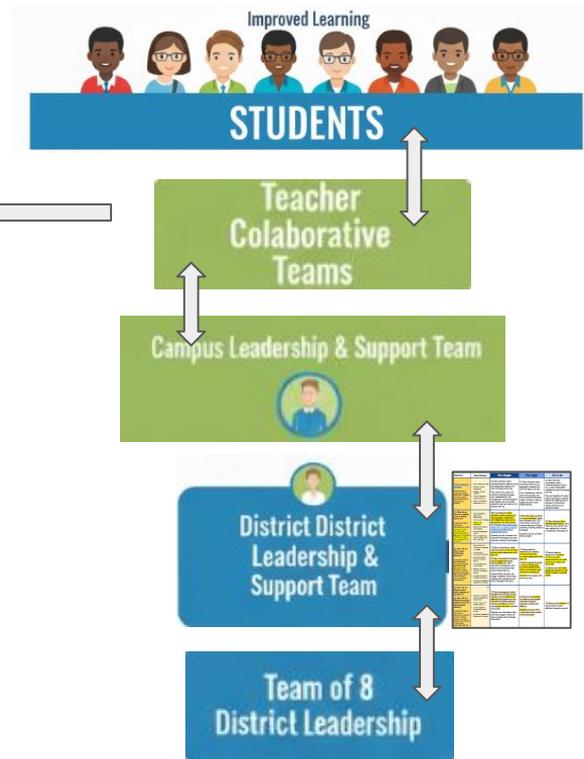
Leading PLCs at Work Districtwide: From Boardroom to Classroom - Theory of Action

Leander ISD PLC Implementation Guide (2025-26)

Team Element	Key Actions	PLC Bright	PLC Right	PLC Lite
<p>PLC Foundational Practices</p> <p>Educators work in collaborative teams, rather than in isolation, and take collective responsibility for the learning of ALL students.</p>	<ul style="list-style-type: none"> Clarity Meeting Purpose Develop Working Agreements Engage in Shared Learning Utilize Processes to Foster Productivity Commit to Collective Responsibility for All 	<p>Teachers meet in collaborative teams, efficiently using their designated, protected time within the regular school day.</p> <p>They utilize norms, goals, and protocols; celebrate successes; work interdependently; and leverage team member strengths to learn together and improve their practice to maximize impact on ALL students' learning.</p>	<p>Teachers meet in collaborative teams during designated, protected time within the regular school day.</p> <p>They write and use norms and goals, and ensure equitable participation of team members in learning together and planning for student learning.</p>	<p>Teachers inconsistently meet in collaborative teams during or only in parts of designated, protected time within the regular school day.</p> <p>They work together with varied levels of participation, calendar lessons and materials without discussion of instructional practice, and/or focus on operational details.</p>
<p>Q1: What do we want our students to know and be able to do?</p> <p>Collaborative teams implement a guaranteed and viable curriculum, unit by unit, focusing on student learning and attainment of Graduate Profile skills, rather than coverage of the curriculum.</p> <p>Student Q1: What do I need to know and be able to do?</p>	<ul style="list-style-type: none"> Prioritize Essential Standards or Identify Learning Targets Create "I Can" Statements Determine Proficiency Levels/Scales Consider Strategies & Unit Pacing Plan for Student Learning Needs Within Tier 1 Instruction Implement Processes for Student Ownership 	<p>Teams prioritize and unpack standards; identify progression of learning targets; write student "I can" statements; create common pacing within LISD units of study; and integrate practices that support deeper learning, student ownership of learning, and attainment of Graduate Profile skills.</p> <p>Students know the unit/lesson learning targets and make personal connections to the Graduate Profile.</p>	<p>Teacher teams prioritize and unpack standards, identify learning targets within LISD units of study, and discuss practices that support student ownership of learning related to the targets.</p> <p>Students know the unit/lesson learning targets.</p>	<p>Teachers deliver standards-based lessons using what they know, like the most, have materials for, or what is included/next in the textbooks.</p>
<p>Q2: How will we know if each student has learned it?</p> <p>Collaborative teams and students monitor learning and attainment of the Graduate Profile through an ongoing assessment process that includes frequent, team-developed, common formative assessments.</p> <p>Student Q2: How will I know that I'm learning and growing?</p>	<ul style="list-style-type: none"> Develop Common Assessments Align Assessment Procedures Collect & Organize Assessment Results Analyze Student Work & Data Reflect on Quality of Assessments & Revise Analyze the Impact of Instructional Practices Implement Processes for Student Ownership 	<p>Teacher teams collaboratively create or agree upon valid and reliable common formative and summative assessments within each unit.</p> <p>Teacher teams use protocols to analyze common assessment results, identify students who need intervention and extension, and determine which practices best support student learning.</p> <p>Students reflect, set goals, and engage in feedback loops to track progress within and across units and on Graduate Profile skills.</p>	<p>Teacher teams share the responsibility for creating common formative and summative assessments within each unit.</p> <p>Teacher teams analyze the results of common formative and summative assessments to identify which students need intervention and extension.</p> <p>Students track progress within and across units.</p>	<p>Teacher teams rotate the responsibility for creating common summative assessments they administer periodically throughout the school year.</p> <p>Teacher teams review summative assessment results to monitor student progress or generate grades.</p>
<p>Q3: How will we respond when some students do not learn it?</p> <p>Q4: How will we extend learning for students who have demonstrated mastery?</p> <p>Collaborative teams use common assessment results to improve individual practice, build team capacity, and intervene for and extend student learning and attainment of the Graduate Profile.</p> <p>Student Q3 & 4: What steps can I take when I need help with my learning? What steps can I take to extend my learning?</p>	<ul style="list-style-type: none"> Design and Implement Interventions Monitor, Adjust, and Assess Learning Utilize a System of Team and Campus Support Implement Processes for Student Ownership 	<p>Teacher teams leverage each others' strengths while building collective capacity to provide students with extension and targeted and timely interventions that are systematic, practical, and effective, without missing direct instruction in another core subject.</p> <p>Students know what steps to take when they struggle or excel with learning targets and/or Graduate Profile skills.</p>	<p>Teacher teams provide students with extension and targeted interventions that are systematic, practical, and effective.</p> <p>Students are aware of their current performance towards the learning targets.</p>	<p>Teacher teams provide students with opportunities to receive additional intervention support.</p>

Last updated 6/2/25

PLC Reflective/Coaching Questions: [Jul-Jul ISDPI COs](#)

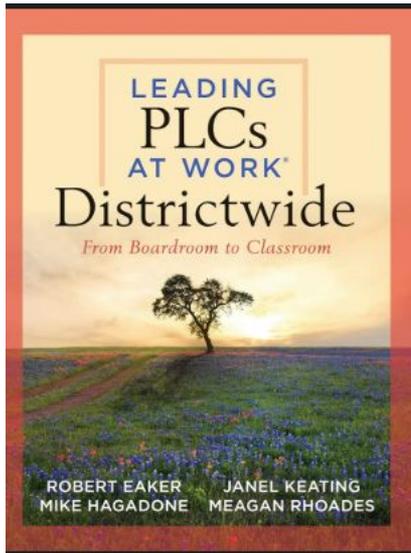


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Leading PLCs at Work Districtwide: The School Board and Superintendent Team



Pg. 13 and pg.14 (up to Focus on the Why)	All
Pg. 14 (Focus on the Why) - top of pg. 19)	Anna, Sade
Pg. 19 (Loose/Tight Ldrship) - pg. 24	Chris, Nekosi
Pg. 29 - 36	Gloria, Laura
Pg. 42 - 46	Trish, Sarah G.

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Board Synthesis Activity

1. **Summary Insight:** What are the **most crucial points** from your assigned section specific to the role of the Board? (Limit to 2-3 sentences.) 1
note card for each idea
2. **Board Application:** How do these points **align with the learning introduced yesterday (3 PLC ideas, characteristics, 4 questions and roles)** as you reflect on your role as a Board Trustee and leading and guiding the work of a PLC?



Leading Professional Learning Communities (PLCs) Districtwide

Role/Position	Actions/Responsibilities
- Supt./BOT.	- Ensure resources + time are happening/available - Vision + Expectations
- District /L&T	- Training /Curriculum/Supp Models / PLC Member / Int'l Listening to needs + DJ on the
- H.R.	- Recruit Recruitment, Strong Hiring process, A view of campus needs / act to fill it Support in staff selection/ removal
- Principal/AP/IC	- Vision, expectation, support, visibility, in PLCs, not leading, questioning, follow-ups, PL, tracking, PLC time
- Team Member / Guiding Coalition	- Leadership, open to + receiving Training, Training Collaborative Implementation of dialogues, Protocols, valuing campus needs (PLC)
Collaborative Team	- Follow PLC protocols/procedures

Effective Collaboration	Role
- Superintendent and Board of Trustees	- Set the vision, provide resources/funding
- District Office Learning and Innovation Team	- Ensure access to GVC, experts in curriculum areas, calendar supporting ongoing PL
- Human Resources	- Recruit high quality candidates, growing our pipeline
- Principal/Assistant Principal	- Provide protected time for collaboration/core instruction, reinforce vision and GVC expectations
- Instructional Coach	- Reinforce vision and GVC expectations, partner with staff in their growth, knowing where teams are at + supporting moving forward
Team Leaders/Guiding Coalition	- Champion vision and GVC needs, lead with growth mindset
- Collaborative Team	- Committed to vision and GVC, commitment to work together, believe kids CAN, advocate for students, honor protected time
- Technology	- Access to resources, support with GVC and access

Category	Team of 8 (SUMMARY of Feedback from Summer 2025)	Individual responses from Summer 2025
Establishing the PLC Foundation (Mission, Vision, Values, Goals)	<ul style="list-style-type: none"> * Casts a compelling vision and purpose ("The Why") for the PLC work. * Lives the PLC work and models support and engagement. * Serves as an advocate on a systemwide level. Champions the work by messaging and valuing the effort for staff to improve learning. * Sets direction and focus areas for the district. * Establishes short and long term improvement goals. * Develops and aligns policies that not only support, but sustain the work long-term (Policy, Strategic Planning). * Focuses on learning for all students. * Sets the expectation for PLCs and the why for student growth, aligning with the district's goals and strategic plan. * Expect and require systemwide adherence to the common mission and best practices. * Models research-based and data-driven decision making * Models behavior expected of others in our system 	<ul style="list-style-type: none"> * Vision, setting missions, Set the vision & why. Set the vision. * District Vision, Set the vision/direction/expectation for PLCs. * Set vision & focus, Set the goals, Set goals. * Vision /Expectations for growth of students. * Develop shared vision & mission, Voice for the vision, Cast vision & support. * Clarity on desired outcomes. * LISD vision & strategic long-term plan.
Embedding a Collaborative Culture	<ul style="list-style-type: none"> * Know the PLC work & make decisions that support it. Live PLC work. * Commits to being a Learner about best practices and trusting the expertise of staff. * Supports and assist coaching all members of the Team of 8 to ensure overall team success * Collaboratively develop operating norms and commitments. * Support all staff to improve learning: listen, support, model support and engagement. 	<ul style="list-style-type: none"> * Know the PLC work & make decisions that support it. Live PLC work. * Understand, vision, support, staff with that in mind long term plan. * Set vision for collaborative teams & student learning. * Support staff to improve learning. Listen, support, model support engagement. * Learn about Best practices & trust the experts. * Modeling behavior expected of others * Guidance & Gov'ance our District Vision. * Modeling & celebrating, Valuing work, celebrating strategic planning.
Creating an Information and Research Driven Culture (Progress and Accountability)	<ul style="list-style-type: none"> * Monitors and evaluates long-term strategic planning for fidelity. * Provides clarity on desired outcomes and holds the district accountable for progress * Monitors annual learning goals. * Celebrates improvement * Engages in reflective processes and feedback. 	<ul style="list-style-type: none"> * Crucial Questions (Relates to inquiry/data analysis). * Know reality of campuses, staff, families, students. * Monitor & evaluate long term planning. * Oversight. * Accountability (Listed twice).
Resource Allocation and Commitment	<ul style="list-style-type: none"> * Funds the work by dedicating budget for competitive salaries and benefits to retain staff. * Allocates funds for ongoing training and leadership stipends. * Provides funding and resources to support the PLC model, including allocating funds for training and ensuring a calendar/time throughout the year is provided for the work. 	<ul style="list-style-type: none"> * Allocating resources, Provide resources, Funding, Money, time \$@. * Provide calendar/time throughout the year, Develop a calendar & PD schedule. * Competitive salaries and benefits to retain staff. * Provide tools & resources, Fund campuses to allow or dedicated collaborative team time. * Understanding financial impact/need (As data informs financial decisions).



Leading PLCs at Work Districtwide: The School Board and Superintendent Team

Category with Key Actions	Board Insight			
	Adopt (Keeping the bullet point as is)	Adjust (Keep the bullet point, but it needs refinement. Write the Specific Revised Language for the bullet point.)	What would this look/sound like if effectively implemented? What behaviors or actions would be evident? (HOW)	Abandon (Remove the bullet point)
* Casts a compelling vision and purpose ("The Why") for the PLC work.				18
* Lives the PLC work and models support and engagement.				
* Serves as an advocate on a systemwide level. Champions the work by messaging and valuing the effort for staff to improve learning.				
* Sets direction and focus areas for the district.				



Leading PLCs at Work Districtwide: The School Board and Superintendent Team

What a PLC IS for the Team of 8	Reasoning	Categories
Establishing the Vision & Policy that makes the PLC process the only way the district does business.	A PLC is a culture; simply allocating money for training without policy alignment and systemic support ensures it will fail once the initial funding runs out.	Establishing the PLC Foundation (Mission, Vision, Values, Goals)
Guaranteeing the Curriculum: Setting policy that mandates and supports the systematic development and guarantee of common, essential learning targets and assessments across all campuses.	A viable curriculum and essential learning targets must be guaranteed across the district. The Board must ensure policy promotes common standards and collective responsibility over siloed independence.	Establishing the PLC Foundation (Mission, Vision, Values, Goals)
Focusing on System Outcomes: Defining the measurable goals for student learning and holding the entire system accountable for continuous improvement toward those goals.	Collaborative time is the engine of the PLC process. District leaders must protect this time and resources as fiercely as they protect class time.	Creating an Information and Research Driven Culture (Progress and Accountability)
Modeling Strategic Inquiry: Ensuring Board discussions, planning, and decisions are driven by the same logic as the four critical questions.	Simply looking at common assessment data (the 'results') without asking the teams how they responded (the 'process') leads to compliance, not collective responsibility.	Creating an Information and Research Driven Culture (Progress and Accountability)
Requiring a Data Culture: Insisting that all key strategic decisions (e.g., resource allocation, program evaluation) are based on valid, systemwide data and research, not anecdotal evidence.	The Board and Superintendent team must model the collaborative, data-driven culture and live the work. Delegating the entire cultural shift to schools sends a mixed message.	Creating an Information and Research Driven Culture (Progress and Accountability)
Protecting and Funding the Core Work: Ensuring the master calendar, budgets, and policies protect collaborative team time, training, and resources.	It is a continuous process requiring sustained, multi-year commitment. The Board must avoid declaring "mission accomplished" after the first year of implementation.	Resource Allocation and Commitment
Leading with Optimism & Support: Providing the funding, training, and inspirational leadership necessary to support staff efforts while celebrating successes and focusing on solutions.	PLC is not primarily about Intervention (Tier 3). District funding and focus must prioritize quality Tier 1 instruction and common formative assessment as the foundation of the work.	Embedding a Collaborative Culture
Fostering a Culture of Shared Responsibility: Developing policies and communication that reinforce the belief that all adults are responsible for the learning of all students in the district.	While the vision and goals are top-down, the instructional solutions and best practices must be discovered and implemented through collective inquiry at the team level.	Embedding a Collaborative Culture



Leading PLCs at Work Districtwide: The School Board and Superintendent Team

Establishing the PLC Foundation (Vision, Goals)	Embedding a Collaborative Culture	Creating an Information and Research Driven Culture (Progress/ Acct)	Resource Allocation and Commitment
Anna Smith Nekosi Nelson	Trish Bode Laura Marques	Sade Fashokun Sarah Grissom	Gloria Gonzales-Dholakia Chris Clark

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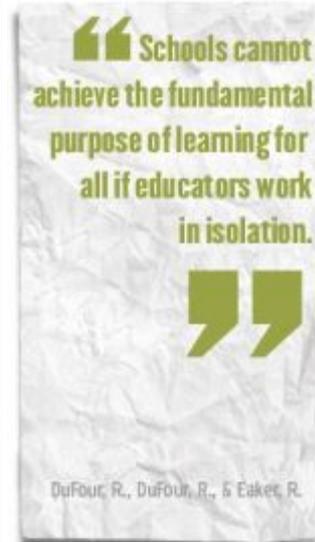


Leading PLCs at Work Districtwide: The School Board and Superintendent Team



Imagine a local media station is providing you, the Team of 8, a 60 second spot on the evening news to help our community understand the PLC initiative and your role within it. What is the summary word or phrase you, individually, would state?

***60 seconds for all Team of 8



Professional **L**earning **C**ommunity

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“School improvement happens when a school develops a professional learning community that focuses on student work and changes teaching. In order to do that, you need certain kinds of skills, capacities, and relationships.”

Michael Fullan



“Never doubt that a small group of committed, thoughtful people can change the world: Indeed it’s the only thing that ever has!”

Margaret Mead

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Board Committees

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DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 13, 2025

Agenda Item: Discussion of Board Member Representation on Board Committees
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Board Members
Attachments: List of Current Board Committees and Members

Background Information:

In accordance with [Board Policy BDB \(LEGAL\)](#), the Board has established standing committees to facilitate the efficient operation of the Board, and annually reviews committee members as outlined in [Board Operating Procedures](#).

Administrative Recommendation:

N/A

Sample Motion:

N/A

Board Committees

- [Advisory Board Litigation Committee](#)
 - Chair:
 -
- [Audit Committee](#)
 - Chair: Sade Fashokun
 - Representatives: Anna Smith and Nekosi Nelson
- [Board Evaluation Committee](#)
 - Chair: Nekosi Nelson
 - Representatives: Sade Fashokun and Francesca Romans
- [Board Grievance Committee](#)
 - Consists of three Board Members on a rotating basis
- [Board Operating Procedures Review Committee](#)
 - Chair: Anna Smith
 - Representative: Nekosi Nelson
- [Legislative Priorities Committee](#)
 - Chair: Trish Bode
 - Representatives: Gloria Gonzales-Dholakia and Anna Smith
- [Policy Review Committee](#)
 - Chair: Trish Bode
 - Board Representatives: Sade Fashokun
- [School Safety and Security Committee](#)
 - Administrator Responsible: Sha' Rogers
 - Board Representatives: Anna Smith and Sade Fashokun

[Non-LISD committees/boards on which LISD Board members represent the District:](#)

- The City of Cedar Park Key 6: LISD Board President
- The City of Leander Key 6: LISD Board President
- LEEF Board Ex-Officio Director: Nekosi Nelson