

Board Workshop Agenda

Lake Travis Independent School District Board of Trustees

A meeting of the Board of Trustees of Lake Travis Independent School District will be held November 20, 2024, beginning at 6:00 PM in the Educational Development Center, Live Oak Room
607 RR 620 North
Austin, TX 78734.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this agenda.

1. Call To Order and Quorum Determination
2. Pledge of Allegiance and Moment of Silence
3. Recognitions 3
 - A. Lake Travis High School - 2024 UIL Cross Country State Meet 11
 - B. LT High5 Award presented by High5 – Round 2 Recipients 12
 - C. Jennifer Garrigan, Director of Counseling and Health Services 13
4. Public Comments/Citizen Participation
5. Information Items
 - A. October 2024 Monthly Financial Reports-Statement of Revenues and Expenditures, Balance Sheet, Tax Statement and 2018/2023/2024 Capital Projects Reports 14
6. Presentation/Discussion Items
 - A. Campus Presentation - Lake Travis High School 21
 - B. Preliminary Design of the High School #2 32
 - C. 2024-2025 Enrollment Update and Elementary School #8 60
 - D. 2025 - 2026 Lake Travis ISD Proposed Instructional Calendar 62
 - E. Curriculum Audit Update 67
 - F. Review 2024-2025 District and Campus Improvement Plan Goals and Performance Objectives 87
 - G. Revisions to Board Policy EIC(LOCAL) 139
 - H. Board Notification under Board Policy CH (LOCAL) - Cafeteria Serving Line Replacement at Lake Pointe Elementary 151
7. Consideration Items
 - A. TEA Exception Waiver Request for Bilingual Exception and/or ESL Waiver 152
 - B. Lake Travis Independent School District Legislative Priorities, 89th Legislative Regular Session 178
 - C. Resolution No. 112024-01 Travis Central Appraisal District Board of Directors Election 181
 - D. Consent

1. Board Minutes - October 16, 2024 Regular Board Meeting and
November 6, 2024 Team of Eight Training

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8. Upcoming Meetings and Events

- A. December 11, 2024, 6:00 p.m. - Regular Board Meeting, EDC
- B. January 15, 2025, 6:00 p.m. - Regular Board Meeting, EDC
- C. January 22, 2025, 6:00 p.m. - Superintendent Summative Conference, EDC

9. Closed Session - Trustees will adjourn into Closed Session as permitted by the Texas Government Code 551.001 et. seq.

A. Section 551.071(1) – Consultant with Attorney

- 1. The Board will seek the advice of its attorney regarding the status of pending litigation and a settlement demand in 1:24-cv-00367; CM b/n/f Shawna M. v. Lake Travis ISD

10. Consideration Item

- A. Consider settlement demand for Cause No. 1:24-cv-00367; CM b/n/f Shawna M. v. Lake Travis ISD

11. Closed Session - Trustees will adjourn into Closed Session as permitted by the Texas Government Code 551.001 et. seq.

A. Section 551.074 - Personnel Matters

- 1. The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

B. Section 551.071 - Consultation with Attorney

- 1. The Board will discuss and receive legal advice from its attorney on matters which should be confidential under Texas Government Code Section 551.071 (2).

C. Section 551.072 - Deliberation Regarding Real Property

- 1. The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551.071.)

D. Section 551.0821 - School Board: Personally Identifiable Information About a Public School Student

- 1. The Board will discuss personally identifiable information about a public school student.

E. Section 551.076 - Deliberation Regarding Security Devices or Security Audits; Closed Meeting. This chapter does not require a governmental body to conduct an open meeting to deliberate:

- 1. The deployment, or specific occasions for implementation of security personnel or devices.

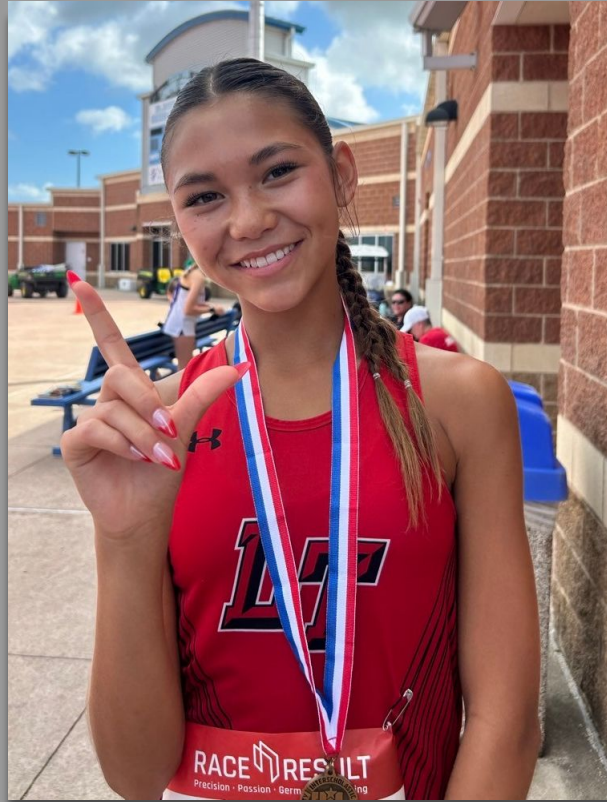
12. Adjournment



November 20, 2024
School Board Meeting
Special Recognition



Lake Travis High School 2024 UIL Cross Country State Meet





LT High5 Award presented by High5 6 Round 2 Recipients





Jennifer Garrigan
Director of Counseling & Health Services





November 20, 2024
School Board Meeting
Special Recognition



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Lake Travis High School – 2024 UIL Cross Country State Meet

RECOMMENDED ACTION

Special Recognition

RATIONALE

Lake Travis High School student-athlete **Olivia Laudicina** competed in the 6A-Girls 5K event at the 2024 UIL Cross Country State Championships held November 1 at Old Settler’s Park in Round Rock.

Olivia completed the race with an impressive time of 18:33, showcasing her dedication and athleticism. She placed 21st out of the top 100 athletes and was one of only 12 freshman who participated in the event.

Lake Travis High School Cross Country is coached by **Aaron Macik** and he is assisted by **Courtney Lord**, **Monique Tobbagi**, and **Sean Trombly**.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Hank Carter - Director of Athletics

Michael Drinkwater - Assistant Director of Athletics

Debbie Garinger – Principal, Lake Travis High School

Marco Alvarado - Executive Director of Communications & Community Relations

ATTACHMENTS

None

MEETING DATE

November 20, 2024



AGENDA ITEM ACTION SHEET

AGENDA ITEM

LT High5 Award presented by High5 – Round 2 Recipients

RECOMMENDED ACTION

Special Recognition

RATIONALE

Five times a year, three district employees will be presented with the "LT High5 Award presented by High5." The award recognizes outstanding service beyond self that positively impacts fellow colleagues, students, parents, and/or the Lake Travis community.

All Lake Travis ISD employees are eligible for this award. There is no official nomination form. At any time throughout the school year, any Lake Travis ISD employee may nominate another employee for the award by simply sending an email directly to the District's Executive Director for Communications & Community Relations. Nominees are reviewed and award recipients are selected by the Superintendent's Cabinet.

The following employees are recipients of the second round of the LT High5 Award presented by High5:

- **Gary Waller** – Monitor, Lake Travis Elementary School
- **Andrea Rivera** – CTE Health Science Technology Teacher, Lake Travis High School
- **Sullins Stuart** – Web & Multimedia Services Specialist, Central Office

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Marco Alvarado - Executive Director of Communications & Community Relations

ATTACHMENTS

None

MEETING DATE

November 20, 2024



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Jennifer Garrigan, Director of Counseling and Health Services

RECOMMENDED ACTION

Special Recognition

RATIONALE

Lake Travis ISD Superintendent of Schools Paul Norton recently announced the selection of Jennifer Garrigan as the district's new Director of Counseling and Health Services. With a distinguished career of more than 10 years in K-12 counseling, mental health services, and student support, Ms. Garrigan brings a wealth of expertise and a passion for student wellness to her new role.

Ms. Garrigan joins LTISD from Comal Independent School District, where she served as the Director of Counseling and Student Support. During her tenure, she led a team of over 90 counselors and social workers, developed districtwide programs for crisis intervention, mental health training, and college readiness, and implemented protocols to support every student from elementary through high school. Her previous experience includes building statewide partnerships for college and career readiness at The University of Texas at Austin and providing comprehensive campus counseling support to students in Clarke County School District and Austin ISD.

Ms. Garrigan earned a Bachelor's degree in English from California State University and a Master of Arts in Counseling Psychology from the University of San Francisco. She is a Certified School Counselor in Texas, Georgia, and California. In her new role at LTISD, Ms. Garrigan joins our Organizational Services team and is responsible for advancing our mental health programs, strengthening social-emotional learning, and enhancing crisis response capabilities to ensure a safe and supportive environment for all.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Tasha Barker - Assistant Superintendent of Organizational Services

Marco Alvarado - Executive Director of Communications & Community Relations

ATTACHMENTS

None

MEETING DATE

November 20, 2024



AGENDA ITEM ACTION SHEET

AGENDA ITEM

October 2024 Monthly Financial Reports-Statement of Revenues and Expenditures, Balance Sheet, Tax Statement and 2018/2023/2024 Capital Projects Reports

RECOMMENDED ACTION

For Information only.

RATIONALE

To provide a financial update to the Board and community regarding the financial position of the school district.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services
Brad Goerke – Director of Finance

ATTACHMENTS

1. Statement of Revenues and Expenditures - October 2024
2. Balance Sheet - October 2024
3. Tax Statement - October 2024
4. 2018 Capital Projects Report - October 2024
5. 2023 Capital Projects Report - October 2024
6. 2024 Capital Projects Report - October 2024

MEETING DATE

November 20, 2024

Lake Travis ISD
STATEMENT OF REVENUE AND EXPENDITURES
GENERAL FUND

10/31/2024

Current Year

Prior Year

<i>Revenues</i>		Current Year				Prior Year	
		Budget	Actual	Balance	Percent of Budget	Cumulative Actual	Percent of Actual
5711	Current Year Tax Revenue	\$ 139,500,000	\$ -	\$ 139,500,000	0.00%	\$ -	0.00%
5700	Other Local Revenues	7,650,000	682,497	6,967,503	8.92%	837,484	16.27%
5800	State Program Revenue	14,326,764	3,149,233	11,177,531	21.98%	2,253,277	16.00%
5900	Federal Revenue	158,500	2,144	156,356	1.35%	47,267	37.41%
Total Revenue		\$ 161,635,264	\$ 3,833,874	\$ 157,801,390	2.37%	\$ 3,138,028	2.02%

Expenditures

11	Instruction	\$ 67,561,000	\$ 14,240,408	\$ 53,320,592	21.08%	\$ 13,926,159	20.53%
12	Instructional Resources	1,071,983	227,755	844,229	21.25%	210,778	20.36%
13	Staff Development	1,400,016	280,622	1,119,394	20.04%	262,274	24.21%
21	Instructional Administration	2,361,963	486,541	1,875,422	20.60%	470,756	18.53%
23	School Administration	5,828,584	1,156,814	4,671,770	19.85%	1,108,173	19.14%
31	Guidance & Counseling	5,484,061	910,876	4,573,185	16.61%	1,007,966	18.64%
32	Social Work Services	475,689	106,274	369,415	22.34%	49,275	15.94%
33	Health Services	1,087,609	224,085	863,524	20.60%	209,112	22.29%
34	Transportation	4,846,547	1,300,456	3,546,091	26.83%	1,170,038	20.85%
35	Food Service	122,601	20,434	102,167	16.67%	20,434	8.40%
36	Co-Curricular Account	2,745,259	507,949	2,237,310	18.50%	481,982	17.80%
41	General Administration	4,325,194	791,969	3,533,225	18.31%	807,875	17.07%
51	Plant & Maint. Operation	12,678,467	3,172,608	9,505,859	25.02%	3,094,933	24.57%
52	Security	1,696,927	312,759	1,384,168	18.43%	265,539	16.22%
53	Non-Inst. Data Processing	3,136,783	692,886	2,443,897	22.09%	794,361	24.77%
61	Community Services	528,009	81,408	446,601	15.42%	89,596	18.62%
71	Debt Service	275,000	-	275,000	0.00%	-	0.00%
81	Facilities/Construction	40,867	6,812	34,055	16.67%	-	0.00%
91	State Transfers	50,986,945	-	50,986,945	0.00%	-	0.00%
92	Incremental Cost WADA	-	-	-	0.00%	-	0.00%
93	SPED TRF-Regular Day	66,760	-	66,760	0.00%	-	0.00%
95	JJAEF Transfer Payments	15,000	-	15,000	0.00%	-	0.00%
99	Travis County Appraisal	1,050,000	255,139	794,861	24.30%	240,123	23.88%
Total Expenditures		\$ 167,785,264	\$ 24,775,797	\$ 143,009,467	14.77%	\$ 24,209,372	14.88%

Other Resources and (Uses)

7990	Other Resources	150,000	-	150,000	0.00%	2,289,000	100.00%
8990	Other Uses	-	-	-	-	-	-
8911	Transfers-Out	-	-	-	-	-	-
Total Resources & Uses		\$ 150,000	\$ -	\$ 150,000	0.00%	\$ 2,289,000	100.00%

Fund Balance

1200	Excess (Deficiency) Of Revenues Over Expenditures	\$ (6,000,000)	\$ (20,941,922)
3000	Beginning Fund Balance 9/1	\$ 41,139,501	
3000	Ending Fund Balance 8/31	\$ 35,139,501	
3590	Committed Fund Balance	\$ 666,607	
3600	Unassigned Fund Balance	\$ 34,472,894	

Lake Travis ISD
COMBINED INTERIM BALANCE SHEET - ALL FUND TYPES
AS OF: October 31, 2024

<i>Assets</i>	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Internal Svc., Trust & Agency Funds	Total Funds
Current Assets:						
1101 Cash	\$ 4,865,362	\$ 4,760,874	\$ 4,817,789	\$ 4,838,599	\$ 5,511,748	\$ 24,794,371
1103 Temporary Investments	24,369,394	-	5,970,496	292,118,007	206,312	322,664,209
Total Cash and Investments	\$ 29,234,756	\$ 4,760,874	\$ 10,788,284	\$ 296,956,606	\$ 5,718,060	\$ 347,458,580
Receivables:						
1210 Property Taxes-Current	\$ 1,452,290	\$ -	\$ 637,055	\$ -	\$ -	\$ 2,089,345
1220 Property Taxes-Delinquent	3,585,514	-	1,572,804	-	-	5,158,318
1230 Allowance-Uncollected Taxes	(1,072,058)	-	(392,241)	-	-	(1,464,299)
1240 Due From Federal Agencies	(84,319)	606,517	-	-	-	522,197
1250 Sundry Receivables	13,115	2,541	-	-	-	15,656
1260 Due From Funds	2,944,746	-	-	-	-	2,944,746
1280 Due From Other Funds Warehouse Items	-	-	-	-	(4,434)	(4,434)
1290 Other Receivables	738,547	-	-	-	-	738,547
1300 Inventories, At Cost	53,600	152,699	-	-	-	206,299
Total Receivables	\$ 7,631,434	\$ 761,757	\$ 1,817,618	\$ -	\$ (4,434)	\$ 10,206,374
1400 Other Current Assets	-	-	-	-	444,059.44	444,059.44
Total Assets	\$ 36,866,189	\$ 5,522,631	\$ 12,605,902	\$ 296,956,606	\$ 6,157,685	\$ 358,109,013
Resources						
5010 Estimated Revenue	\$ 161,785,264	\$ 10,183,492	\$ 67,200,000	\$ 444,494,997	\$ 17,713,620	\$ 701,377,373
5030 Less: Realized Revenue	3,833,874	1,868,815	65,253	2,478,292	1,787,942	10,034,176
5000 Revenues to be Received	157,951,390	8,314,677	67,134,747	442,016,705	15,925,679	691,343,198
Total Assets & Resources	\$ 194,817,579	\$ 13,837,308	\$ 79,740,650	\$ 738,973,311	\$ 22,083,364	\$ 1,049,452,211
Liabilities						
Current Liabilities:						
2110 Accounts Payable	\$ 19,121	\$ 1,713	\$ -	\$ 66,039	\$ 1,446,203	\$ 1,533,075
2160 Accrued Wages Payable	11,545,727	602,447	-	83,460	201,900	12,433,534
2170 Due To Other Funds	427,717	1,710,888	-	2,756	798,950	2,940,311
2180 Due To Other Govt's	1,009	-	-	-	-	1,009
2190 Due To Student Groups	-	-	-	-	-	-
2150 Payroll Deduct & Withhold	-	-	-	-	257,083	257,083
Total Current Payables	\$ 11,993,574	\$ 2,315,048	\$ -	\$ 152,255	\$ 2,704,136	\$ 17,165,012
2210 Accrued Expenses	-	-	-	461,930	746,786	1,208,716
2300 Deferred Revenue	-	405,368	-	-	-	405,368
2400 Payable From Restricted Assets	-	-	-	-	-	-
2600 Deferred Inflows	4,675,037	-	1,806,467	-	-	6,481,504
Total Liabilities	\$ 16,668,611	\$ 2,720,415	\$ 1,806,467	\$ 614,185	\$ 3,450,922	\$ 25,260,600
Fund Equity						
6010 Appropriations	\$ 167,785,264	\$ 12,018,355	\$ 65,730,000	\$ 728,111,179	\$ 17,712,791	\$ 991,357,589
6050 Less: Expenditures	(24,775,797)	(2,122,065)	(8,000)	(5,566,361)	(2,392,912)	(34,865,135)
6030 Encumbrances	-	-	-	-	-	-
Available Appropriations	\$ 143,009,467	\$ 9,896,290	\$ 65,722,000	\$ 722,544,818	\$ 15,319,879	\$ 956,492,454
4310 Reserve For Encumbrances	-	-	-	-	-	-
3600 Unassigned Fund Balance	34,472,894	1,220,602	12,212,183	15,814,309	3,312,563	67,032,550
3590 Committed Fund Balance - Accr. Leave	666,607	-	-	-	-	666,607
Total Liability & Fund Equity	\$ 194,817,579	\$ 13,837,307	\$ 79,740,650	\$ 738,973,311	\$ 22,083,364	\$ 1,049,452,211

SUMMARY OF TAX COLLECTIONS
AS OF OCTOBER 2024

2024-25 Original Tax Levy	\$ 206,399,186.00
Delinquent Taxes as of 8/31/2024	5,729,201.17
 Total Receivables for 2024-25	 \$ 212,128,387.17
Current Year Adjustments	0.00
Prior Year Adjustments	(626,742.18)
 Adjusted Receivables.....	 \$ 211,501,644.99
Total Net Collections To Date	(48,982.85)
 Outstanding Receivables as of 10/31/2024	 \$ 211,452,662.14

<u>SUMMARY OF BUDGETED COLLECTIONS</u>	<u>BUDGETED</u>	<u>NET COLLECTED</u>	<u>BUDGETED DIFFERENCE</u>	<u>% OF BUDGET COLLECTED</u>
Maintenance - Current Tax	\$ 139,500,000.00	\$ 0.00	\$ 139,500,000.00	0.00%
Maintenance - Prior Year Tax	200,000.00	(38,827.32)	238,827.32	0.00%
Maintenance - Penalties & Interest	850,000.00	72,874.98	777,125.02	8.57%
Sub-total	\$ 140,550,000.00	\$ 34,047.66	\$ 140,515,952.34	0.02%
 Debt Service - Current Tax	 \$ 63,000,000.00	 \$ 0.00	 \$ 63,000,000.00	 0.00%
Debt Service - Prior Year Tax	0.00	(17,031.80)	17,031.80	0.00%
Debt Service - Penalties & Interest	300,000.00	31,966.99	268,033.01	10.66%
Sub-total	\$ 63,300,000.00	\$ 14,935.19	\$ 63,285,064.81	0.02%
 Total Collections	 \$ 203,850,000.00	 \$ 48,982.85	 \$ 203,801,017.15	 0.02%

<u>Tax Collection Comparison with 2024-25: Adjusted Tax Roll</u>	<u>2024-25</u>	<u>2023-24</u>	<u>2022-23</u>
Percent of Current Year Taxes Collected	0.00%	0.00%	0.00%
Percent of Total Taxes Collected	-0.03%	0.03%	0.02%
Percent of Total Taxes and P & I Collected	0.02%	0.08%	0.06%

<u>Tax Collection Comparison with 2024-25: Original Tax Roll</u>	<u>2024-25</u>	<u>2023-24</u>	<u>2022-23</u>
Percent of Current Year Taxes Collected	0.00%	0.00%	0.00%
Percent of Total Taxes Collected	-0.03%	0.03%	0.02%
Percent of Total Taxes and P & I Collected	0.02%	0.08%	0.06%

**Lake Travis ISD
2018 Bond Program Summary
October 31, 2024**

Resources	Original Budget	Amended Budget	Total Resources	Balance
1 Bond Proceeds	253,000,000.00	236,305,111.00	236,305,111.42	(0.42)
2 Interest Revenue	0.00	5,377,663.00	5,385,216.47	(7,553.47)
3 Interest Subject to Arbitrage Rebate	0.00	0.00	0.00	0.00
4 Bond Premiums	0.00	18,631,178.00	18,631,178.35	(0.35)
Total Resources	253,000,000.00	260,313,952.00	260,321,506.24	(7,554.24)

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
10 Elementary School #7	31,511,000.00	34,596,166.00	34,596,165.46	0.54
20 Elementary School #8	3,979,000.00	7,581,658.00	7,581,657.58	0.42
30 Secondary School #2	13,802,000.00	7,212,220.00	7,212,219.01	0.99
40 Middle School #3	75,980,710.00	77,314,012.00	77,314,011.66	0.34
50 FCA Projects	36,610,132.00	59,098,449.00	59,098,448.99	0.01
60/70 Small Renovation Improvements	16,927,133.00	11,828,948.00	11,828,947.58	0.42
Construction/Renovation	178,809,975.00	197,631,453.00	197,631,450.28	2.72
81 Instructional Materials & Equipment	5,707,000.00	4,169,372.00	4,169,371.01	0.99
82 Technology	29,901,700.00	25,608,118.00	25,608,117.83	0.17
83 Copy Machines	750,000.00	1,093,944.00	1,093,943.97	0.03
84 Maintenance	600,000.00	793,831.00	793,830.93	0.07
85 Food & Nutrition Services	3,950,789.00	1,948,974.00	1,948,973.36	0.64
86 Transportation	13,300,000.00	8,937,952.23	8,937,951.95	0.28
87 District Furniture & Equipment	6,000,000.00	6,959,895.00	6,959,894.41	0.59
88 Police	0.00	590,596.00	590,595.95	0.05
90 Land	1,270,000.00	576,465.00	576,464.50	0.50
91 Bond Closing	2,000,000.00	1,918,024.00	1,918,023.77	0.23
94 Contingency	7,510,536.00	5,672,235.77	5,058,925.00	613,310.77
95 Program Administration	3,200,000.00	3,950,514.00	3,950,512.66	1.34
97 LTMS Wastewater Expansion	0.00	462,578.00	369,012.18	93,565.82
Other Programs	74,190,025.00	62,682,499.00	61,975,617.52	706,881.48
Total 2018 Bond Program	253,000,000.00	260,313,952.00	259,607,067.80	706,884.20

**Lake Travis ISD
2023 Bond Program
October 31, 2024**

Resources	Original Budget	Amended Budget	Total Resources	Balance
1 Bond Proceeds -Prop A	548,410,330.00	548,410,330.00	246,715,051.13	301,695,278.87
1 Bond Proceeds -Prop B	60,790,110.00	60,790,110.00	40,639,386.23	20,150,723.77
2 Interest Revenue - Prop A	0.00	28,134,365.00	21,046,368.12	7,087,996.88
2 Interest Revenue - Prop B	0.00	4,580,013.00	3,426,152.94	1,153,860.06
3 Interest Subject to Arbitrage Rebate	0.00	0.00	0.00	0.00
4 Bond Premiums	0.00	14,705,427.00	14,705,427.00	0.00
Total Resources	609,200,440.00	656,620,245.00	326,532,385.42	330,087,859.58

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
10 Elementary School (Bee Creek)	50,917,526.00	50,917,526.00	172,706.74	50,744,819.26
20 Elementary School (HPR)	55,517,521.00	55,517,521.00	3,871,225.34	51,646,295.66
30 Secondary School #2	179,990,620.00	179,990,621.00	5,209,268.78	174,781,352.22
40 Campus/District Facilities Projects	177,393,335.00	173,718,436.00	9,928,414.05	163,790,021.95
50 FCA Projects	36,312,528.00	36,260,427.00	4,000,415.14	32,260,011.86
60 Technology Improvements	60,790,110.00	60,796,667.00	22,023,518.62	38,773,148.38
Construction/Renovation	560,921,640.00	557,201,198.00	45,205,548.67	511,995,649.33
81 Curriculum and Instructional Material:	1,800,000.00	5,452,003.00	1,171,950.56	4,280,052.44
82 Copy Machines	585,300.00	585,300.00	0.00	585,300.00
83 Maintenance	273,500.00	298,500.00	249,746.90	48,753.10
84 Transortation	9,620,000.00	9,620,000.00	570,704.49	9,049,295.51
85 District Furniture & Equipment	1,500,000.00	1,550,000.00	152,194.06	1,397,805.94
86 FANS Equipment	0.00	3,879,972.00	0.00	3,879,972.00
90 Land	15,000,000.00	15,100,001.00	15,090,166.38	9,834.62
91 Bond Closing	4,000,000.00	4,000,000.00	2,059,864.36	1,940,135.64
94 Contingency	12,000,000.00	55,138,271.00	0.00	55,138,271.00
95 Program Management	3,500,000.00	3,500,000.00	161,559.13	3,338,440.87
98 Miscellaneous	0.00	295,000.00	257,970.42	37,029.58
Other Programs	48,278,800.00	99,419,047.00	19,714,156.30	79,704,890.70
Total 2023 Bond Program	609,200,440.00	656,620,245.00	64,919,704.97	591,700,540.03

**Lake Travis ISD
2024 Bond Program - Athletics
October 31, 2024**

Resources	Original Budget	Amended Budget	Total Resources	Balance
1 Bond Proceeds -Athletics	143,093,994.00	143,093,994.00	33,440,000.00	109,653,994.00
2 Interest Revenue	0.00	3,000,000.00	1,216,865.67	1,783,134.33
3 Interest Subject to Arbitrage Rebate	0.00	0.00	0.00	0.00
4 Bond Premiums	0.00	1,855,303.00	1,855,303.30	(0.30)
Total Resources	143,093,994.00	147,949,297.00	36,512,168.97	111,437,128.03

Appropriations	Original Budget	Amended Budget	Total Expended	Balance to Complete
10 Lake Travis High School	35,638,190.00	35,638,190.00	1,590,137.27	34,048,052.73
20 High School No. 2	102,748,000.00	102,748,000.00	0.00	102,748,000.00
30 Lake Travis Middle School	1,200,000.00	1,200,000.00	0.00	1,200,000.00
40 Hudson Bend Middle School	2,307,804.00	2,307,804.00	93,966.00	2,213,838.00
50 Bee Cave Middle School	1,200,000.00	1,200,000.00	0.00	1,200,000.00
91 Bond Closing	0.00	500,000.00	295,303.30	204,696.70
94 Contingency	0.00	4,355,303.00	0.00	4,355,303.00
Construction/Renovation	143,093,994.00	147,949,297.00	1,979,406.57	145,969,890.43
Total 2024 Bond Program	143,093,994.00	147,949,297.00	1,979,406.57	145,969,890.43



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Campus Presentation–Lake Travis High School

RECOMMENDED ACTION

For Presentation/Discussion only.

RATIONALE

The purpose of this presentation is to provide the Board of Trustees and the community with a snapshot of the impactful work being done by Lake Travis High School. This includes highlighting significant achievements by students, staff, and families that contribute to the overall success of the school community.

The expected outcome of this presentation is to strengthen the connection between the campus and the community and give the Board of Trustees the opportunity to engage in conversations with the campus principal that support the success of all stakeholders.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Stefani Vickery - Assistant Superintendent of Curriculum & Instruction

Debbie Garinger - Principal, Lake Travis High School

ATTACHMENTS

Presentation

MEETING DATE

November 20, 2024



Lake Travis Showcase

Lake Travis High School

22

November 20, 2024

Principal: Debbie Garinger

All About Us

Year the school opened: 1981

of students: 3570

of staff: 266

List specialized programs: SDC, Life Skills, 18+, DAEP

Vision Statement: Lake Travis High School commits to creating a safe, supportive, and diverse learning environment where students are provided opportunities to become contributing members of the community.



Campus Goal

The goal of LTHS is to cultivate a collaborative culture among staff that promotes equitable learning opportunities for all students.

24

Campus Spotlight—Focus on Students

Cavalier Challenge

- Increase community among students
- Focus on kindness, anti-bullying, and shared vulnerability
- #LTPOE: Lake Travis Proud of Everything

25

It's a great day to be kind





26

IT'S A GREAT
DAY TO BE
KIND.

LAKE TRAVIS HIGH SCHOOL

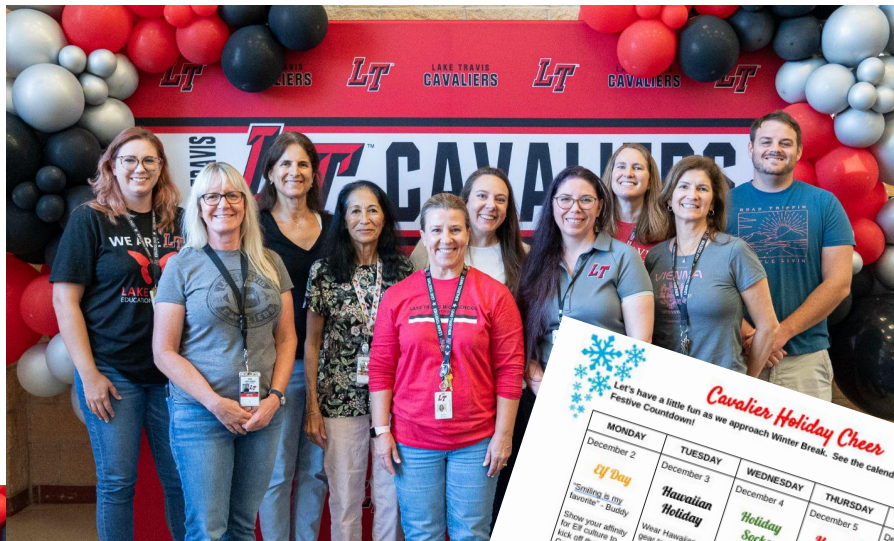
#LTPOE



Campus Spotlight—Focus on Educators

WE before Me

- Positive notes sent to staff
- Treat Carts
- Cavalier Holiday Cheer
- Staff Shout-outs (from parents and students)
- Staff Appreciation (from colleagues)



Let's have a little fun as we approach Winter Break. See the calendar below for our **Cavalier Holiday Cheer** Festive Countdown!

28

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
December 2 Elf Day "Burling is my favorite" - Buddy Show your affinity for Elf culture to kick off the Cavalier Cheer.	December 3 Hawaiian Holiday Wear Hawaiian gear to celebrate the holiday.	December 4 Holiday Socks Wear your favorite holiday socks to the countdown.	December 5 Merry & Bright Day Wear your holiday neckties, scarves, or other accessories along with holiday colors.	December 6 Holiday Sweet Treat in the Counseling Suite Make sure you stop by the counseling suite to grab a sweet treat.
December 9 Ugly Sweater Day Wear your ugly Christmas sweater or dress holiday movie character.	December 10 Hot Chocolate and Candy Canes Wear your red and white or just enjoy the hot chocolate call as the hallway.	December 11 Classroom Door Decorating Contest Door decorations will be judged today!	December 12 Holiday Headgear Wear your favorite Santa hat, antlers or holiday headband.	December 13 Country Christmas Wear your best country wear with a fun holiday twist!
December 16 Bagels in the Workrooms Make sure you stop by the main or service teachers lounge to grab a bite.	December 17 Holiday Wear Been waiting to wear your favorite holiday outfit? This is the day to wear your sweater, tie, or any other holiday attire.	December 18 Grinch vs. Santa Wear green or red today to show whether you are Team Grinch or Team Santa.	December 19 Panini & Juans Time to break out the panini and get cozy going into the winter break.	December 20 Polar Express Day Wear your coolest holiday pajamas! Release at 12:30



Campus Spotlight—Focus on Families

LTHS: The Hub of the Community

- Kinder Parade
- District Fine Arts Events in PAC
- District Athletic Events
- LTYA
- Homecoming Extravaganza





Questions?



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Preliminary Design of the High School #2

RECOMMENDED ACTION

For Presentation/Discussion only.

RATIONALE

In March 2024, a representative with VLK Architects provided an update on the design phase of the High School #2 campus. Taking into consideration Travis County's purchase of two significant parcels of land within the Lake Travis ISD boundaries, it was approved in April 2024 to build High School #2 in two separate phases. Phase One would be built to accommodate 1,500 students. If and when needed, Phase Two would be built to accommodate an additional 500 students.

After several meeting with the District's Facilities and Construction project management team, Lake Travis High School administrators, Fine Arts, Athletics and the Curriculum and Instruction department administrators, the VLK architect and design team will present a preliminary design of the new facilities to the Board.

BUDGET PROVISIONS

2023 Bond Program

RESOURCE PERSONNEL

Paul Norton – Superintendent
Pam Sanchez – Assistant Superintendent of Business Services
Robert Winovitch – Director of Facilities and Construction

ATTACHMENTS

None

MEETING DATE

November 20, 2024



NOVEMBER 20, 2024

HIGH SCHOOL NO. 2

DESIGN UPDATE



WHO WE ARE



Tom Oehler
Principal-In-Charge



Rory Estes
Principal



Sara Koprowski
Sr. Associate, Educational Planner



Richard Hunt
Senior Associate, Lead Designer

PROGRAMMING



PROGRAMMING - HIGH SCHOOL #2

PROGRAM PURPOSE

This program is a document that **sets the outline** for the design, by prioritizing the goals of the Lake Travis administration and staff for the new High School No. 2.

The intent for the program created for High School No. 2 is to assign space needs that align with a **1,500 capacity** comprehensive high school.

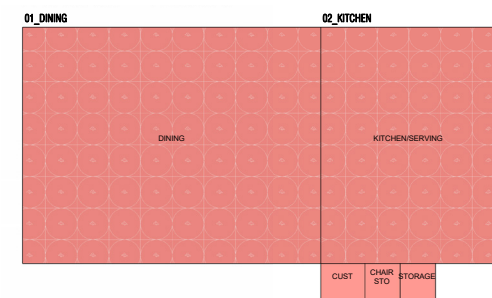
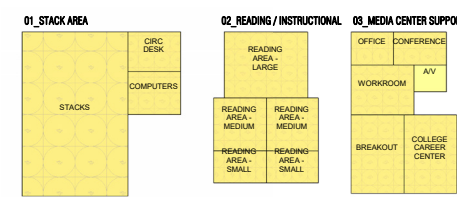
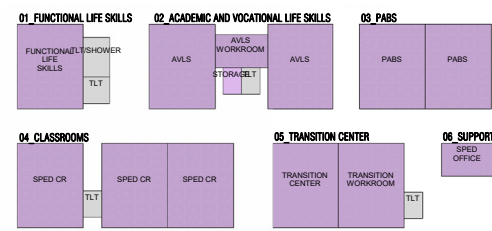
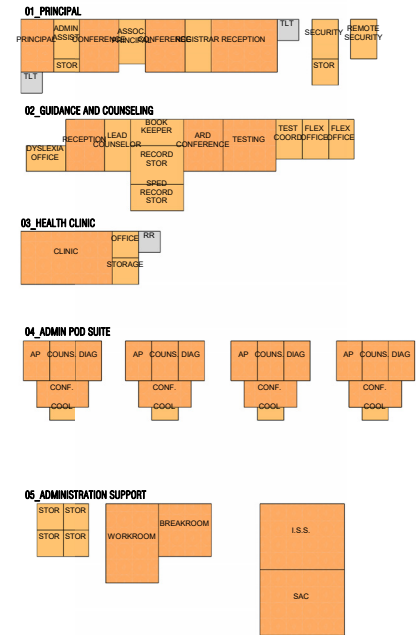
The project team will then carry this program throughout design to ensure these needs are met.

ADMINISTRATION

SPED

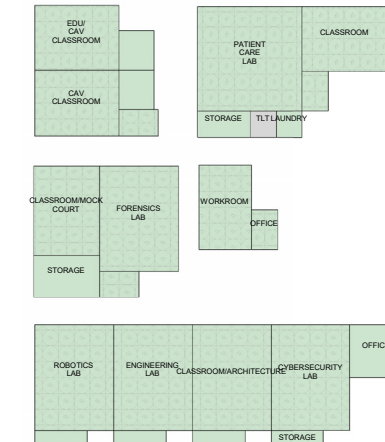
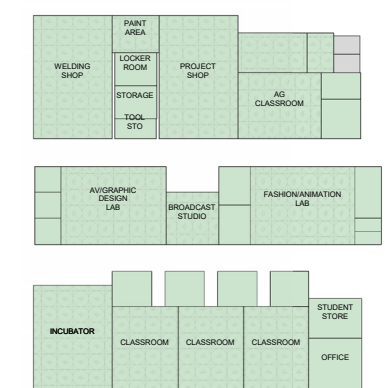
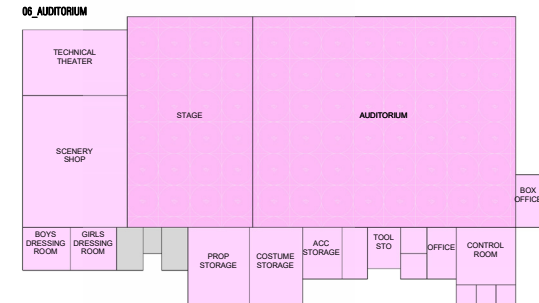
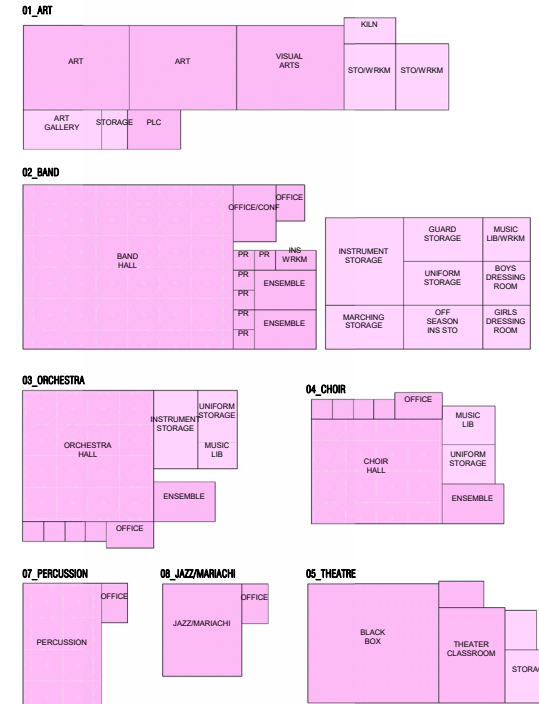
MEDIA

DINING



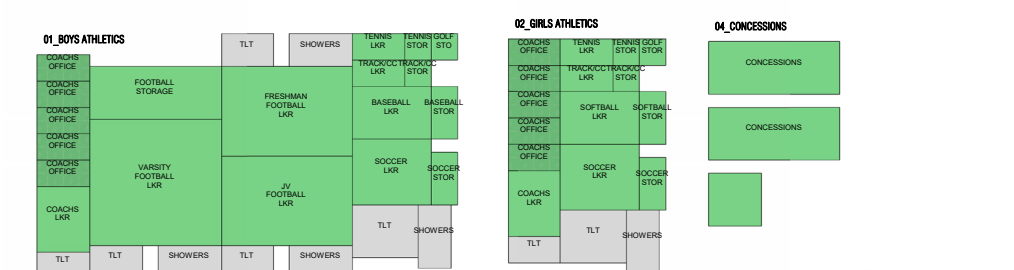
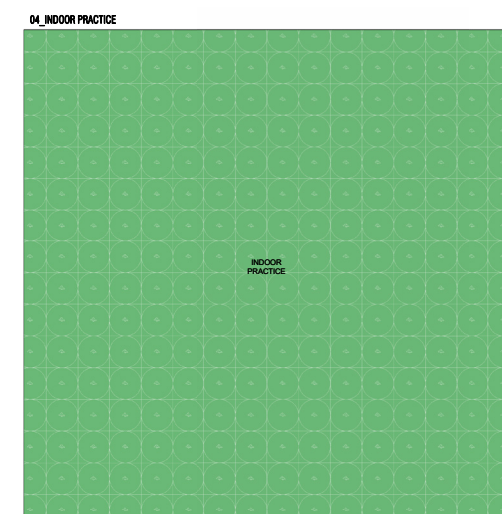
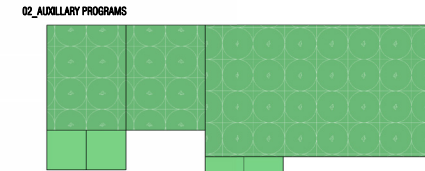
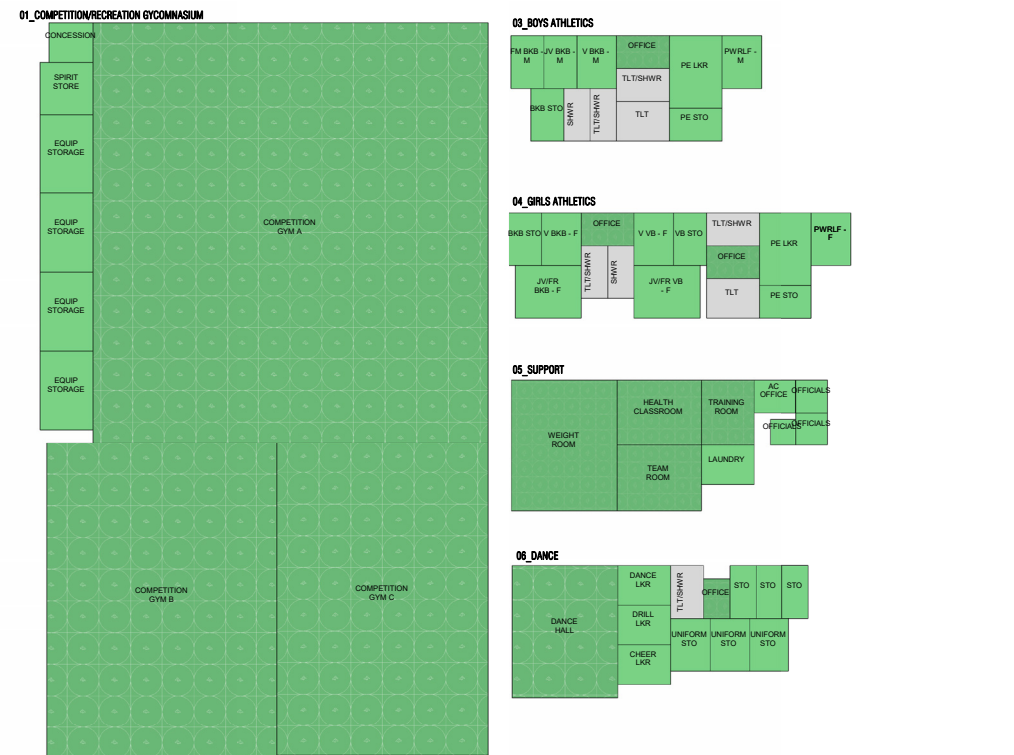
FINE ARTS

CAREER AND TECHNOLOGY

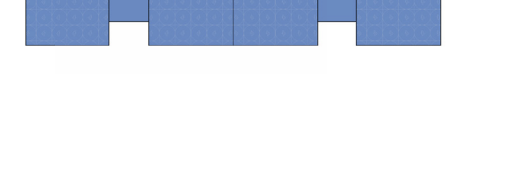
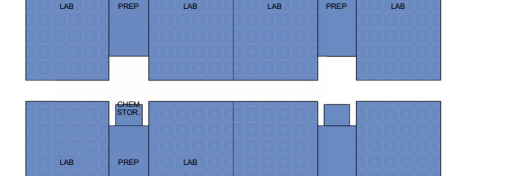
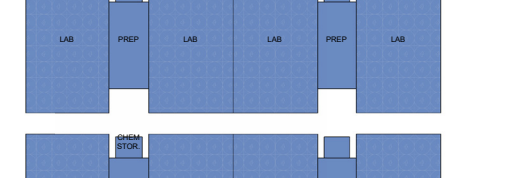
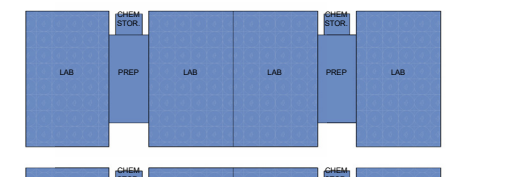
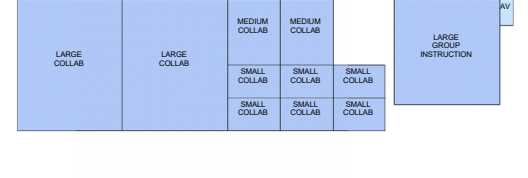
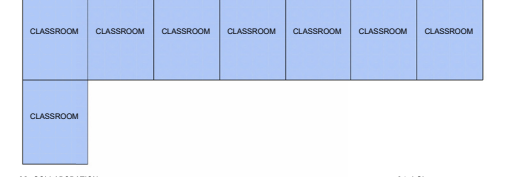
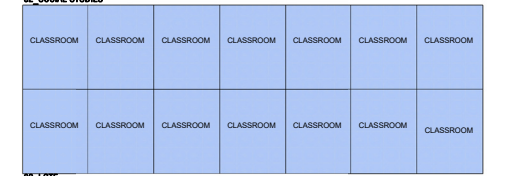
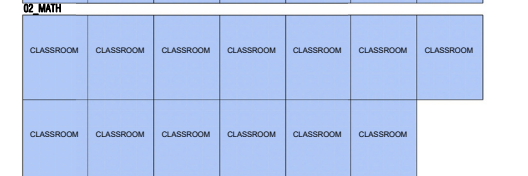
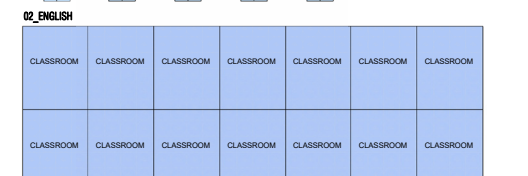
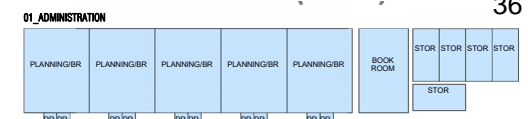


INDOOR ATHLETICS

OUTDOOR



ACADEMICS



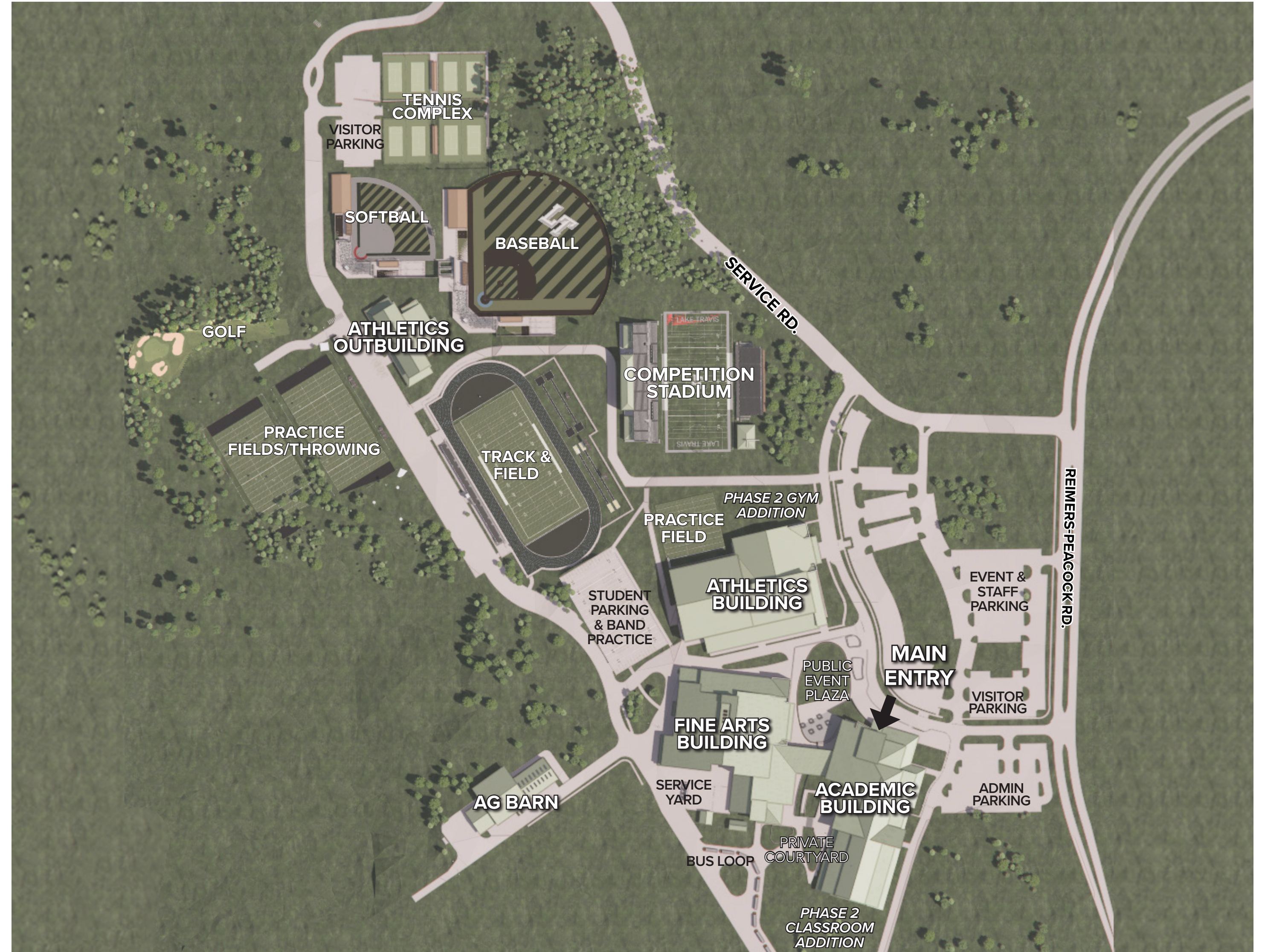
DESIGN UPDATE



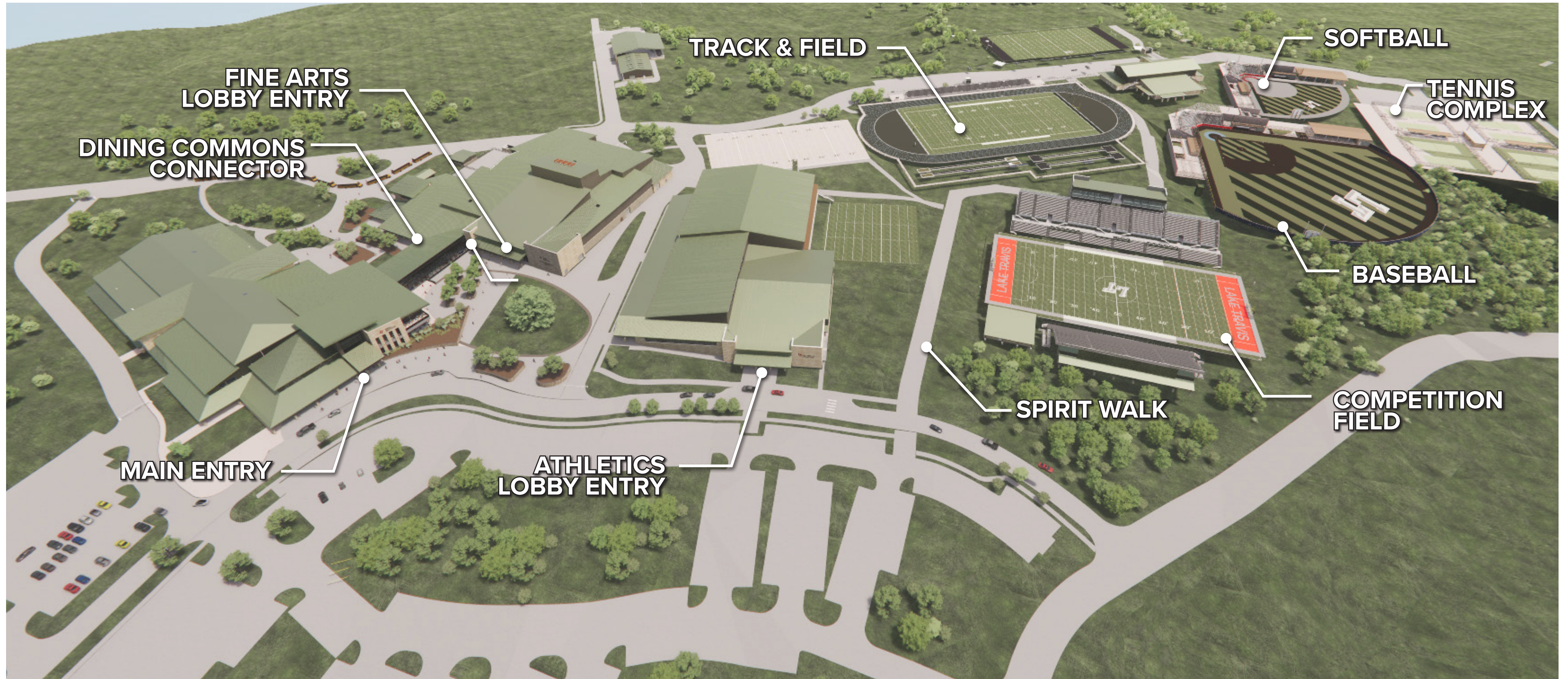
SITE PLAN

KEY HIGHLIGHTS

- 150 acre site
- 1,171 parking spaces
- 1,500 student capacity
- 1,720 - seat Competition Gym
- 700 - seat Auditorium
- Planned Phase 2 Expansions
- Practice Fields
- Competition Fields
 - 8,000 seat stadium
 - Track & Field / Soccer stadium
 - Baseball / Softball
 - Tennis



SITE

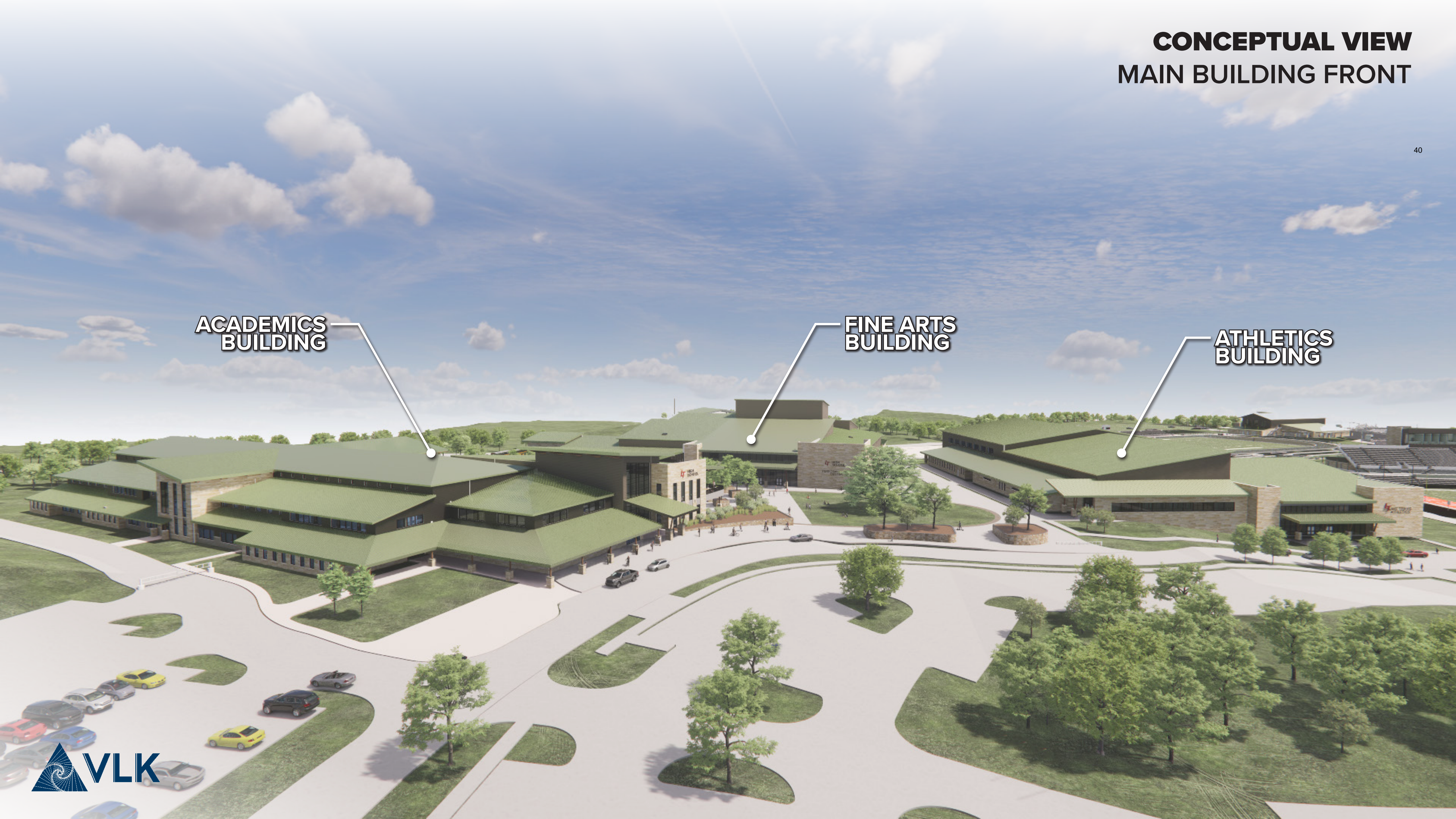


CONCEPTUAL VIEW MAIN BUILDING FRONT

ACADEMICS
BUILDING

FINE ARTS
BUILDING

ATHLETICS
BUILDING



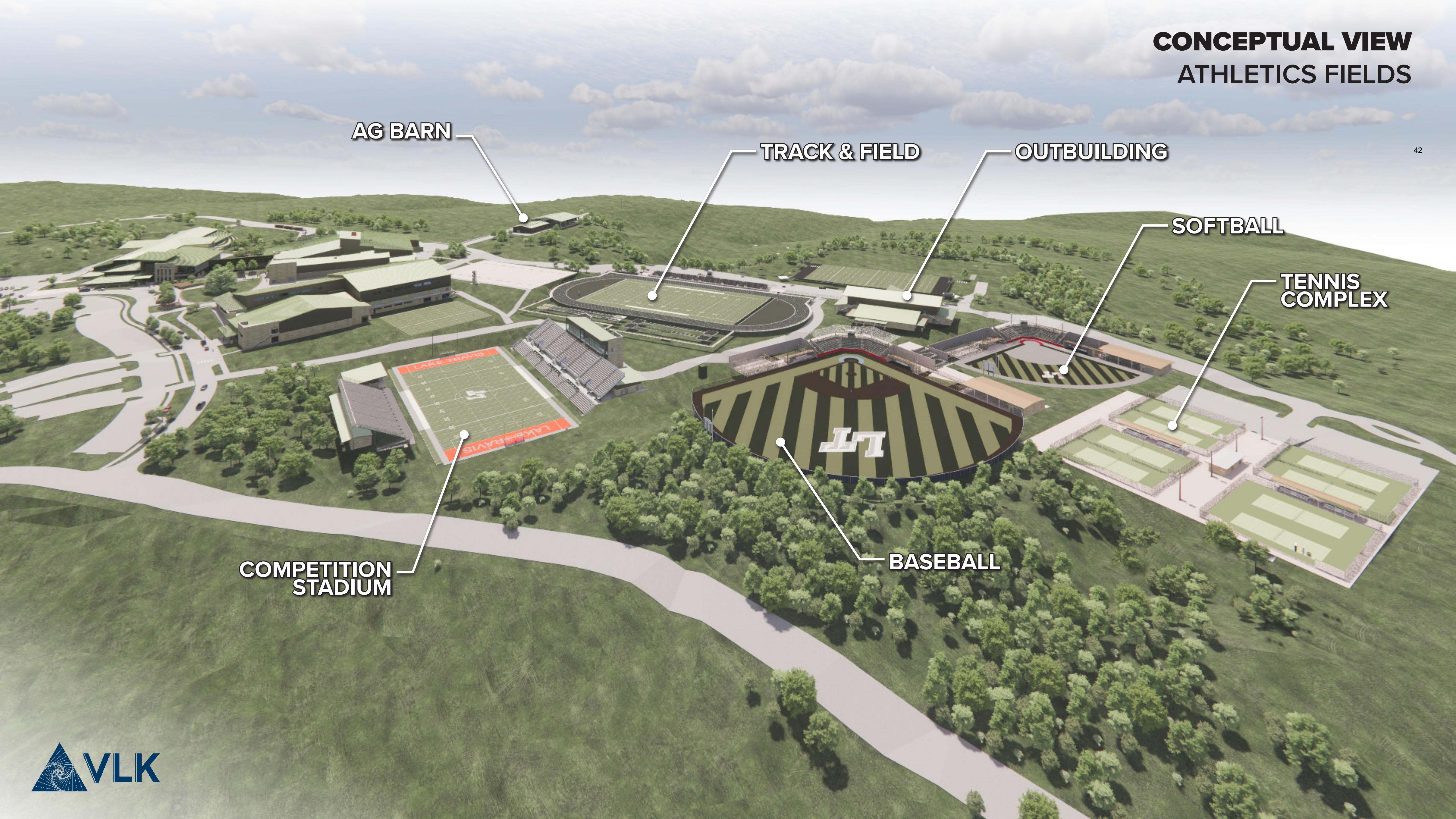
CONCEPTUAL VIEW MAIN BUILDING BACK

FINE ARTS
BUILDING

ATHLETICS
BUILDING

ACADEMICS
BUILDING

CONCEPTUAL VIEW ATHLETICS FIELDS



AG BARN

TRACK & FIELD

OUTBUILDING

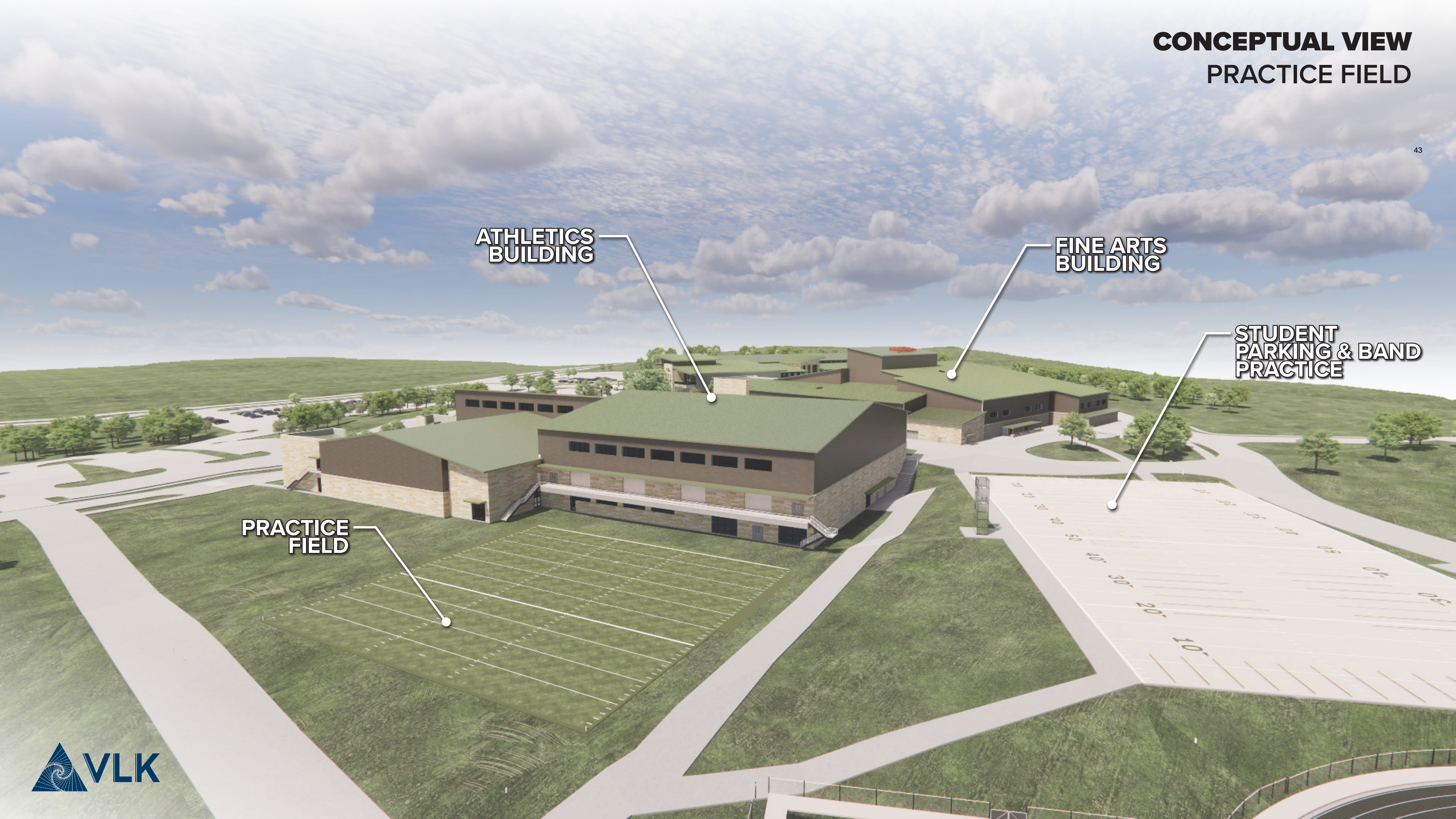
SOFTBALL

TENNIS
COMPLEX

COMPETITION
STADIUM

BASEBALL

CONCEPTUAL VIEW PRACTICE FIELD



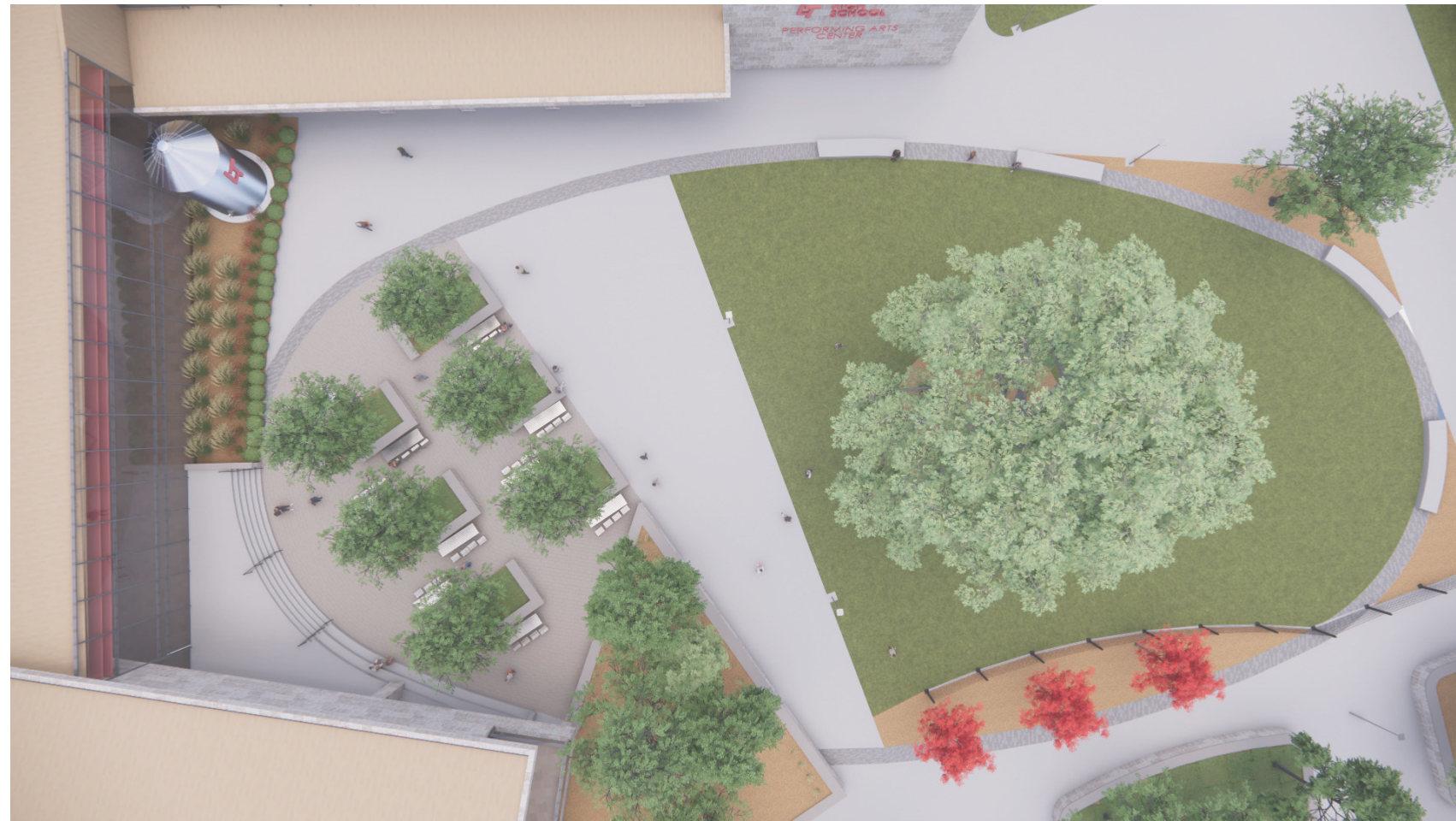
**ATHLETICS
BUILDING**

**FINE ARTS
BUILDING**

**STUDENT
PARKING & BAND
PRACTICE**

**PRACTICE
FIELD**

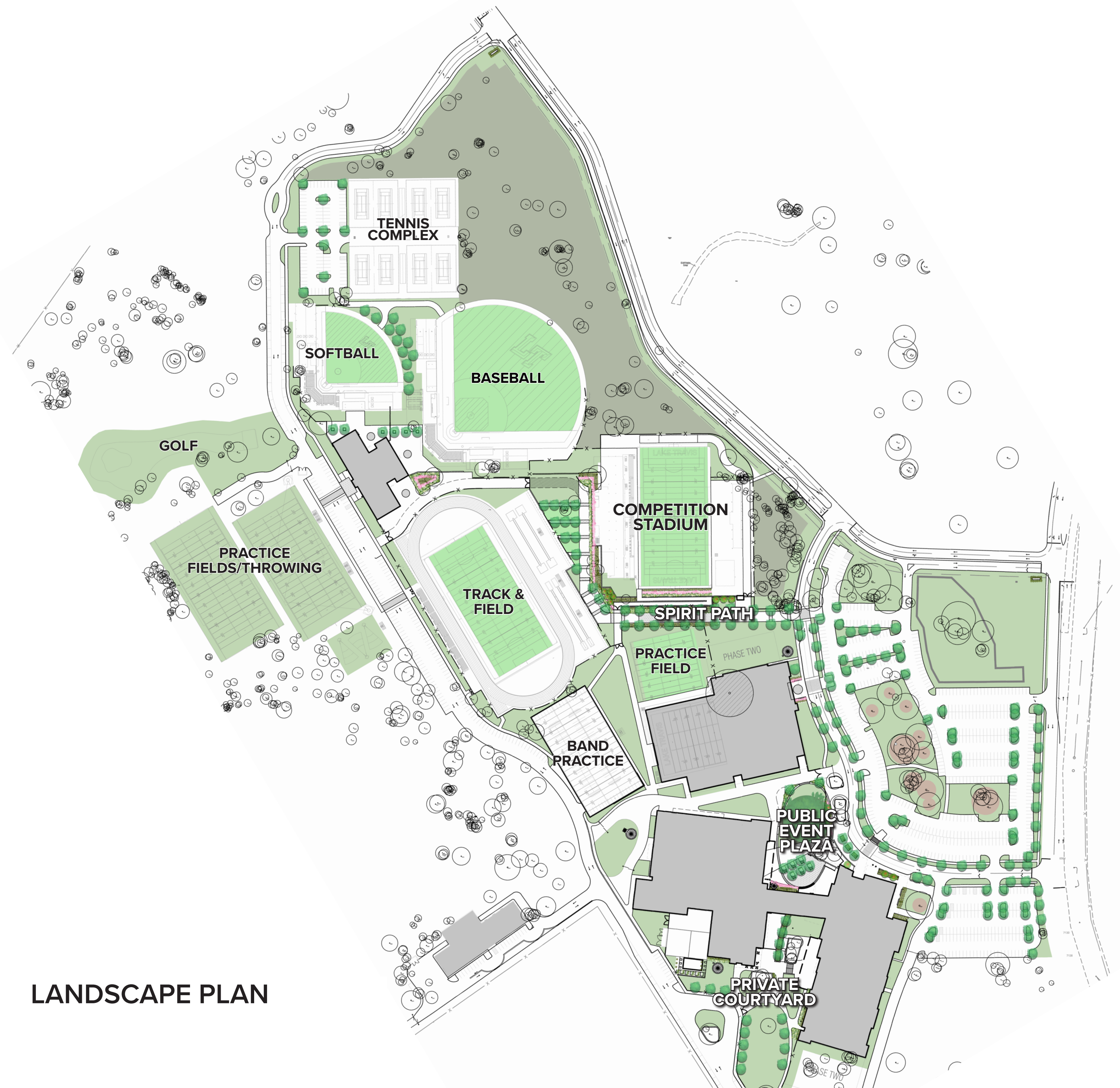
LANDSCAPE UPDATE



PUBLIC EVENT PLAZA

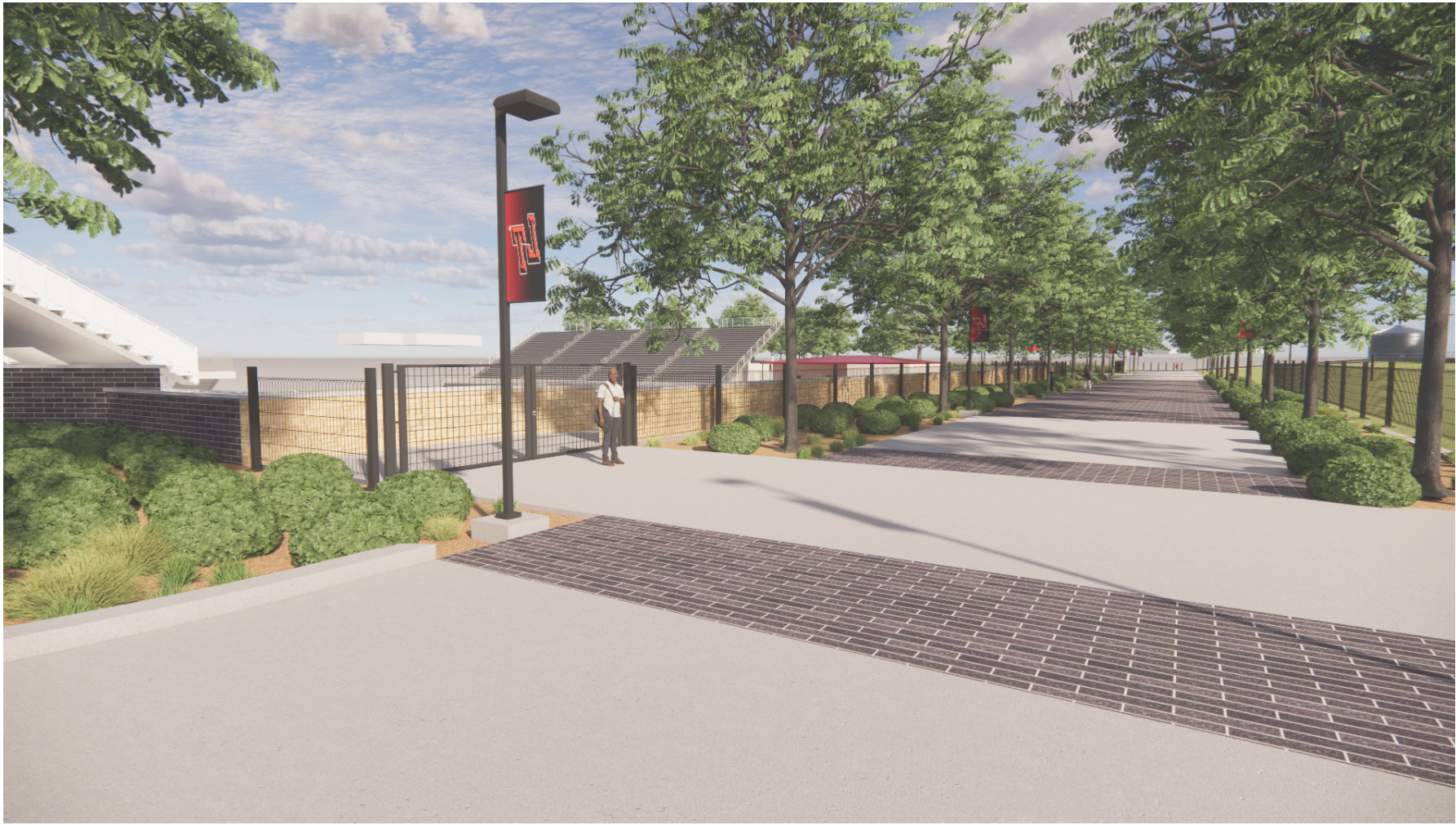


PRIVATE COURTYARD



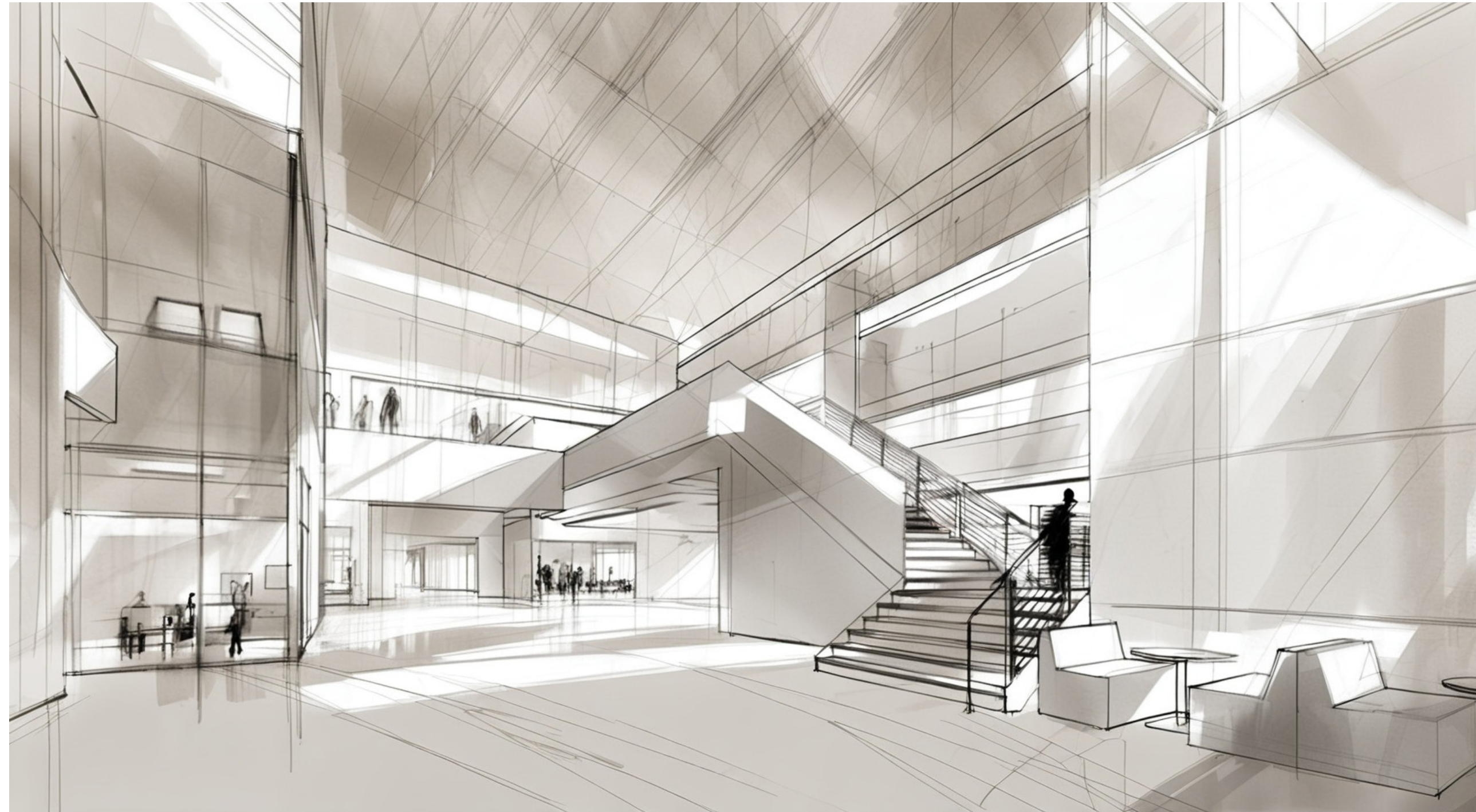
LANDSCAPE PLAN

LANDSCAPE UPDATE

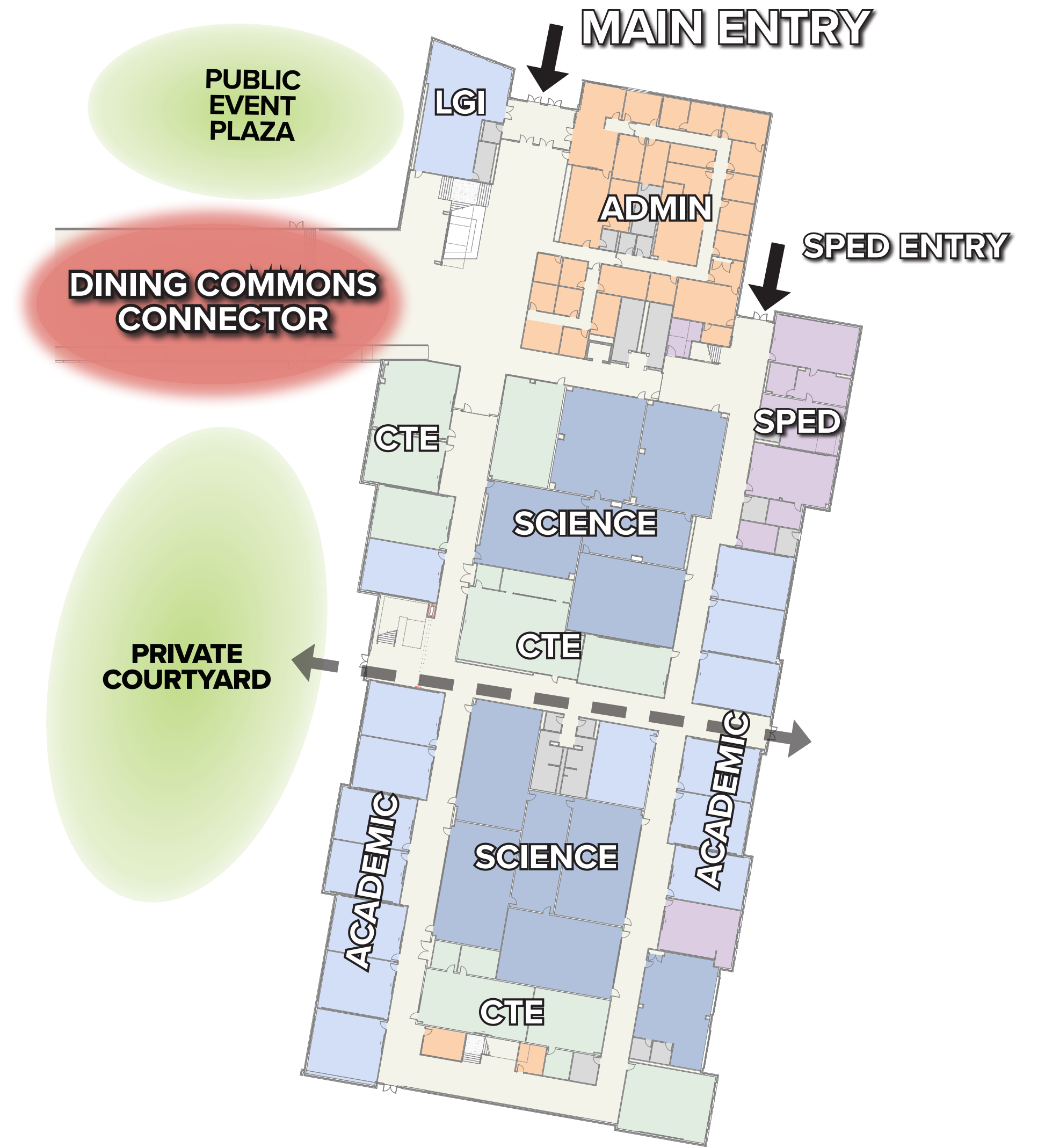


FLOOR PLAN

ACADEMIC BUILDING - LEVEL ONE

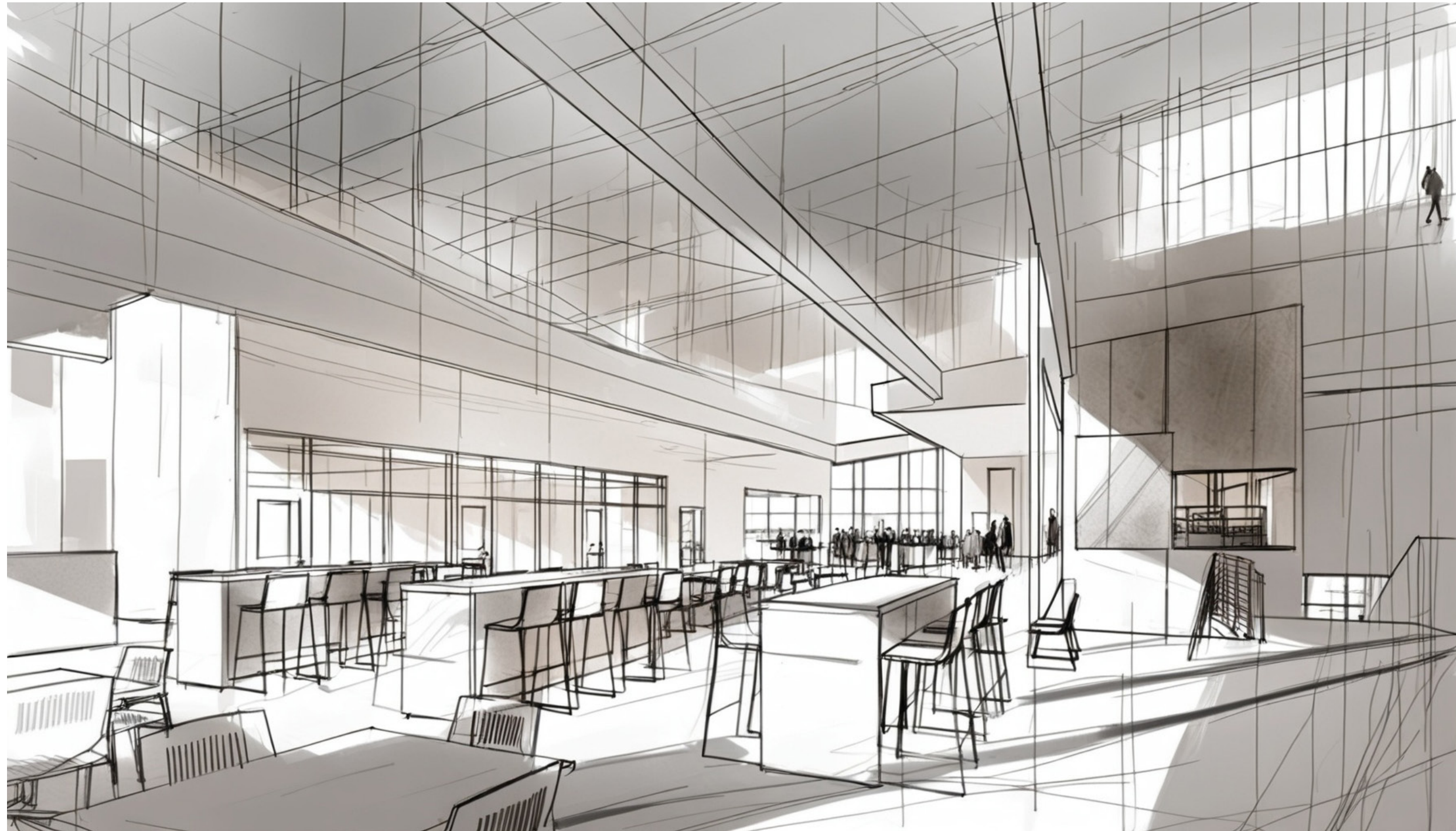


CONCEPTUAL VIEW FRONT ENTRY

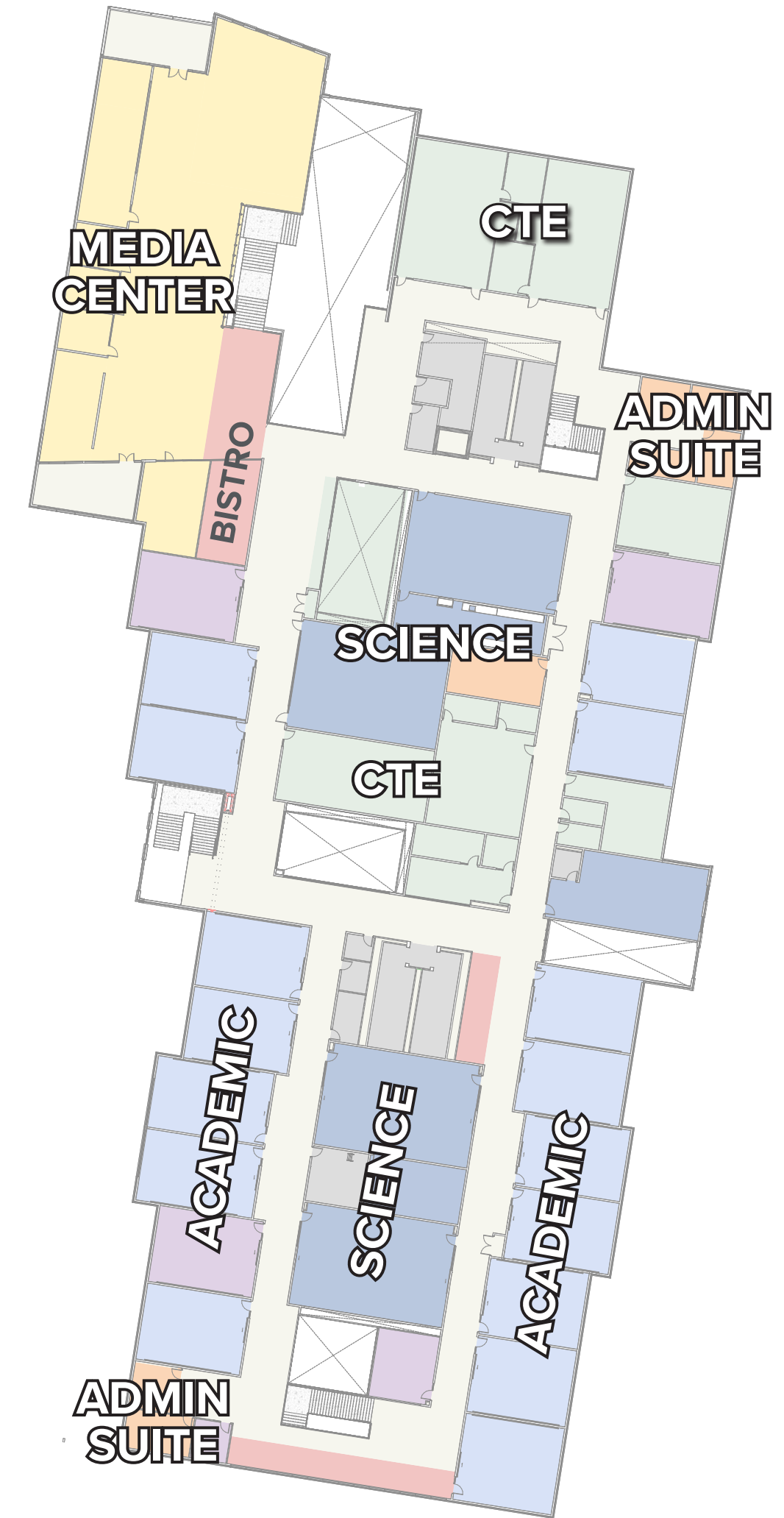


FLOOR PLAN

ACADEMIC BUILDING - LEVEL TWO



CONCEPTUAL VIEW MEDIA CENTER

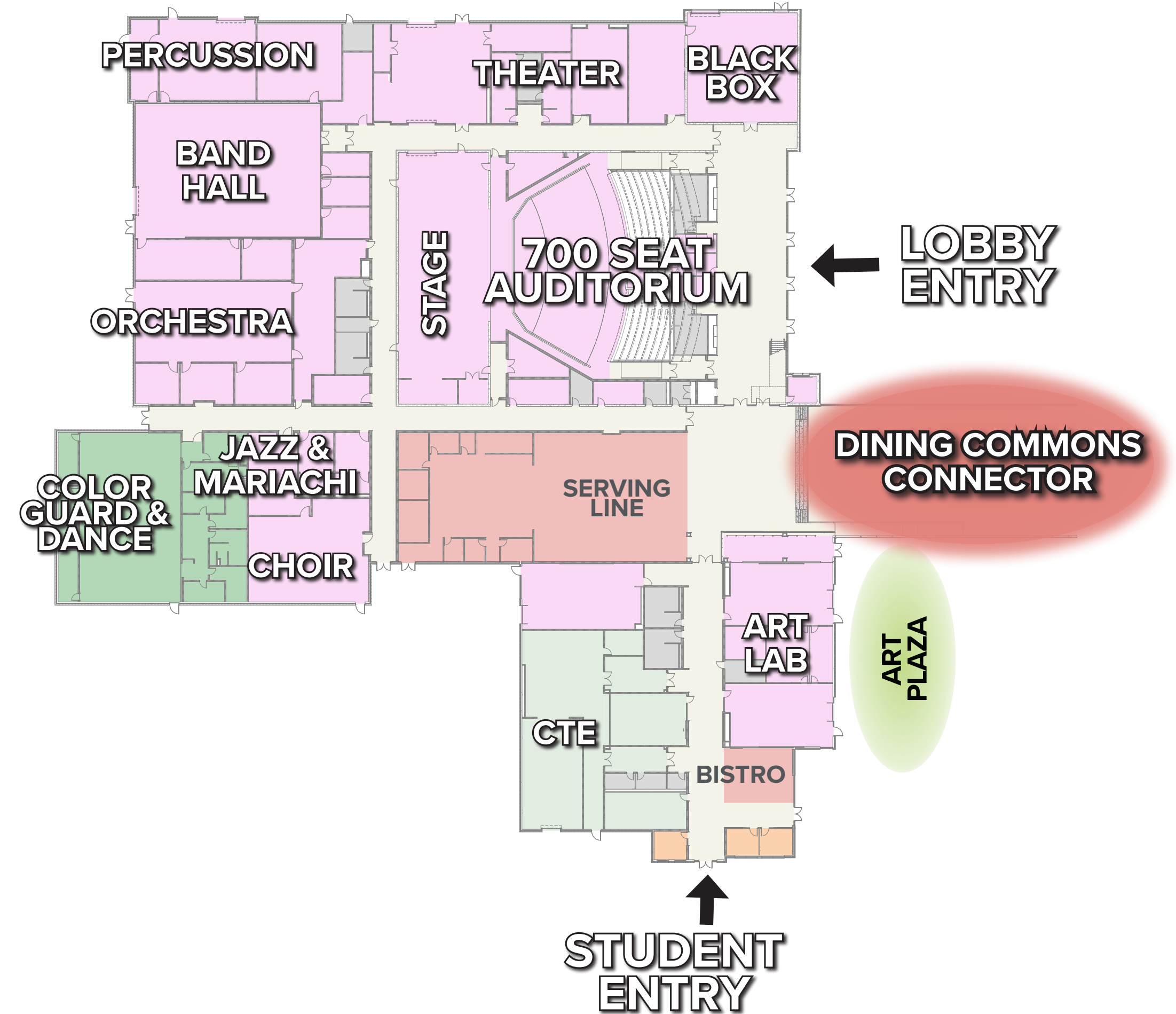


FLOOR PLAN

FINE ARTS BUILDING



CONCEPTUAL VIEW DINING COMMONS CONNECTOR

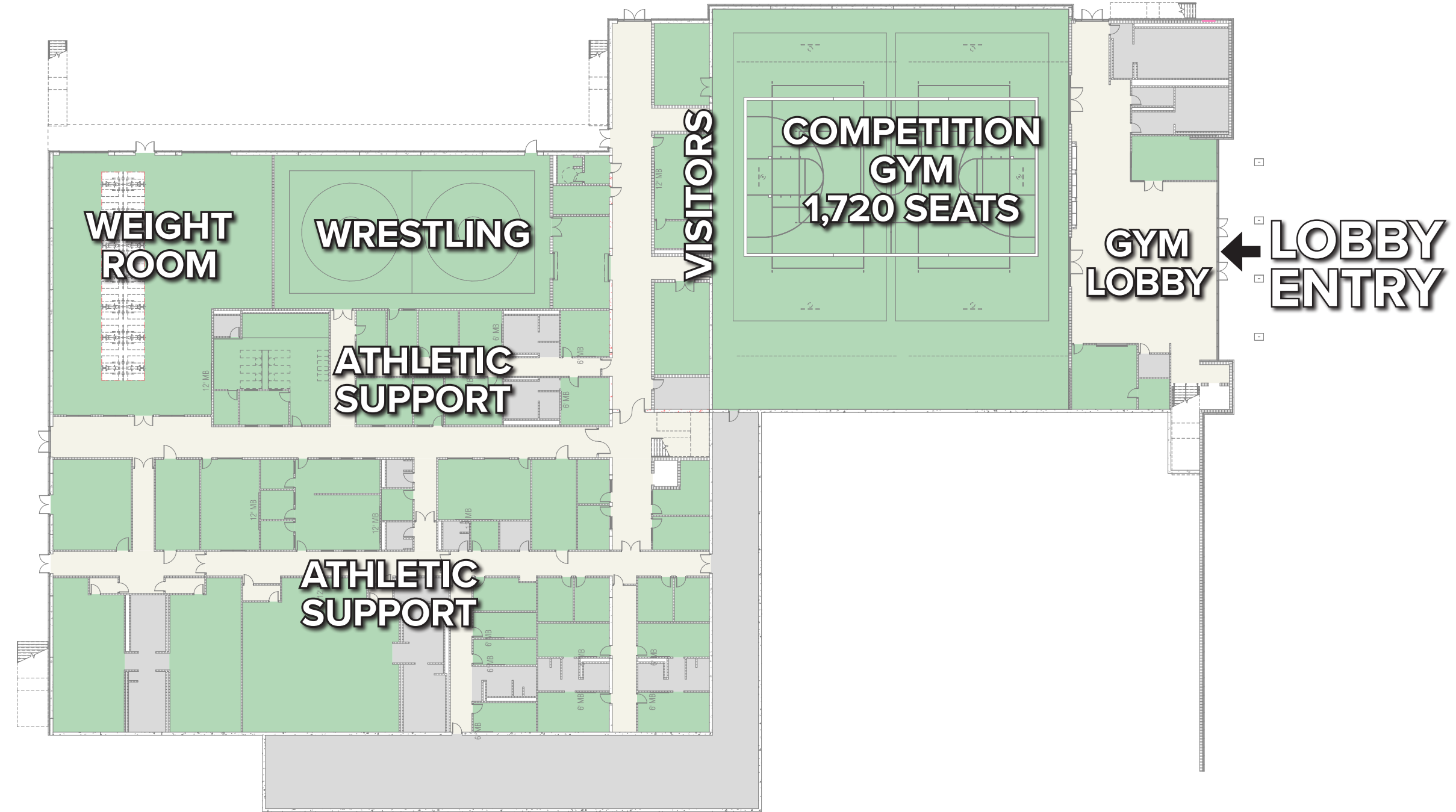


FLOOR PLAN

ATHLETICS BUILDING - LEVEL ONE

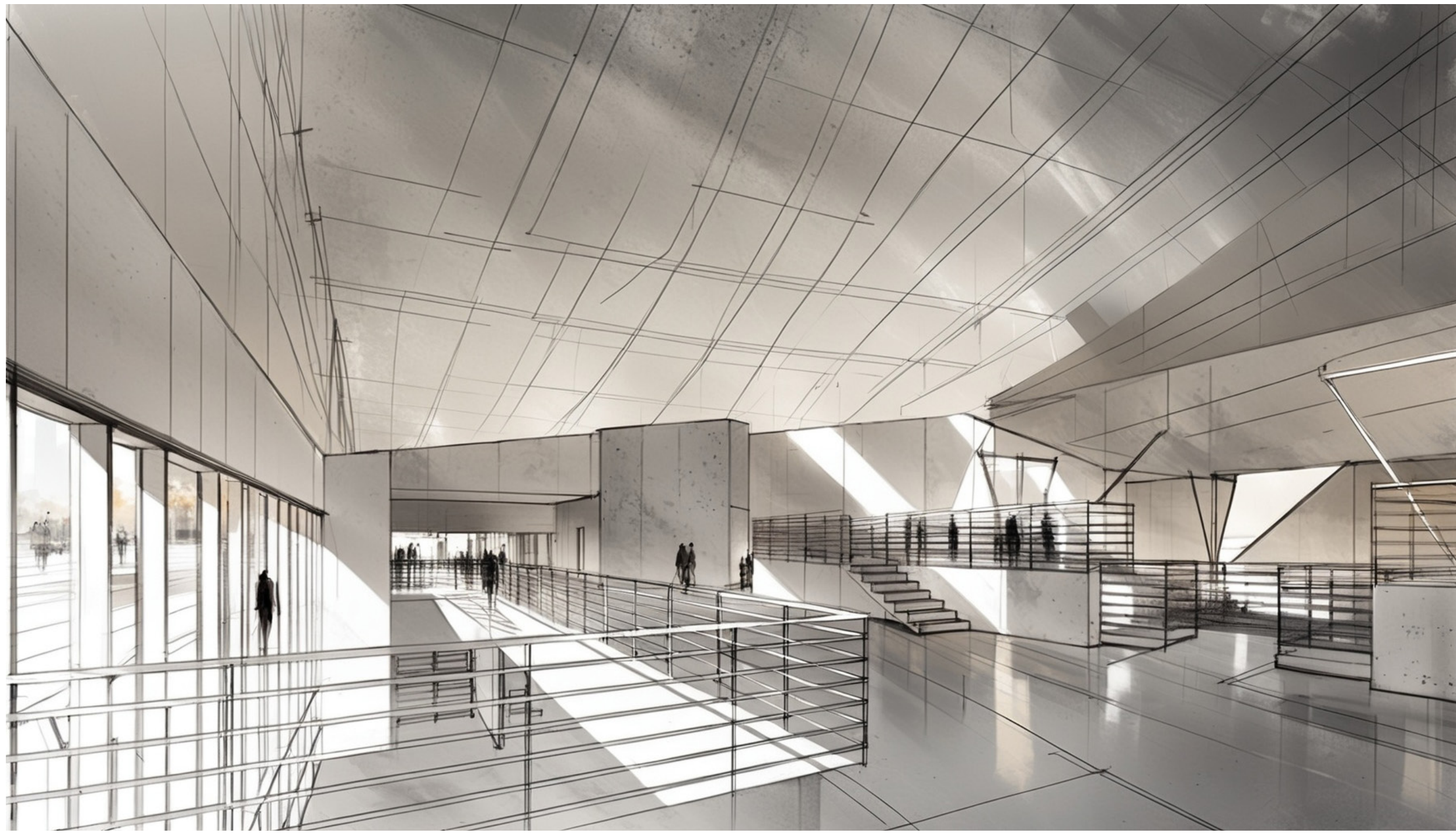


CONCEPTUAL VIEW OF GYM LOBBY

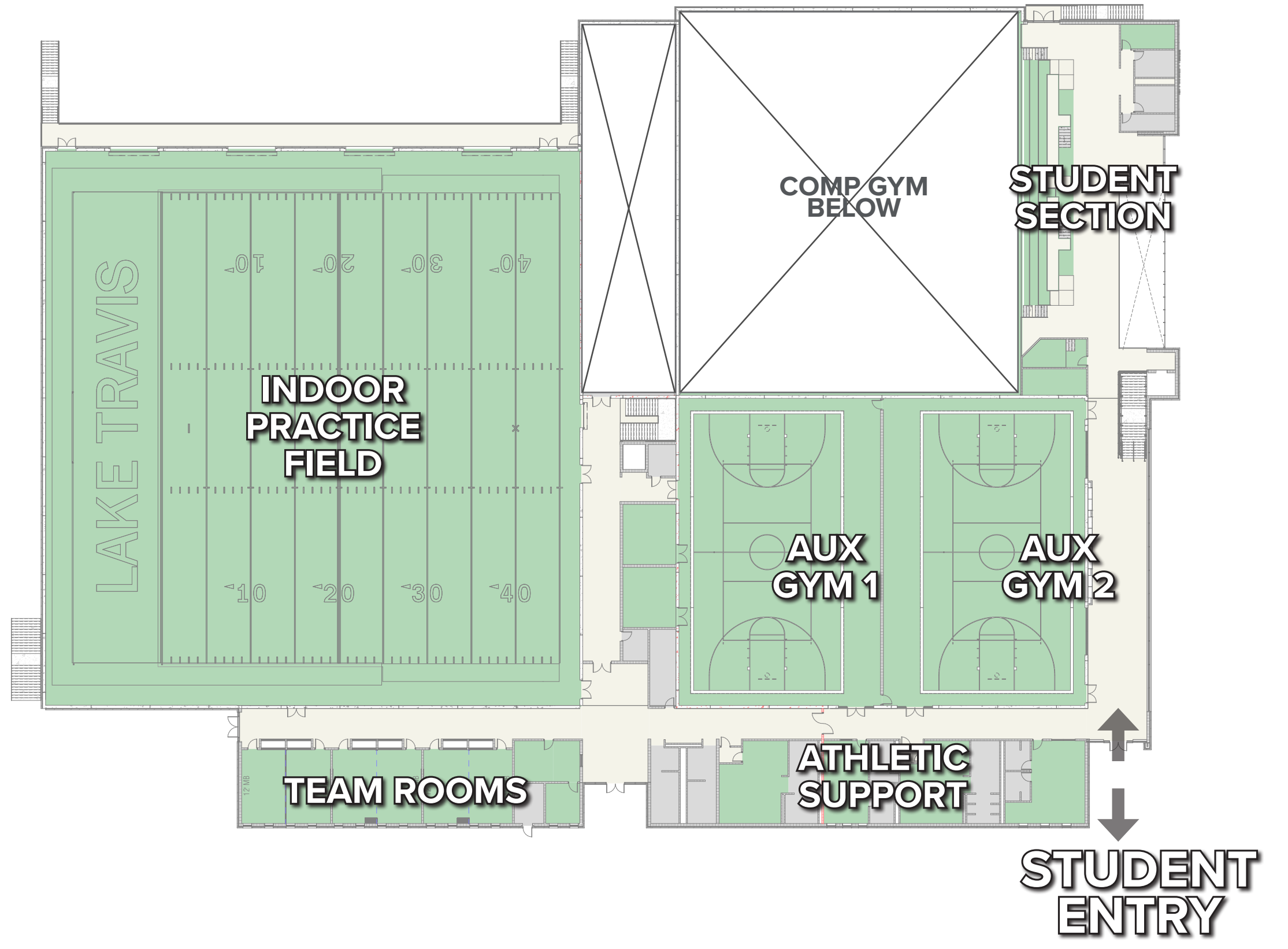


FLOOR PLAN

ATHLETICS BUILDING - LEVEL TWO



CONCEPTUAL VIEW OF STUDENT SECTION



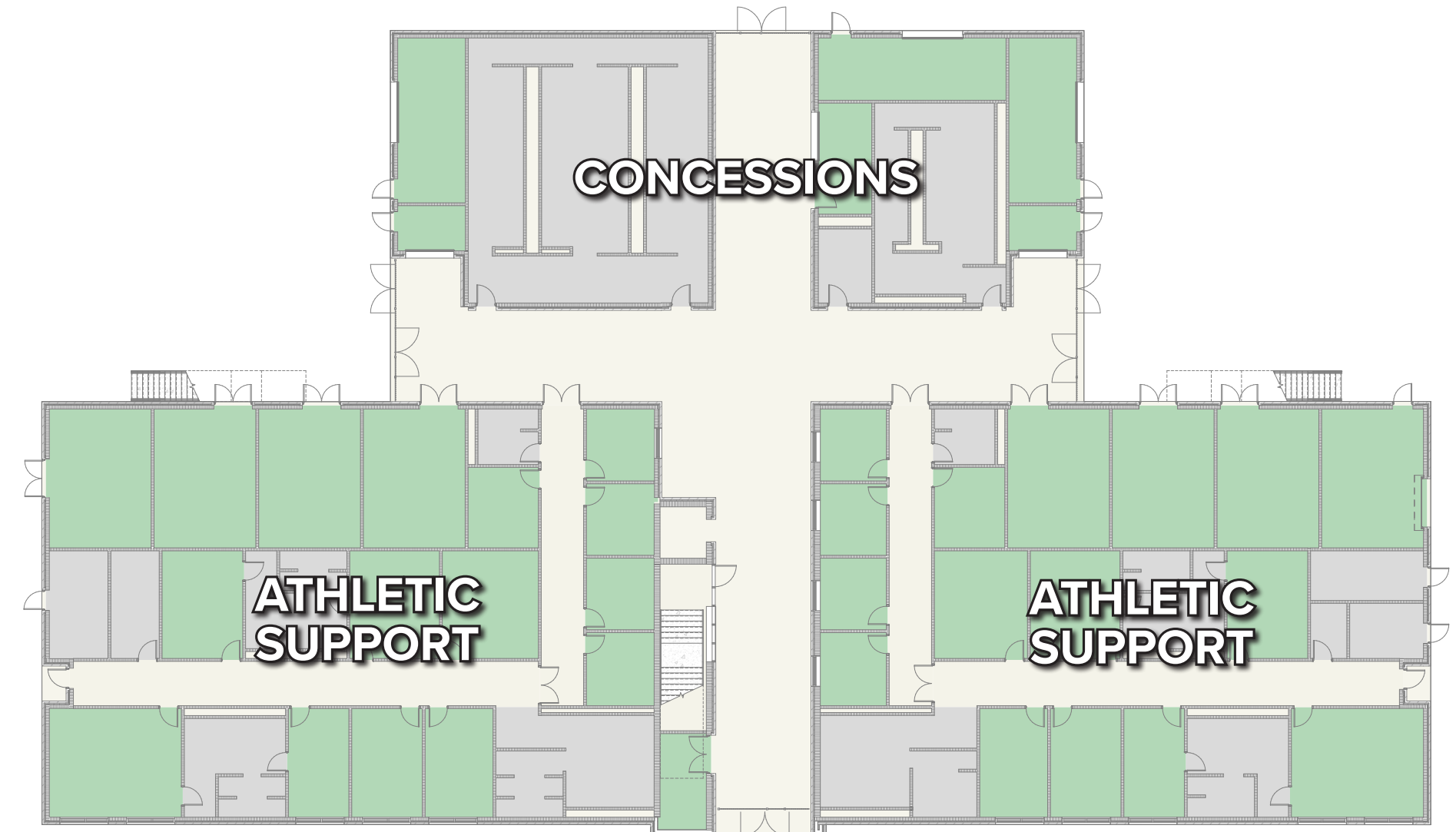
FLOOR PLAN

AG BARN AND OUTBUILDING



AG BARN

11,329 S.F.



OUTBUILDING - LEVEL ONE

23,071 S.F.



OUTBUILDING - LEVEL TWO

10,582 S.F.

TOTAL: 33,507 S.F.



CONCEPTUAL VIEW FRONT ENTRY



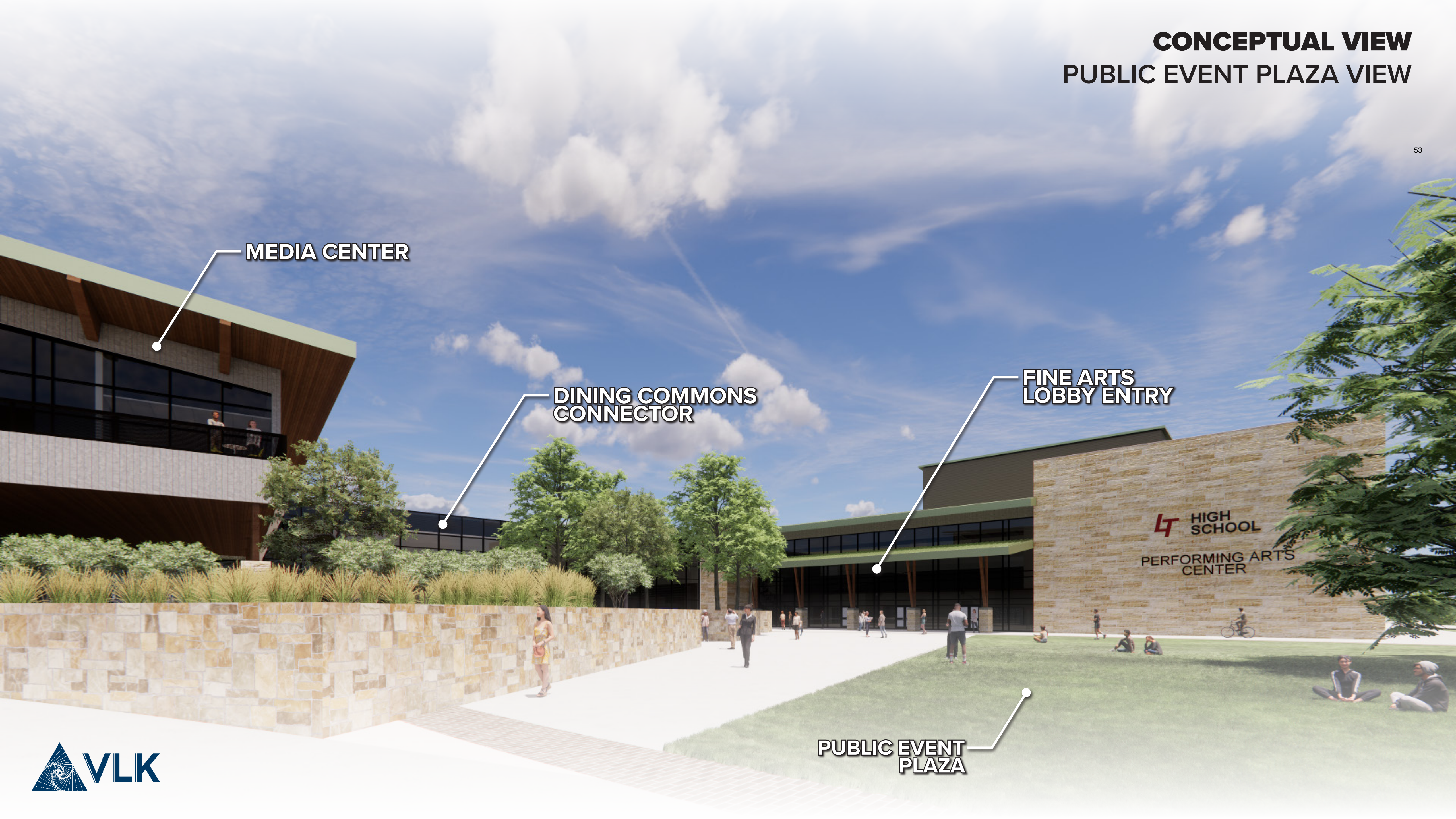
MEDIA CENTER

FINE ARTS
LOBBY ENTRY

COVERED WALKWAY

MAIN ENTRY

CONCEPTUAL VIEW
PUBLIC EVENT PLAZA VIEW



MEDIA CENTER

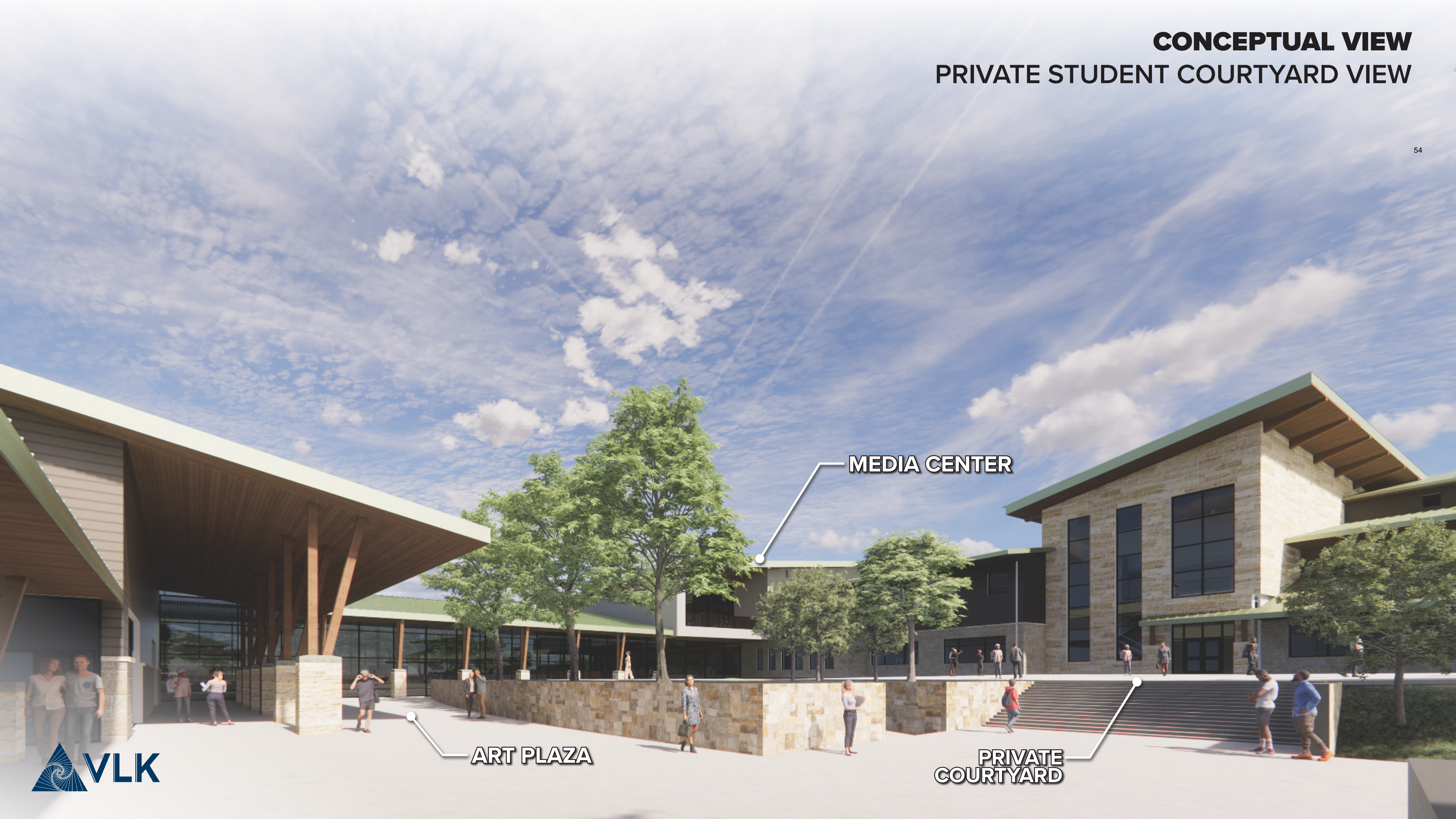
**DINING COMMONS
CONNECTOR**

**FINE ARTS
LOBBY ENTRY**

L4 HIGH SCHOOL
**PERFORMING ARTS
CENTER**

**PUBLIC EVENT
PLAZA**

CONCEPTUAL VIEW
PRIVATE STUDENT COURTYARD VIEW



MEDIA CENTER

ART PLAZA

PRIVATE
COURTYARD



CONCEPTUAL VIEW STUDENT ENTRY



STUDENT
ENTRY

BISTRO

PRIVATE
COURTYARD

CONCEPTUAL VIEW PRIVATE COURTYARD



BISTRO

MEDIA CENTER

**DINING COMMONS
CONNECTOR**

CONCEPTUAL VIEW ATHLETICS ENTRY



ACADEMIC
BUILDING

STUDENT
ENTRY

ATHLETICS
LOBBY ENTRY



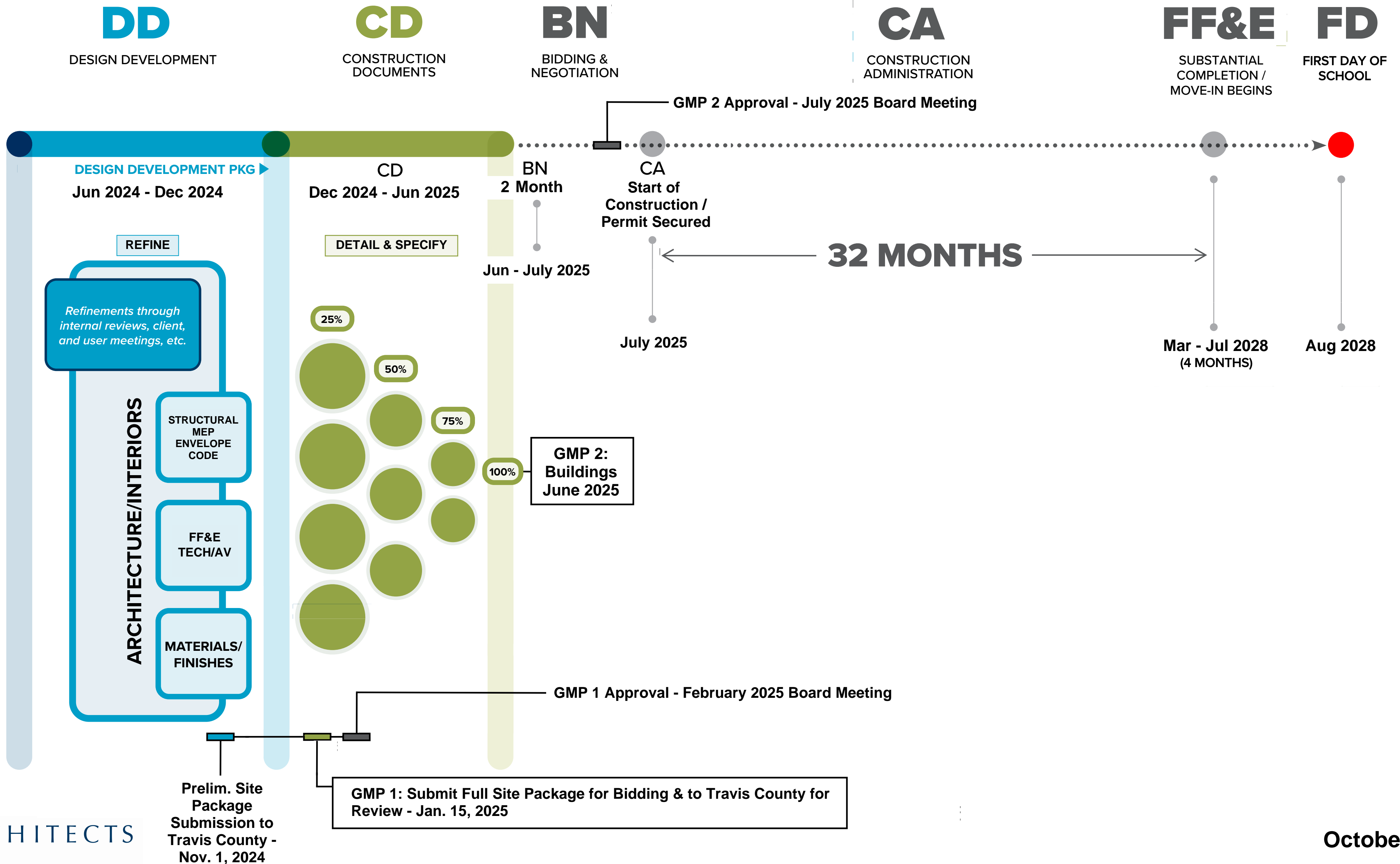


**THANK
YOU!**





Lake Travis High School No. 2





AGENDA ITEM ACTION SHEET

AGENDA ITEM

2024-2025 Enrollment Update and Elementary School #8

RECOMMENDED ACTION

For Presentation/Discussion only.

RATIONALE

Lake Travis ISD is required to report student enrollment counts as of the last Friday in October of each year through TEA's Public Education Information Management System (PEIMS). Administration will present the PEIMS student count for the 2024-2025 school year, future years enrollment projection based on the latest demographic study completed in January 2024 and how this might impact the opening of Elementary School #8.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

ATTACHMENTS

2024-2025 Enrollment Update

MEETING DATE

November 20, 2024

Lake Travis Independent School District Student Enrollment History and Projections

	Actual 2023-2024	PEIMS 2024-2025	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029	Projected 2029-2030	Projected 2030-2031	Projected 2031-2032	Projected 2032-2033
Lake Travis Elementary	712	737	703	678	661	637	626	622	621	624
Lakeway Elementary	592	524	532	554	599	623	642	663	677	689
Bee Cave Elementary	826	786	847	907	984	1051	1151	1206	1247	1283
Lake Pointe Elementary	757	721	699	685	663	685	699	725	750	776
Serene Hills Elementary	758	744	774	804	821	849	854	859	863	868
West Cypress Hills Elementary	602	591	594	603	600	624	661	696	737	776
Rough Hollow Elementary	751	702	727	754	775	796	830	867	897	921
ELEMENTARY TOTAL	4,998	4,805	4,876	4,985	5,103	5,265	5,463	5,638	5,792	5,937
Change from Prior Year	(92)	(193)	71	109	118	162	198	175	154	145
% Change from Prior Year	-1.8%	-3.9%	1.5%	2.2%	2.4%	3.2%	3.8%	3.2%	2.7%	2.5%
Lake Travis Middle School	895	968	1055	1052	1028	1002	1013	1014	1040	1079
Hudson Bend Middle School	840	806	790	805	828	840	839	839	825	826
Bee Cave Middle School	862	861	865	898	957	1026	1051	1048	1058	1085
MIDDLE SCHOOL TOTAL	2,597	2,635	2,710	2,755	2,813	2,868	2,903	2,901	2,923	2,990
Change from Prior Year	(11)	38	75	45	58	55	35	(2)	22	67
% Change from Prior Year	-0.4%	1.5%	2.8%	1.7%	2.1%	2.0%	1.2%	-0.1%	0.8%	2.3%
Lake Travis High School	3,678	3,570	3562	3601	3684	3837	3940	4033	4079	4099
HIGH SCHOOL TOTAL	3,678	3,570	3,562	3,601	3,684	3,837	3,940	4,033	4,079	4,099
Change from Prior Year	(23)	(108)	(8)	39	83	153	103	93	46	20
% Change from Prior Year	-0.6%	-2.9%	-0.2%	1.1%	2.3%	4.2%	2.7%	2.4%	1.1%	0.5%
TOTAL ENROLLMENT	11,273	11,010	11,148	11,341	11,600	11,970	12,306	12,572	12,794	13,026
Change from Prior Year	(126)	(263)	138	193	259	370	336	266	222	232
% Change from Prior Year	-1.1%	-2.3%	1.3%	1.7%	2.3%	3.2%	2.8%	2.2%	1.8%	1.8%



AGENDA ITEM ACTION SHEET

AGENDA ITEM

2025-2026 Lake Travis ISD Proposed Instructional Calendar

RECOMMENDED ACTION

For Presentation/Discussion only; action will be taken at the December 11, 2024 Board Meeting.

RATIONALE

State law requires 75,600 operational minutes for students and staff 187 days. Two options will be presented for feedback and consideration.

Bad Weather Minutes are banked for 2 full days.

The Texas Education Agency will be posting the application in the Spring for a staff development waiver providing 2,100 waiver minutes to use for high-quality staff development that impacts student outcomes. Proposed full-day waiver minutes: September 22, 2025; January 6, 2026; and February 12-13, 2026.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Stefani Vickery - Assistant Superintendent of Curriculum & Instruction

Kathy Burbank - Director of Accountability & Assessment

ATTACHMENTS

2025-2026 LTISD Proposed Instructional Calendar Options

MEETING DATE

November 20, 2024

Lake Travis ISD Instructional Calendar Parameters

Factors	Considerations
Top Priority	<ul style="list-style-type: none"> • The instructional calendar is based on what is instructional best for students. • The instructional calendar contains elements that best support instruction and academic achievement, and then take into account parent and staff considerations and preferences.
State Law	<ul style="list-style-type: none"> • Start Date: State law does not allow a school district to begin before the fourth Monday in August. DOI Option • Number of Operational Minutes: State law requires 75,600 minutes • Waiver Availability 2,100 total waiver minutes to use for professional development. This waiver has to be submitted each year and requires board approval. It is usually available in the Spring. • Number of Teacher Days: State law requires 187 days for teachers and it is not based on minutes. • Inclement Weather Days: State law requires the inclusion of time for inclement weather days (880 minutes) in the calendar. • Memorial Day: Texas Education Code 25.081(f) states that A school district may not provide student instruction on Memorial Day.
Semesters	<ul style="list-style-type: none"> • Balancing of Semesters: The number of days in each semester should be as close in number to each other as possible. This consideration is essential for single-semester courses. However, the second semester may be longer as all major tests, STAAR/EOC, Advanced Placement, etc., are administered in the spring. • First Semester Exams: The timing of exams (before or after winter break) impacts one-semester courses, dual credit courses, graduation and college start for December graduates, and grade reporting and transcripts submission for college applications. • University Summer School: The start of University summer school sessions is a factor for graduating seniors and teachers who wish to take summer courses. College coursework typically begins the first Monday in June.
Professional Development	<ul style="list-style-type: none"> • Professional development days were strategically placed in order to maximize positive impact on instruction, align with the state testing schedule, and spread throughout the school year. The requirements and guidelines for the content and delivery of staff development are more specifically addressed in Texas Education Code (TEC) Chapter 21, subchapter J Section 21.451. and 19 Tex. Admin. Code Ch. 153, subchapter BB.
Testing Schedules	<ul style="list-style-type: none"> • The calendar design takes into account state STAAR/EOC test days and any others (Advanced Placement test days). Student holidays are not scheduled during testing weeks. http://tea.texas.gov/student.assessment/calendars/
Holidays	<ul style="list-style-type: none"> • The calendar design takes into account national holidays. • Spring Break is usually aligned with the University of Texas (Austin Community College) and surrounding districts.
UIL	<ul style="list-style-type: none"> • Considerations of UIL events and calendar options will be considered. http://www.uil.texas.org/calendar
Surrounding Districts	<ul style="list-style-type: none"> • Other surrounding school districts' calendars were reviewed for information, spring break, examples, and new or different options.
Student Attendance Data	<ul style="list-style-type: none"> • Examination of Student Attendance Data: • Student data was examined to establish patterns that may affect the calendar. • Attendance near holidays is closely monitored. • The number of partial weeks is minimized in an effort to maximize attendance.
Summer Programs	<ul style="list-style-type: none"> • Consideration was given to the timing of summer programs.

Timeline for Development

Procedures and Discussion of Options reviewed by:
 Cabinet, ELT, ACE, Principals, Campus Feedback
 Board of Trustees Meeting 1st Reading/Discussion Item
 Board of Trustees Meeting 2nd Reading/Action Item

2025-2026 Lake Travis Draft Instructional Calendar A

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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August 2025						
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September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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April 2026						
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June 2026						
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Jul 4, 2025	Independence Day	Nov 27, 2025	Thanksgiving Day	Feb 16, 2026	Presidents' Day
Sep 1, 2025	Labor Day	Dec 25, 2025	Christmas Day	Apr 3, 2025	Good Friday
Oct 13, 2025	Columbus Day	Jan 1, 2026	New Year's Day	May 25, 2026	Memorial Day
Nov 11, 2025	Veterans Day	Jan 19, 2026	Martin L. King Day	Jun 19, 2026	Juneteenth

440 Minutes in a day
Early Release 200 minutes

First Semester: 83
Second Semester: 89

172 Student Days 187 Teacher Days

2 BW days Banked

First/Last Day of School	Holiday Students/Staff	Student Holiday/Staff Day	Green outline - start grading
STAAR Window	Early Release 200 Minutes	ER 10/22, 12/18 & 05/28	Red outline - end grading
Last Day (ER)	PD Waiver Minutes	64	Early Release Times Elementary 11:40 a.m. Secondary 12:50 p.m.

Board First Reading November 2024; Request for Approval December 2024

2025-2026 Lake Travis Draft Instructional Calendar B

July 2025						
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October 2025						
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June 2026						
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440 Minutes in a day
Early Release 200 minutes

First Semester: 84
Second Semeste: 87

171 Student Days 187 Teacher Days

2 BW days Banked

First/Last Day of School	Holiday Students/Staff	Student Holiday/Staff Day	Green outline - start grading
STAAR Window	Early Release 200 Minutes	Early Release 10/22, 12/19, 05/21	Red outline - end grading
Last Day (ER)	PD Waiver Minutes	65	Early Release Times Elementary 11:40 a.m. Secondary 12:50 p.m.

2025-2026 Lake Travis Draft Instructional Calendar C

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Board First Reading November 2024; Request for Approval December 2024



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Curriculum Audit Update

RECOMMENDED ACTION

For Presentation/Discussion only

RATIONALE

The Curriculum and Instruction department is providing an update on the progress that LTISD has made on the recommendations made by the Texas Curriculum Management Audit Center (TCMAC) following a curriculum audit conducted in Spring 2022. LTISD requested the curriculum audit from TCMAC through the Texas Association of School Administrators. Auditors conducted classroom observations, evaluated student work samples, analyzed stakeholder surveys, and conducted interviews. They provided the district with four (4) recommendations based on their findings.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Stefani Vickery - Assistant Superintendent of Curriculum & Instruction

Dr. Lyndsae Benton - Executive Director of Curriculum & Instruction

ATTACHMENTS

Presentation slides

MEETING DATE

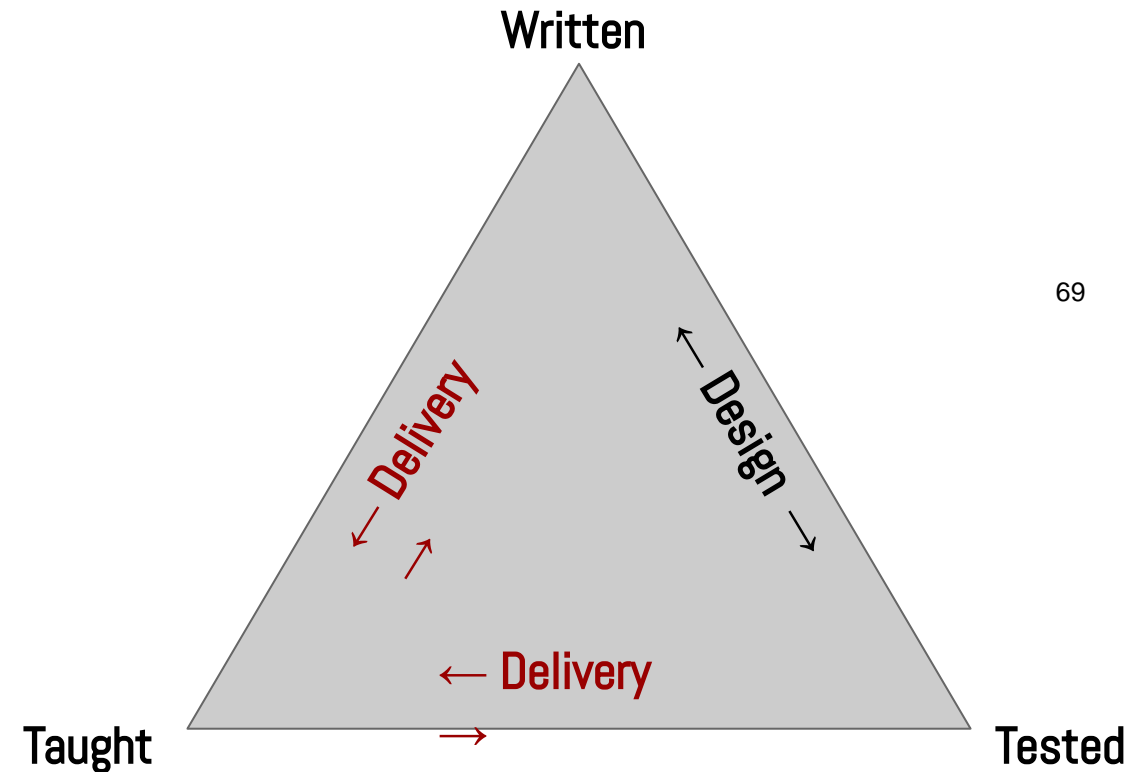
November 20, 2024



Curriculum Audit Update

November 20, 2024

A curriculum audit is designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum.



Focus Areas

Our audit revealed 12 major findings and 4 recommendations spread across

70

5 focus areas:

- Focus Area 1: District vision and accountability
- Focus Area 2: Curriculum
- Focus Area 3: Consistency and equity
- Focus Area 4: Feedback
- Focus Area 5: Productivity



Recommendation 1:

Gain and maintain control of district resources through quality board policies, focused planning, the strategic deployment of personnel, and creation of systems for district functions.



2024 Highlights - LTISD Response to Recommendation 1

Strategic deployment of personnel:

- K-12 STEM Coordinator
- K-12 Humanities Coordinator
- Instructional Technology Coordinator

Creation of systems for district functions:

- Teacher Trailblazers program for new teachers

Analysis of job descriptions



Recommendation 2:

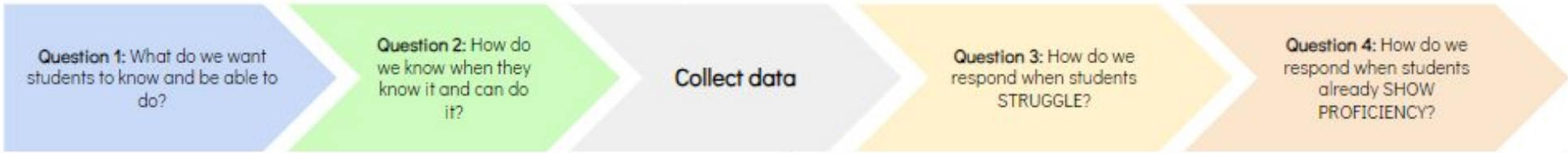
Develop and implement quality written curriculum for all content areas taught at all grade levels, guided by a comprehensive curriculum management plan.



2024 Highlights - LTISD Response to Recommendation 2

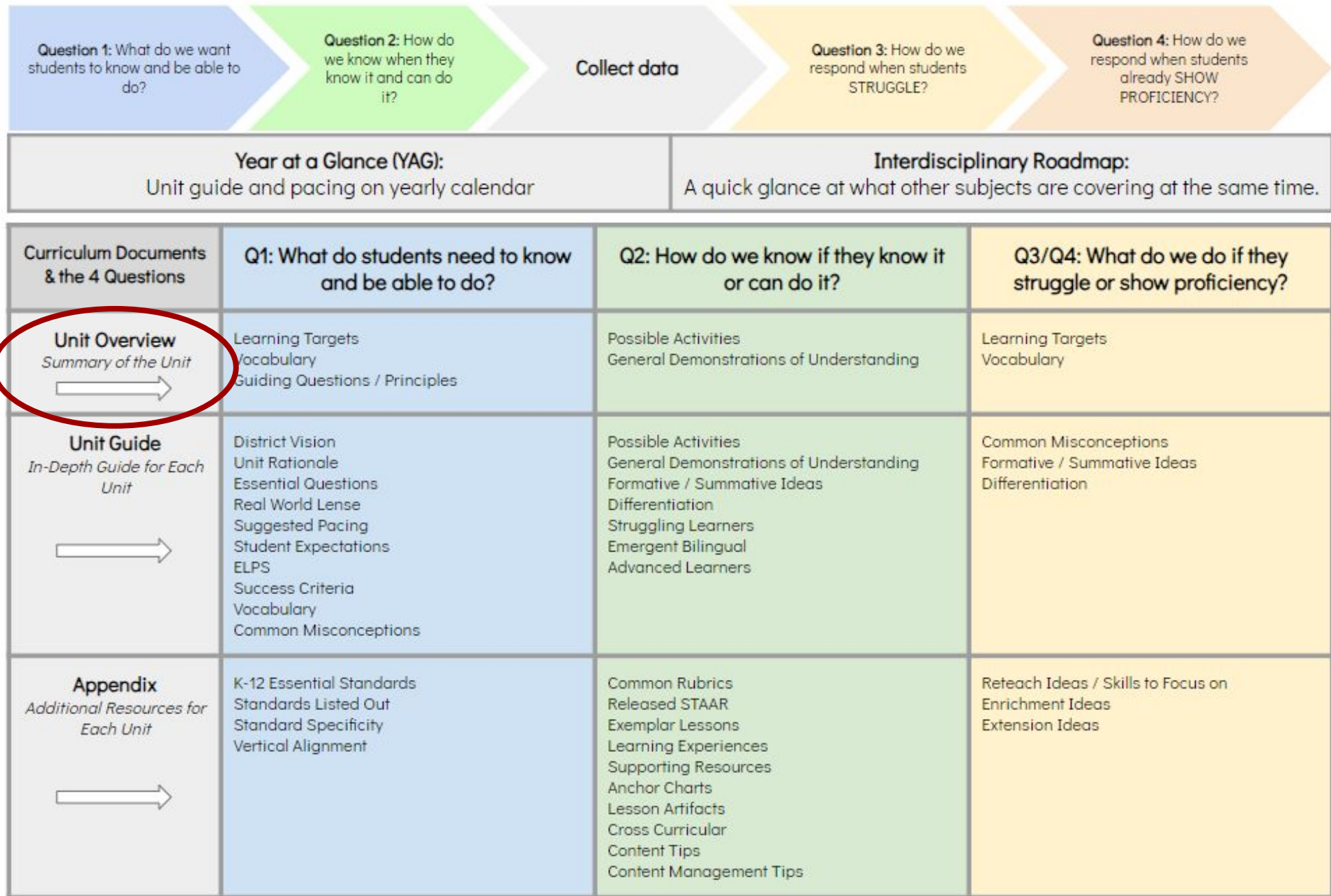
Develop and implement a quality written curriculum:

- Teacher teams write/revise common assessments (LTCs)
- Common structure for student writing being utilized in all grades and subjects
- Implemented the Structured Literacy phonics curriculum K-2
- Curriculum coordinators are creating unit overviews as part of the curriculum package for teachers



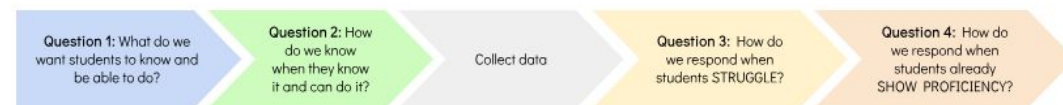
Year at a Glance (YAG): Unit guide and pacing on yearly calendar	Interdisciplinary Roadmap: A quick glance at what other subjects are covering at the same time.
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Curriculum Documents & the 4 Questions	Q1: What do students need to know and be able to do?	Q2: How do we know if they know it or can do it?	Q3/Q4: What do we do if they struggle or show proficiency?
Unit Overview <i>Summary of the Unit</i> 	Learning Targets Vocabulary Guiding Questions / Principles	Possible Activities General Demonstrations of Understanding	Learning Targets Vocabulary
Unit Guide <i>In-Depth Guide for Each Unit</i> 	District Vision Unit Rationale Essential Questions Real World Lense Suggested Pacing Student Expectations ELPS Success Criteria Vocabulary Common Misconceptions	Possible Activities General Demonstrations of Understanding Formative / Summative Ideas Differentiation Struggling Learners Emergent Bilingual Advanced Learners	Common Misconceptions Formative / Summative Ideas Differentiation
Appendix <i>Additional Resources for Each Unit</i> 	K-12 Essential Standards Standards Listed Out Standard Specificity Vertical Alignment	Common Rubrics Released STAAR Exemplar Lessons Learning Experiences Supporting Resources Anchor Charts Lesson Artifacts Cross Curricular Content Tips Content Management Tips	Reteach Ideas / Skills to Focus on Enrichment Ideas Extension Ideas



Unit overviews provide:

- pacing
- learning targets
- vocabulary
- guiding questions
- possible activities
- learning outcomes (how students can demonstrate mastery)



Investigating Earth's Pattern of Change: 10 Days

Suggested Pacing				
Day 1: Slow Changes to Earth	Day 2: Slow Changes to Earth	Day 3: Slow Changes to Earth	Day 4: Slow Changes to Earth	Day 5: Natural Resources
Day 6: Natural Resources	Day 7: Natural Resources	Day 8: Natural Resources	Day 9: Review	Day 10: Assessment

Learning Targets: What do student need to know and be able to do? Unit Vocabulary

<p>Learning Targets</p> <p>I can model and describe the processes that led to the formation of sedimentary rocks and fossil fuels (5.10B)</p> <p>I can model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes (5.10C)</p>	<p>Key Content Vocabulary:</p> <ul style="list-style-type: none"> - Cementation - Compaction - Deposition - Erosion - Fossil fuels - Landform - Sedimentary rock - Weathering
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77

Standards (★ = Essential Standards)

Content:	Possible SEPs:	Possible RTCs:	Related Vocabulary:
<p>5.10B model and describe the processes that led to the formation of sedimentary rocks and fossil fuels</p>	<p>5.1G develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.</p>	<p>5.5C use scale, proportion, and quantity to describe, compare, or model different systems</p>	<p>Related Vocabulary:</p> <p>*See TEKS Resource System document linked below for this list.</p>
<p>5.10C model and identify how changes to Earth's surface by wind, water, or ice result in the formation of landforms, including deltas, canyons, and sand dunes</p>	<p>5.2A identify advantages and limitations of models such as their size, scale, properties, and materials;</p>	<p>5.5G explain how factors or conditions impact stability and change in objects, organisms, and systems.</p>	

Unit Guiding Questions / Principals

The surface of the Earth is constantly changing, being built up in some areas and eroded in others.

- In what ways is Earth's surface constantly changing?
- What are some of the features on Earth that appear and disappear when the surface changes?
- What role does wind, water, and ice play in creating landforms?

Sedimentary rocks and fossil fuels are formed through a sequence of processes that occur over a long period of time.

- How are sedimentary rocks formed?
- In what ways are fossil fuels formed?

Learning Outcomes

<p>Possible Activities</p> <p>To facilitate student comprehension of these concepts, provided below are potential activities or performance tasks.</p> <p>Modeling Sedimentary Rock and Fossil Fuel Formation PA Standard(s): 5.1G; 5.2A; 5.10B</p> <p>The Petroleum Museum in Midland, Texas has invited students to create a booklet or presentation to teach others about natural resources of Texas. The book or presentation will be organized into four parts - sedimentary rock, oil, natural gas, and coal. Each part will include the following:</p> <ul style="list-style-type: none"> - A map showing where this resource can be found in or around Texas - A two-dimensional model or illustration of a three-dimensional model and description of the processes 	<p>General Demonstration of Understanding</p> <p>To ensure students have grasped the concepts effectively, you can ask them to demonstrate their understanding by:</p> <p>Say</p> <p>Student will answer the question, "Explain the step-by-step process of how sedimentary rocks and fossil fuels are formed over time?" (5.10B)</p> <p>Student will answer the question, "How do natural forces like wind, water, and ice shape the Earth's surface, and what kinds of landforms do they create?" (5.10C)</p> <p>Write</p> <p>Prompt students with the following question: "Which process do you think plays a more significant role in the formation of sedimentary rocks: deposition or compaction?" Students should write a paragraph using the claim, evidence, and reasoning format to support their answer. (5.10B)</p>
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Recommendation 3:

Promote effective instructional practices, rigorous student work associated with high levels of student achievement. Refine and expand efforts to develop the capacity of teachers through professional learning and monitoring instruction. Institutionalize a system aimed at ensuring equitable access to curriculum, support, and programs for all students.



2024 Highlights - LTISD Response to Recommendation 3

Promoting effective instructional practices:

- Amplify Your Impact training for campus and district leaders
(Next steps in the Professional Learning Community process)

Professional learning to develop teachers:

- Emergent Tree
- Instructional resources training
- Common structure for writing (TDEC)

TDEC Writing Supports

T

T = Topic/Thesis (Topic Sentence)

- Use words **FROM THE QUESTION** in your answer
- Answer the question in sentence #1 of your paragraph

D

D = Detail (Quote or Fact FROM THE TEXT)

- In paragraph...
- On page...
- In line...of paragraph...
- The author says...

E

E = Elaborate (Facts about the Fact)

- This shows that...
- Because of this I know...
- This detail helps me understand...
- This makes me think about....

C

C = Commentary (Personal Connection, Opinion or Feeling)

- I agree with...
- I feel like...
- This makes me think....
- In my opinion...
- I connect with...

TDEC in SCIENCE

T

**Thesis /
CLAIM**

A statement with a response to the question or problem.

D

**Detail
EVIDENCE**

The evidence is

- **Information**
- **Measurements**
- **Observations**

in a scientific investigation and explanation if needed.

E

**Elaboration
EXPLAIN
EVIDENCE**

C

**Commentary
REASONING**

Justification or argument showing how the evidence and scientific/engineering principles support the claim.

Axel
11-1-2024

The Smart Way

Do you know how to solve a word problem? I'll tell you how to do it all! They can be written like a

number, like this, 4. Or they can be written in word form, like this, four. Before you do

that read it. Next underline the question it's asking you. Box the hot words. Hot words will tell you to add or subtract.

Then make a part part whole, it looks like this, a big box with lines like a

T shape. Finally make an equation. Then

you answer the equation. Then answer the

Ranvir
11-1-2024

Solving word problems can be hard. Well, there's steps! First, you read the word problem. After that, you circle

the numbers, even word form. Then, underline the question. Next, box any

key words or hot paper words. After that make a part part whole.

Otherwise, you wouldn't know if you were adding or subtracting! Then, you stack and solve. Finally, an example!

Matesin had 10 grapes. Fantorya has 5 grapes. How many grapes do they

have in all? I learn'd how to solve word problems.

Recommendation 4:

Focus the value of student assessment and program evaluation, guided by a comprehensive assessment plan, on the systematic use of data for decision making. Develop a performance-based budget.



2024 Highlights - LTISD Response to Recommendation 4

Data-based decision making:

- Campus Performance Reviews (CPRs)

Comprehensive assessment plan:

- Teachers help create and vet Learning Together Checkpoints (LTCs)
- Added Languages Other Than English to the subjects with LTCs
- Teachers reidentified [Essential Standards](#)
- LTCs aligned with the rigor of the standard and with STAAR items

AlgI LTC1

A.2A- determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities

LTC1

11. A cable company charges \$150 per month plus \$4 for each movie watched. If Tracie's budget for cable is at most \$175, what values represent this function's domain?

$D = \{...4, 5, 6\}$

$D = \{0, 1, 2, 3, 4, 5, 6\}$

$D = \{0, 4, 8, 12, 16, 20, 24\}$

$D = \{150, 154, 158, 162, 166, 170, 174\}$

STAAR

2018 – Q47

84

- 47** The daily cost of hiring a plumber, y , to work x hours on a repair project can be modeled using a linear function. The plumber charges a fixed cost of \$80 plus an additional cost of \$45 per hour. The plumber works a maximum of 8 hours per day.

For one day of work, what is the range of the function for this situation?

- A** $0 \leq x \leq 8$
- B** $80 \leq y \leq 440$
- C** $0 \leq x \leq 10$
- D** $45 \leq y \leq 685$



Next Steps...

- Continue to gather teacher input on the curriculum components
- Review LTC Data and revise curriculum accordingly
- Professional Development
 - January PD - Emergent Tree and TDEC next steps
 - Feb conference - Vertical alignment, revise Essential Standards, instructional resources training
- Focus groups of teachers to review and revise scope and sequence (K-5 RLA, science, math)



Questions?



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Review 2024-2025 District and Campus Improvement Plan Goals and Performance Objectives

RECOMMENDED ACTION

For Presentation/Discussion only; action will be taken at the December 11, 2024 Board Meeting.

RATIONALE

School Board Policies BQ (LEGAL) and BQ (LOCAL) establish that the district will create a District Improvement Plan (DIP) with the district's vision, mission, and goals to improve student performance. The board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the district-level committee.

Using the new strategic plan as a guide, district and campus leadership created priorities in the form of performance objectives for each of the goals created in the strategic plan. These goals and performance objectives are consistent in the district improvement plan (DIP) and every campus improvement plan (CIP).

According to School Board Policy BQA (LOCAL), the district shall establish an Advisory Committee for Education (ACE) to review the District Improvement Plan (DOI). The ACE met and added suggestions and edits to the District Improvement Plan (DIP). Campus Advisory Teams (CAT) review Campus Improvement Plan (CIP).

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Stefani Vickery - Assistant Superintendent of Curriculum & Instruction

ATTACHMENTS

2024-2025 District and Campus Improvement Plans

MEETING DATE

November 20, 2024

Lake Travis Independent School District District Improvement Plan

2024-2025

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Mission Statement

The mission of the Lake Travis ISD is to educate all students by teaching a comprehensive curriculum which emphasizes scholastic excellence. The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents and citizens through the efficient use of resources. Our graduates will have lifelong problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Learn Together, Lead Together

Learner-Centric Model

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Pillar 1: Learning is Social *#LearningTogether*

Learning engages community.

Outcome: Learners intentionally develop meaningful, healthy relationships and partnerships with the larger learning community by connecting, collaborating, and communicating. Lake Travis learners

Essential Conditions: LTISD creates and continuously improves structures supporting reciprocal partnerships among school, family, and community. Educators provide real-world opportunities through

Pillar 2: Learning is Inspiring *#DesignThinking*

Learning sparks authentic solutions.

Outcome: Learners embrace a positive outlook toward learning, view challenges and failures as opportunities to improve, and share their love of learning. Lake Travis learners engage in the continuous

Essential Conditions: LTISD provides personal connections and challenges for all learners to apply a deeper understanding of relevant and authentic problems. Learning is deepened and reinforced through

Pillar 3: Learning is Dynamic *#Twenty4Seven*

Learning continues anytime and anywhere.

Outcome: Learners strategically manipulate time, space and resources to optimize learning.

Essential Conditions: LTISD supports the design of flexible learning resources for personalized learning through leveraging time, space, and instructional strategies that are flexible based on the needs

Pillar 4: Learning is Empowering *#LifeReady*

Learning fosters a growth mindset and socio-emotional independence.

Outcome: Learners capitalize on multiple opportunities, choosing both how they learn and how they demonstrate mastery. Lake Travis learners are self-aware, self-directed, and respectful of themselves

Essential Conditions: LTISD equips all learners to view challenges as opportunities and mistakes as learning. Learners develop habits of persistence, resilience, and grit as they take risks to make connections

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: The District will survey all stakeholders in order to collect, analyze, and communicate culture/climate data from all stakeholders, including parents, staff, students, and community.

High Priority

Evaluation Data Sources: Diversity Awareness Committee input, Strategic Planning Committee input, Campus input

90

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: LTISD will increase student sense of belonging, connectedness, and direction through a variety of activities and opportunities so that Emergent Bilingual and Economically Disadvantaged student completion of CTE courses within a program of study increases by 5% over the previous year.

High Priority

Evaluation Data Sources: Student enrollment, OnData Suite, CTE Advisory Board input, CCMR Committee input, Advanced Math pathways, Enrichment participation

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: LTISD will provide rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success so that the percentage of Economically Disadvantaged students at the Meets level on STAAR increases by 5% year over year.

High Priority

Evaluation Data Sources: STAAR, Learning Together Checkpoints (formative), Interim assessments

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 2: LTISD will provide rigorous instruction and appropriate supports for success so that 100% of Emergent Bilingual students in grades 1-12 will demonstrate growth from the previous year by at least one proficiency level in one domain on TELPAS.

High Priority

Evaluation Data Sources: Summit K-12, TELPAS, Learning Together Checkpoints

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: LTISD will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement in reading and math that shows closing of achieving gaps across all grade levels and subjects.

High Priority

Evaluation Data Sources: Learning Together Checkpoints, PLC agendas, Instructional Calendar, STAAR data, Interim data

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 2: Increase parental involvement and outreach opportunities by facilitating parent nights on various topics such as literacy, math, SEL, FAFSA, college applications. and admission requirements and other parental supports. [TEC 11.252(3) (G) & TEC 11.252(c)(4)(A-D)]

Evaluation Data Sources: Agendas and sign in sheets

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 3: Technological systems and processes will be implemented that maximizes teaching and learning, enhances professional practices, provides seamless technology integration and learning opportunities Pre-K-12, supports administrative and operational functions and provides a supportive infrastructure.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported, and wellness activities increase student attendance by 1% and staff attendance by 2% from the previous year.

High Priority

Evaluation Data Sources: Frontline, Student attendance data, Surveys

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 2: Campuses will utilize Emergent Tree behavioral training to assist teachers with supporting students behaviorally. All campuses will be trained in Tier 1 behavioral supports. Special services programming will be trained on Tier 3 behavior supports. Serene Hills Elementary and Hudson Bend Middle School are piloting Emergent Tree campus model.

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High Priority

Evaluation Data Sources: Campus discipline data, staff surveys

Lake Travis Independent School District

Lake Travis High School

2024-2025

93



Mission Statement

LTHS provides an opportunity for all students to:

Lead

Transform

Commit

Aspire to Excellence

Volunteer

Succeed

94

Lead. Transform. Commit. Aspire. Volunteer. Succeed. **LT CAVS!**

Vision

Lake Travis High School commits to creating a safe, supportive, and diverse learning environment where students are provided opportunities to become contributing members of the community.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: LTHS will bring the community together, so that the community is closely connected and proud of its schools, teachers, and staff. LTHS intentionally plans ways to come together.

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

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Performance Objective 2: LTHS will engage all stakeholders with communication that is transparent, consistent, and two-way.

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: We will foster a welcoming and inclusive environment where staff and students are encouraged to think critically and listen to diverse perspectives, so that staff and students feel respected, understood, and appreciated.

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 2: We will provide students with equitable opportunities and resources to discover their interests and express themselves so that students of all ages have equitable opportunities to create and maintain positive relationships by exploring and discovering their interests through curricular and extracurricular activities.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: We will demonstrate a commitment to all students so that all learning needs are quickly identified, supported, and included.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 2: We will demonstrate a commitment to all students so that students have the skills they need to succeed in the post-secondary path that they choose.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 3: Staff development activities will result in a learning community where high-quality educators are recruited, cared for, and retained.⁹⁶

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: We will support our instructional staff to be the best they can be for our students and each other through innovative programming/instruction.

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 2: We will use data to make decisions, evaluate our progress, and continuously improve to support both educational needs and innovations.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: We will make school a safe and welcoming environment for all, so that the social, emotional, and physical well-being of students and staff members are recognized and prioritized.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 2: We will promote counseling services and available community resources for families.

Lake Travis Independent School District

Lake Travis Middle School

2024-2025

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Mission Statement

LTMS...Ensuring students thrive by challenging minds and connecting hearts!

Vision

LTMS...IgKnighting compassion, confidence and creativity in every learner!

Value Statement

99

The mission of the Lake Travis Independent School District is to educate all students by teaching a comprehensive curriculum that emphasizes scholastic excellence.

The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents, and citizens through the efficient use of resources.

Our graduates will have life-long problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: LTMS will bring our community together through a variety of activities and opportunities so that the number of parent involvement activities offered increases by 15%.

Evaluation Data Sources: Sign in sheets
RSVP

100

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: LTMS will increase student sense of belonging and connectedness through a variety of activities and opportunities so that student participation in clubs increases by 20% through the development of recruitment action plans and additional clubs

Evaluation Data Sources: Student sign in sheets

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: LTMS will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success so that the percentage of students who are identified as Economically Disadvantaged (ECODIS) and/or Emergent Bilingual (EB) who score at each of the Approaches, Meets and Masters Grade Level on ELAR and Math STAAR will increase over the previous year by 3%.

Evaluation Data Sources: Interim test scores
STAAR scores

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 2: All teachers will implement TDEC to support consistent writing across the curriculum. All core teachers will receive TDEC

training during Professional Development days and utilize this structure when writing in their classes.

Evaluation Data Sources: Student ELAR STAAR scores will improve 5% in all grade levels due to the consistent nature of implementing TDEC in all classes

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: At LTMS we will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices resulting in improved student achievement. Teacher's will meet weekly in PLC's to analyze data to identify trends, patterns, and areas of improvement for all learners, focusing on achievement gaps, learning disparities, and student needs.

Evaluation Data Sources: PLC planning document
Administrator attendance in all PLC meetings

101

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: LTMS will support the social, emotional, and physical well being of our staff by asking teachers to complete a wellness survey twice a year. We will address staff needs accordingly.

Evaluation Data Sources: The survey results will show that 75% of our staff will select agree or higher on the questions asking if they feel supported.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 2: Implement Social Emotion lessons for students to address student morale and/or mental health.

Lake Travis Independent School District

Hudson Bend Middle School

2024-2025

102



Mission Statement

Hudson Bend Middle School is a school community where all learners are known by name and need.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: HBMS will bring our community together by restructuring the format of Curriculum Night to increase parent involvement by 10%.

Evaluation Data Sources: Teachers will create a sign in sheet for parents in their rooms to track parent attendance.

104

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: HBMS will increase student sense of belonging and connectedness by implementing clubs based on student interest with 100% of students participating in a club.

Evaluation Data Sources: Student club interest form and sign up sheet.

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 2: HBMS will increase student and community sense of belonging and connectedness by organizing and facilitating a school-wide Day of Service with 100% of students and staff assigned to a service site.

Evaluation Data Sources: Attendance and spreadsheet of student groups paired with volunteer sites.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: HBMS will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success, so that the percent of High Focus group students scoring at each of the Approaches, Meets, and Masters grade level on STAAR will increase from the previous year by 5%.

Evaluation Data Sources: Comparison between 2024 and 2025 STAAR scores and STAAR Interim scores.

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: HBMS will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement, so that teacher PLCs will meet every other week with 100% attendance to analyze data to identify trends, patterns, and areas of improvement for all learners with a focus on achievement gaps, learning disparities, and student needs.

Evaluation Data Sources: PLC planning documents, administrators present in each PLC meeting

105

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: HBMS will support the social, emotional, and physical well-being of our teachers and faculty by asking teachers to complete a wellness and feedback survey four times per year and address staff needs accordingly.

Evaluation Data Sources: Data from the four wellness surveys, implementing strategies based on teacher feedback

Lake Travis Independent School District

Bee Cave Middle School

2024-2025

106



Mission Statement

Our mission is to create an innovative and inclusive learning community empowering every student to reach their full potential through fostering a dynamic educational environment that recognizes and values the unique strengths, talents, and needs of each individual.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: BCMS will bring our community together through a variety of activities and volunteer opportunities so that the number of parent involvement activities offered increases by 20%.

Goal 2: Each Belong

108

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: BCMS will increase student sense of belonging and connectedness by implementing student clubs based on student interest.

Evaluation Data Sources: Interest Surveys, Attendance on Club days

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: BCMS will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success, so that the percent of High Focus group students scoring at each of the Approaches, Meets, and Masters grade level on STAAR will increase from the previous year by 5%.

Evaluation Data Sources: STAAR scores

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: BCMS will use the 3 task forces (School Culture, Instructional Strategies, and Behavior) comprised of teachers and administrators to analyze and report on campus data and make campus wide decisions.

Evaluation Data Sources: Agendas, School Wide Data,

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: BCMS will support the social, emotional, and physical well being of our teachers and faculty by asking teachers to complete a wellness survey where 75% of teachers feel supported at school.

Evaluation Data Sources: PLC planning, presence of administrator of PLC meeting

Lake Travis Independent School District

Lake Travis Elementary

2024-2025

110



Mission Statement

The Mission of Lake Travis Elementary is to foster lifelong learners, by creating an inclusive, student-centered community where students engage in rigorous, meaningful learning. Through collaborative teaching and community involvement, we empower students to take ownership of their education, develop their unique identities, and achieve academic excellence. Our goal is to prepare every student with essential problem-solving skills and a strong sense of responsibility for their future success.

Vision

111

One Community. One Purpose. All Heart.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: Lake Travis Elementary will bring our community together through a variety of activities and opportunities to engage in diversity awareness initiatives through monthly school based activities such as the Fall Festival, Multicultural Night, and Fine Arts Night.

Evaluation Data Sources: Sign In Sheets, Squire Flyer, Ticket Counts

112

Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: We will foster a welcoming and inclusive environment where staff and students are encouraged to think critically and listen to diverse perspectives, so that staff and students respected, understood and appreciated. Lake Travis Elementary will create a more inclusive environment where students are taught about various cultures and perspectives.

Evaluation Data Sources: SEL Lessons, Career Day, Multicultural Event, Spanish Heritage Month

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: Lake Travis Elementary School will increase student performance through rigorous instruction designed to meet the needs of all students by implementing TDEC writing strategies across all subject areas while increasing the percentage of students demonstrating annual growth by 10 percentage points.

Evaluation Data Sources: Annual STAAR Growth Report

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: LTE will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement so that Teacher PLCs will meet

biweekly to analyze data to identify trends, patterns and areas of improvement for all learners, with a focus on achievement gaps, learning disparities , and student needs.

Evaluation Data Sources: PLC Data, Sign In Sheets, STAAR Data, MAP Data, mClass Data

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: LTE will support the social, emotional, and physical well-being of our students, teachers, staff, and community so that student behavior improves, resulting in decreased ISS, OSS, and DAEP placements from the previous school year.

Lake Travis Independent School District

Lakeway Elementary

2024-2025

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LAKEWAY ELEMENTARY



MUSTANG COUNTRY

Mission Statement

Mustang Pride is a byproduct of the Lakeway Way. At Lakeway, we assume that the best of us is all of us. We are dedicated to elite academic performance and the acceptance of all. Education transcends what we are now and is the foundation of our future.

- Lakeway Elementary students will be challenged to think critically and creatively, read and write complex text, and collaborate with others to analyze and solve problems.
- Lakeway Elementary will foster technological literacy for students to be able to compete in the global 21st century.
- Lakeway Elementary will provide a safe and orderly learning environment.
- Lakeway Elementary will bring to light creativity and technical skills in Art and Music in order to achieve community and state recognition
- Lakeway Elementary staff will utilize data and research-based strategies to improve instructional practices leading to increased student achievement.
- Lakeway Elementary will foster parent and community engagement and collaboration to support student achievement.

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Vision

Lakeway will provide every child with an exceptional education.

Value Statement

LWE Mustang Code

Every Mustang is welcomed.

Every Mustang is respected.

Every Mustang is valued.

Every Mustang is motivated.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: Through weekly messaging, we will keep our community informed and provide multiple opportunities for staff, parents, and our larger community to connect.

High Priority

Evaluation Data Sources: Agendas, Volunteer Logs, Attendance at events during the school day and after-school events, Participation on campus committees 116

Goal 2: Each Belong

We will include community members and help students discover their interests so that we all have a sense of connectedness.

Performance Objective 1: Provide for a welcoming environment for all staff, students, and parents that prioritizes both social/emotional and physical safety.

High Priority

Evaluation Data Sources: Restructuring and decorating of front office, improved presence of LWE Guard Dogs (Dads on Guard), Door Check Log, Raptor Log, Participation in counseling programs/education for students and families, Participation in Coffees with the Principal, Programs sparking student interest (music, art, science, etc.)

Goal 2: Each Belong

We will include community members and help students discover their interests so that we all have a sense of connectedness.

Performance Objective 2: Measured by attendance at activities, we will provide students with multiple opportunities to explore their talents and interests both inside and outside of the regular classroom environment.

Evaluation Data Sources: Attendance at activities after school and evaluation of Career Day

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and success in the path they choose.

Performance Objective 1: Our MTSS Team will monitor individual students attendance and grades to ensure that every student is improving and will identify supports needed for that success.

High Priority

Evaluation Data Sources: Evidence of improved student performance as a result of the implementation of supports

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and success in the path they choose.

Performance Objective 2: Increase Project-Based Learning experiences in science instruction K-5

High Priority

Evaluation Data Sources: Evidence of multiple opportunities for Project-Based science activities across grade levels

117

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and success in the path they choose.

Performance Objective 3: Provide at least 2 experiences for students to hear from and experience science through speakers and programs.

High Priority

Evaluation Data Sources: Evidence of speakers and programs for students/families.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and success in the path they choose.

Performance Objective 4: Using the spring 2024 STAAR Accountability data, we will close the gaps between the performance of our Hispanic and High Focus students for Grades 3-5 students in reading and math and for Grade 5 students in science so that all of these students meet the All Students category for At Approaches GL Standard or Above in specified subject areas.

High Priority

Evaluation Data Sources: STAAR Accountability Reporting

Goal 4: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: Prioritize classroom counseling lessons, parent educational programs, and staff wellness activities

Evaluation Data Sources: Google Form Survey

Goal 5: Grow and Innovate Together

We will support our instructional staff, use data-based decision making, and partner with stakeholders to build upon success and continuously improve.

Performance Objective 1: Support our PLC Process through providing targeted analysis of student progress using MAP, LTC, and STAAR Interim data.

Evaluation Data Sources: Staff response to summative data with targeted supports, lesson plans, and creation of small groups

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Lake Travis Independent School District

Bee Cave Elementary

2024-2025

119



Mission Statement

Bee Cave Elementary is a school where everyone is loved, honored, and challenged. All individuals are encouraged to be creative, productive, compassionate, and successful lifelong learners.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: Bee Cave Elementary will bring our community together through a variety of activities and opportunities so that the BCE community offers at least two opportunities for moms and dads each month to be involved.

Goal 2: Each Belong

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We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: Bee Cave Elementary will increase student, parent and community sense of belonging and connectedness through a variety of activities and opportunities so that brings the community together at least 4 times a year.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: Bee Cave Elementary will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success so that the percent of students in the Economically Disadvantaged group meeting the passing standard will increase to 80% of Eco dis students scoring at least in the meets and masters level.

Evaluation Data Sources: STAAR, MAP

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: Bee Cave Elementary will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement so that Teacher PLC's will meet every other week to analyze data to identify trends, patterns, and areas of improvement for all learners, with a focus on achievement gaps, learning disparities, and student needs.

Evaluation Data Sources: Observational, student progress as evidenced through student data.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: Bee Cave Elementary will support the social, emotional, and physical well-being of our students, teacher, staff, and community so that our campus will meet 100% of the required safety expectations.

Lake Travis Independent School District
Lake Pointe Elementary

2024-2025

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Mission Statement

Lake Pointe Elementary is a learning community where everyone is nurtured, respected, and challenged. All individuals are encouraged to be compassionate towards each other, to be creative, to be productive, and to be successful, lifelong learners.

The mission of the Lake Travis Independent School District is to educate all students by teaching a comprehensive curriculum that emphasizes scholastic excellence.

The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents, and citizens through the efficient use of resources.

Our graduates will have lifelong problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Value Statement

The partnership we have with our parents and volunteers creates an environment of collaboration and support. Please give some of your time to participate in our learning environment. There are many ways to volunteer here that benefit our student learners. We welcome your time and talents. Contact your child's teacher, our PTO or the LPE office staff. We welcome you!

Thanks for supporting us in accomplishing our mission here at LPE.

Goals

Revised/Approved: October 8, 2024

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feeling ensures all families are connected, valued, and engaged.

Performance Objective 1: LPE will bring our community together through a variety of activities and opportunities so that students, parents and community participation in diversity awareness initiatives increase by 65% through classroom activities, outreach efforts and events.

Evaluation Data Sources: Community education programs, community events, parent involvement, cultural programs, volunteer opportunities, new-letters and social media. ¹²⁵

Goal 2: Each Belong

We will include community members and help students discover their interests so that we all have a sense of connectedness.

Performance Objective 1: LPE will increase student, parent and community sense of belonging and connectedness through a variety of activities and opportunities.

Evaluation Data Sources: Community and parent volunteer involvement increases by 50%.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for real-world life and will be successful in the path they choose.

Performance Objective 1: LPE will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success.

Evaluation Data Sources: The percent of all student in each demographic sub-group will demonstrate growth on applicable MClass MAP and STAAR assessments by 1%.

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build upon success and continuously improve.

Performance Objective 1: LPE will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement.

Evaluation Data Sources: Teacher PLCs will meet monthly to analyze data to identify trends, patterns and areas of improvement for all learners with a focus on achievement gaps, learning disparities and student needs.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: LPE will support the social, emotional and physical well-being of our students, teachers, staff and community.

Evaluation Data Sources: Connection to campus through involvement in campus activities. Eagle awards are a monthly recognition that students are proud to be part of.

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Lake Travis Independent School District

Serene Hills Elementary

2024-2025

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Mission Statement

The Serene Hills Elementary community commits to engaging every student in innovative, collaborative learning focused on growth and to igniting a passion for learning in which everyone is valued.

Vision

Serene Hills Elementary is committed to inspiring a love of learning while providing a safe and welcoming space to encourage all to take risks, build meaningful relationships, and embrace resiliency. 128

Value Statement

All students in our school will be treated with dignity and respect at all times.

All students deserve engaging and rigorous learning opportunities aligned to the appropriate curriculum, coursework, grade level, and education plan.

As a teacher, it is my responsibility to figure out how to reach each student.

Correcting student behavior is a teaching opportunity and not just a series of punishments and consequences.

As an employee, I am committed to being a team player in this school. I value collaboration, and I know that my contribution to the team is important.

Every student is somebody's "Gerber baby". I will communicate with family members and work with them, together helping every student achieve their potential.

It is everyone's job to make sure this building is a clean, safe learning environment for students.

All teachers (classroom and special education teachers) should collaborate to analyze data and decide on next steps to remediate or accelerate based on student needs. They are all "our kids," so I am committed to helping my team address the needs of students who might not even be on my roster.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: Serene Hills will bring our community together through a variety of activities and opportunities so that students, parents and community participation in diversity awareness initiatives through classroom activities, outreach efforts and events. The 2024-2025 Qualtrics Survey will show 65% of families feel encouraged to participate in school related programs. The 23-24 school year Qualtrics showed 60% of families felt "All members of the community are encouraged to participate in school-related programs."

Evaluation Data Sources: Qualtrics Survey Data

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Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: SHE will foster a welcoming and inclusive environment where staff and students are encouraged to think critically and listen to diverse perspectives, so that we create a more inclusive environment where students are taught about various cultures and perspectives.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: Serene Hills will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success so that 60% of Ss with Eco Dis status will meet or exceed projected growth in math and 75% of Ss with Eco Dis status will meet or exceed projected growth in reading according to MAP & mCLASS when comparing Fall 2024 data to Spring 2025 data.

2023-2024 data showed 55.6% Eco Dis met or exceeded in math & 72.2% in reading.

2022-2023 data showed 43.6% Eco Dis met or exceeded in math & 51.3% in reading.

High Priority

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: Serene Hills Elementary will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement so that teacher PLCs will meet bi-weekly to analyze data to identify trends, patterns, and areas of improvement for all learners, with a focus on achievement gaps, learning disparities, and student needs.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: Serene Hills Elementary will support the social, emotional, and physical well-being of our students so that wellness activities increase student attendance from 94.69% (2024) to 95.5% (2025). 130

23-24 Data showed Eco Dis. Attendance rate of: 92.9%

High Priority

Lake Travis Independent School District

West Cypress Hills Elementary

2024-2025

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Mission Statement

Our Mission

We will cultivate a community which inspires and ignites a passion for life-long learning and positive world change.

Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: WCHE will bring our community together through a variety of activities and opportunities and increase the number of opportunities we provide, including parent events, attendance at assemblies, and volunteerism across the campus.

Evaluation Data Sources: Qualtrics Survey Data

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Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: WCHE will foster a welcoming, inclusive, and safe environment where staff and students are encouraged to think critically and listen to diverse perspectives. This will create a more inclusive environment where students are taught about various cultures and perspectives.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: By the end of the 2024 - 2025 school year, WCHE will improve student performance so that 70% of HALO students (those with Economic Disadvantage status and at Risk) meet or exceed their projected growth in math as measured by MAP and STAAR assessments.

2023-2024 - data showed 40% Eco Dis met growth in math

2023- 2024 - data showed 23% AT Risk met growth in math (57 students now in 4th & 5th this school year)

2022-2023 data showed 35% Eco Dis met growth in math

2022-2023 - data showed 58% AT Risk met growth in math (24 Students who are now in 5th this school year)

High Priority

Evaluation Data Sources: BOY, MOY, EOYMAP & MClass assessments (PLC Room Data Wall & Grade level teacher digital data), LTC assessments, and 2024 - 2025 Spring STAAR assessments.

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: West Cypress Hills Elementary will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the needs of all learners and inform instructional practices, resulting in improved student achievement so that Teacher PLCs will meet biweekly to analyze data to identify trends, patterns, and areas of improvement for all learners, with a focus on achievement gaps, learning disparities, and student needs.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

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Performance Objective 1: West Cypress Hills Elementary will support the social, emotional, and physical well-being of our students so that wellness activities increase student attendance from 94.9%(2024) to 95% (2025).

Evaluation Data Sources: Data Suite monthly reports

Lake Travis Independent School District
Rough Hollow Elementary

2024-2025

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Mission Statement

Learn, Empower, Achieve and Dream

Vision

At Rough Hollow Elementary we value respect, kindness and community. We strive for equality and celebrate diversity. We are committed to growing compassionate, creative learners who embrace challenges with perseverance and grace.

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Goals

Goal 1: Are One Community

We will bring our community together so that a welcoming neighborhood feel ensures all families feel connected, valued, and engaged.

Performance Objective 1: Rough Hollow Elementary will bring our community together through a variety of activities and opportunities and increase the amount of opportunities we are providing to our community including parent events, attendance at assemblies, coffees with the principal, student events, and volunteerism across the campus.

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Goal 2: Each Belong

We will include all community members and help students discover their interests so that we all feel a sense of connectedness.

Performance Objective 1: We will provide students with equitable opportunities and resources to discover their interests and express themselves. Students of all ages have equitable opportunities to create and maintain positive relationships by exploring and discovering their interests to increase their academic self-efficacy. We will increase enrichment opportunities for all students throughout the school day.

Goal 3: Provide Best In Class Education

We will demonstrate a commitment to all students so that each child is prepared for life and successful in the path they choose.

Performance Objective 1: We will increase student performance through rigorous instruction designed to meet the needs of every child and ensure equitable access to learning with appropriate supports for success. The campus will have a writing focus across all subjects and grade levels.

Goal 4: Grow & Innovate Together

We will support our instructional staff, use data-based decision-making, and partner with stakeholders to build off success and continuously improve.

Performance Objective 1: We will implement a continuous improvement planning model that utilizes multiple modalities of qualitative and quantitative data to respond to the need of all learners and inform instructional practices, resulting in improved student achievement.

Goal 5: Prioritize Wellness

We will make school a great place to be so that the social, emotional, and physical well-being of our Lake Travis ISD community is supported.

Performance Objective 1: We will support the social, emotional, and physical well being of our students, teachers, staff, and community.



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Revisions to Board Policy EIC (LOCAL)

RECOMMENDED ACTION

For Presentation/Discussion only; action will be taken at the December 11, 2024 Board Meeting.

RATIONALE

1. Beginning with the graduating class of 2029, the proposed revisions to EIC (LOCAL) would allow students in their junior and senior years of high school who have a GPA above 4.0 the option to exclude a course from calculation in their GPA.

Courses eligible for optional GPA exemption will be included on a district approved list of elective courses that encourage special talents and interests, specifically third and fourth level courses in the areas of Fine Arts, Athletics, and CTE. A student would be eligible to qualify for an optional GPA exemption for these district-identified courses in accordance with administrative regulations. The specific courses will be listed annually in the high school course catalog.

2. Other proposed changes to EIC (LOCAL) include removing redundancies, offering clarifying language, and/or removing information that is no longer timely.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Dr. Lyndsa M. Benton - Executive Director of Curriculum and Instruction

Stefani Vickery - Assistant Superintendent of Curriculum and Instruction

ATTACHMENTS

1. EIC (LOCAL) Proposed Revisions 1st Reading (Redlined to show changes)
2. LTISD Optional GPA Exclusions for the Graduating Class of 2029

MEETING DATE

November 20, 2024

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

~~**Note:** — The following provisions shall apply to students in the graduating class of 2018.~~

Calculation

~~The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.~~

~~The calculation shall include failing grades.~~

Exclusions

~~The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any distance learning course; any dual credit course; any credit recovery course; any course for which the student has previously received credit; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.~~

Weighted Grade System

Categories

~~The District shall categorize and weight eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.~~

Advanced

~~Eligible Advanced Placement (AP) and Advanced Honors shall be categorized and weighted as Advanced courses.~~

Honors

~~Eligible Pre-AP courses and other courses locally designated as honors shall be categorized and weighted as Honors courses.~~

Regular

~~All other eligible courses shall be categorized and weighted as Regular courses.~~

~~Weighted Numerical
Grade
Average~~

~~The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:~~

Category		Weight
Advanced	100-90	Plus 15
	89-80	Plus 12
	79-70	Plus 9
Honors	100-90	Plus 10
	89-80	Plus 8
	79-70	Plus 6
Regular	100-70	Plus 0

~~No points shall be added to failing grades.~~

~~The District shall record unweighted numerical grades on student transcripts.~~

~~**Note:** The following provisions shall apply to students beginning with the graduating class of 2019.~~

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in physical education through District-approved private or commercially sponsored physical activities (PE waivers); any distance learning course; any dual credit course; any credit recovery course taken through an online program; ~~any course for which the student has previously received credit~~; any summer school course taken for original credit without prior instruction; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The following exclusion shall apply to students beginning with the graduating class of 2029.

The calculation of class rank shall exclude district-identified courses when taken on a GPA-exempt basis. Excluded courses are district-identified third and fourth-year elective courses that encourage special talents and interests. A student shall be eligible to take these exempt district-identified courses in accordance with administrative regulations. The specific courses shall be listed annually in the high school course catalog.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced

Eligible AP and Advanced Honors courses shall be categorized and weighted as Advanced courses.

Honors

Eligible Pre-AP courses and Honors courses shall be categorized and weighted as Honors courses.

Regular

All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Numerical
Grade
Average

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Advanced	Multiplied by 1.2
Honors	Multiplied by 1.1
Regular	Multiplied by 1.0

The District shall record unweighted numerical grades on student transcripts.

A student shall be required during grades 9–12 to earn a minimum of 4 unweighted credits that shall be used in the calculation of class rank. In addition, a student shall be required to complete at least three of the four required unweighted credits prior to the beginning of his or her senior year.

~~**Note:** The following provisions shall apply to all students, regardless of their graduating class.~~

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if a similar or an equivalent course is offered to the same class of students in the District. However, for a student who transfers to the District with successful completion of International Baccalaureate (IB) courses, the District shall assign additional weight.

Rank shall not be recalculated for purposes of determining honors to be conferred during graduation activities for transfer students who enroll in the District in the spring semester of the senior year.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fall semester of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank at the end of the fall semester of the senior year, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school no later than the first day of school and continuously for the four consecutive semesters immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school;
3. Have completed the foundation program with the distinguished level of achievement; and
4. Complete at least 6 state credits at the District high school during his or her senior year.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to ~~the thousandths~~ three decimal places, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Lake Travis ISD
227913

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Lake Travis Independent School District

2028 - 2029 GPA EXEMPT COURSE INFORMATION

INFORMATION REGARDING EXEMPT COURSES

Students are encouraged to pursue their areas of special talents and interest to enrich their academic experience. Elective courses may be taken on a GPA-exempt basis as established by Board Policy EIC (Local) and identified in this brochure. The courses listed below require successful completion of prerequisites specific to a course pathway or in a program of study. Students **must** have a 4.0 or above to be eligible to exempt these courses from calculation in their GPA. Students may take a maximum of three (3) credits on a GPA Exempt basis during their high school career. Students must submit an application and obtain approval from their school counselor by established deadlines. Parents and Teachers will be notified throughout the process. The following courses have been identified as GPA-exempt eligible for this school year:

Fine Arts Courses

Continuous enrollment (years 3 & 4) in any designated fine arts course. Consult the **Course Catalog** for prerequisites and course descriptions.

1898	Concert Band 3	1724	Dance 4
1899	Concert Band 4	course # not created yet	JV Red Ruby Dance Team 3
1892	Symphonic Band 3	course # not created yet	JV Red Ruby Dance Team 4
1893	Symphonic Band 4	1733	Varsity Cavalettes Dance Team 3
1912	Wind Symphony 3	1734	Varsity Cavalettes Dance Team 4
1913	Wind Symphony 4	1791	Chamber Orchestra 3
1886	Wind Ensemble 3	1792	Chamber Orchestra 4
1887	Wind Ensemble 4	1783	Intermezzo Orchestra 3
1880	Percussion 3	1784	Intermezzo Orchestra 4
1881	Percussion 4	1787	Symphony Orchestra 3
1761	Colorguard 3	1788	Symphony Orchestra 4
1762	Colorguard 4	1747	Technical Theatre 3
1874	Jazz Ensemble 3	1748	Technical Theatre 4
1875	Jazz Ensemble 4	1742	Theatre 3
1766	Non-Varsity Treble Choir 3	1743	Theatre 4
1767	Non-Varsity Treble Choir 4	1751	Theatre Production 3
1770	Varsity Treble Choir 3	1752	Theatre Production 4
1771	Varsity Treble Choir 4	1754	Musical Theatre 3
1774	Non-Varsity Tenor/Bass Choir 3	1759	Musical Theatre 4
1775	Non-Varsity Tenor/Bass Choir 4	1797	Theatre Directing 4
1778	Varsity Mixed Choir 3		
1779	Varsity Mixed Choir 4		
1723	Dance 3		

Athletics Courses

Continuous enrollment (years 3 & 4) in any designated athletic course regardless of sport. Consult the **Course Catalog** for prerequisites and course descriptions.

2538	Athletic Training 3	2113	Powerlifting 3
2539	Athletic Training 4	2114	Powerlifting 4
2118	Baseball 3	2138	Softball 3
2119	Baseball 4	2139	Softball 4
2304	Cheerleading 3	2818	Swim 3
2307	Cheerleading 4	2819	Swim 4
2518	Football 3	2925	Varsity Tennis 3
2520	Football 4	2926	Varsity Tennis 4
2929	Junior Varsity Tennis 3	2338	Volleyball 3
2930	Junior Varsity Tennis 4	2339	Volleyball 4
2218	Men's Basketball 3	2238	Women's Basketball 3
2219	Men's Basketball 4	2239	Women's Basketball 4
2428	Men's Cross Country 3	2424	Women's Cross Country 3
2429	Men's Cross Country 4	2425	Women's Cross Country 4
2622	Men's Golf 3	2622W	Women's GOLF 3
2623	Men's Golf 4	2623W	Women's GOLF 4
2718	Men's Soccer 3	2738	Women's Soccer 3
2719	Men's Soccer 4	2739	Women's Soccer 4
2432	Men's Track & Field 3	2436	Women's Track & Field 3
2433	Men's Track & Field 4	2437	Women's Track & Field 4
		2921	Wrestling 3
		2922	Wrestling 4

CTE Courses

Courses below are the **3rd or 4th** course in a program of study. **Completion of prerequisites and/or corequisites required to earn GPA exemption.** Consult the **Course Catalog** for prerequisites and course descriptions.

- 1589 Practicum in Architectural Design
- 1590 Practicum in Audio/Visual Production
- 1684 Practicum in Business Management
- 1681 Practicum in Commercial Photography
- 1688 Practicum in Graphic Design and Illustration
- 1550 Practicum in Health Science CCMA
- 1546 Practicum in Health Science CNA
- 3028 Practicum in Animation
- 1573 Practicum in Early Learning
- 3014 Practicum in Education and Training
- 1632 Practicum in Entrepreneurship
- 1682 Practicum in Fashion Design
- 1664 Practicum in Hospitality Services
- 1673 Practicum in Information Technology
- 1588 Practicum in Interior Design
- 1679 Practicum in Manufacturing
- 1592 Practicum in Marketing
- 3017 Practicum in STEM
- 1694 Practicum in Law and Public Safety

Frequently Asked Questions (FAQs)

WHO IS ELIGIBLE TO TAKE A GPA EXEMPT COURSE?

- Students **must** maintain a 4.0 or above grade point average (GPA).
- Students must have an overall B average in the prerequisite course for elective courses for which they are seeking a waiver.
- Successful completion of prerequisite courses specific to a pathway or a program of study.
- Students must maintain a B average each semester in the GPA exempt course to qualify and maintain GPA exempt eligibility.
- Students must obtain approval from their school counselor. Parents and Teachers will be notified during the approval process.
- Students may take a maximum of three (3) credits on a GPA Exempt basis during their high school career.
- Students must be in 11th or 12th grade.
- Students understand they must be in their 3rd or 4th full year of *continuous enrollment* in the same program to meet eligibility for GPA-exempt status. Completion of prerequisites and/or corequisites required.
- For more information, see your counselor, teachers, director, or coach.

HOW ARE GRADES HANDLED IN A GPA EXEMPT COURSE?

Students who are eligible and choose to take one of these courses for a GPA EXEMPT grade:

- Will receive a numerical grade all year on the report card.
- Will receive credit for these courses, but also have these courses excluded from the computation of GPA and class rank.
- Exemptions are granted on a semester basis.

WHAT ARE THE PERFORMANCE STANDARDS FOR THESE COURSES?

- The numerical grade earned will be reported on the report card.
- Students are expected to complete all assigned work in a GPA-exempt course including tests and semester exams.
- Students eligible to exempt final exams may choose to exempt a GPA-exempt course.

HOW WILL GRADES IN A GPA EXEMPT COURSE AFFECT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES?

The numerical grades earned in a GPA Exempt course will be used to determine eligibility for participation in all UIL or school-sponsored activities. In addition for qualifying criteria used in selection of students for various positions such as dance team officers, class officers, exam exemptions, etc.; for eligibility for academic awards, including admission to organizations such as National Honor Society; etc.

IF A STUDENT EXEMPTS A COURSE DURING ONE SCHOOL YEAR BUT DOES NOT ENROLL IN THE COURSE DURING THE FOLLOWING YEAR. DO THEY LOSE THE EXEMPT STATUS FOR THE FIRST YEAR?

No. Each year's exemption stands alone.

CAN A STUDENT DROP A FULL YEAR GPA EXEMPTION COURSE AFTER THE FIRST SEMESTER IS COMPLETED?

If a student completes the course with a B average or better for which a GPA waiver is granted, the course will be GPA exempt. Students are expected to complete a full-year course for which a GPA exemption has been approved. In extenuating circumstances where a student is approved to drop a GPA-exempt course after the first semester is complete, the student will receive the first semester credit as GPA exempt. However, the remaining 0.5 GPA exemption cannot be applied to another course during the second semester or following year. The requested 1.0 GPA exemption is considered to be fully expended. If a student drops a full-year course before the close of the first semester for which a GPA exemption has been approved per established district guidelines. The new course the student enters is not eligible for a GPA exemption. In this case, the GPA exemption is available for use the following semester/year, if requested and approved according to established guidelines.

DOES A STUDENT HAVE TO MAINTAIN ENROLLMENT IN A SINGLE ATHLETIC SPORT TO BE ELIGIBLE FOR AN EXEMPTION?

No. Any athletic enrollment can qualify.

HOW DO STUDENTS ENROLL IN A GPA EXEMPT COURSE?

Students interested in taking one of the GPA Exempt courses must discuss this option with their school counselor at the beginning of the course. If the student meets all the criteria, they must:

1. Complete the online GPA Exempt application.
2. Submit the application by the due date. At this time, if all criteria are met, it will be approved, and your schedule will reflect enrollment in a GPA Exempt course.
3. Once a student makes the decision to take a course as GPA-exempt, the decision is final and cannot be changed.
4. Students enrolled in full-year courses do not need to reapply during the second semester, they must maintain a B average in the GPA exempt course to remain qualified for their GPA exempt eligibility.

Students, including move-in students, who miss the **first semester** deadline, may apply for exemption for the second semester if they meet the criteria.



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Board Notification under Board Policy CH (LOCAL) – Lake Pointe Elementary Cafeteria Serving Line Replacement

RECOMMENDED ACTION

For Presentation/Discussion Only.

RATIONALE

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law.
2. A purchase made through a cooperative purchasing program, in accordance with law.
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. A purchase for produce or fuel.

Lake Travis ISD has a budgeted purchase that requires Board notification for the replacement of the existing serving line with upgraded LED front panel down-lighting at Lake Pointe Elementary in the amount of \$234,043.

BUDGET PROVISIONS

2023 Bond Program - \$234,043

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Brad Goerke – Director of Finance

Cristy Soares – Director of Purchasing

ATTACHMENTS

None

MEETING DATE

November 20, 2024



AGENDA ITEM ACTION SHEET

AGENDA ITEM

TEA Exception Waiver Request for Bilingual Exception and/or ESL Waiver

RECOMMENDED ACTION

Approval of the TEA Application for Bilingual Exception and/or ESL Waiver as presented.

RATIONALE

Lake Travis ISD is requesting the approval to apply for the Bilingual Exception and/or ESL Waiver for the 2024-2025 school year. This waiver was not previously under TEAL. School districts that are unable to provide the appropriately certified teachers to implement the bilingual and ESL (English as a Second Language) programs must submit a request to the commissioner of education for approval to offer temporary alternative methods per 19 TAC §89.1207.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Stefani Vickery - Assistant Superintendent of Curriculum & Instruction

Amanda Prehn - Director of Curriculum & Instruction

Christina Shoemate - Emergent Bilingual and ESL Programs Coordinator

ATTACHMENTS

Waiver Form

MEETING DATE

November 20, 2024

2024-2025 ESL TEA Waiver Application- Full Description

1. BILINGUAL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required bilingual program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process.

Lake Travis ISD is not applying for a Bilingual Exception, therefore, this is not applicable to our district.

2. ESL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required ESL program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process.

Our Alternative Language Program is tailored to meet the needs of different grade levels: Sheltered English is provided for students in grades 6-12, while Content-Based Sheltered Instruction is implemented in grades PK-5. To support this approach, our secondary English Language Arts teachers and elementary educators working with English Learners (ELs) will receive targeted training on the SIOP (Sheltered Instruction Observation Protocol) Model, as well as general sheltered instruction strategies. The SIOP Model, a research-based and validated framework, has been effectively utilized across the U.S. for over two decades. It equips teachers to plan and deliver lessons that promote English learners' academic achievement while developing their English language proficiency. Additionally, we have developed a comprehensive professional development plan to address the specific needs of teachers who are not yet ESL certified. Our Alternative Language Program (ALP) is designed to meet the diverse needs of emergent bilingual (EB) students across grade levels. For PK-5, we use a Content-Based Sheltered Instruction model, while grades 6-12 implement Sheltered English. These approaches address the affective, linguistic, and cognitive needs of EB students, ensuring academic and social growth as they develop English proficiency. Our ALP fosters a supportive environment through SEL strategies and culturally responsive practices at the elementary level, while secondary students engage in peer support and collaborative activities to build confidence and emotional well-being. Linguistically, the ALP integrates targeted language support with academic content, utilizing the SIOP model to enhance instruction. Through a comprehensive professional development plan, teachers, including those not yet ESL certified, are equipped to support EB students. Academically, the ALP sets high expectations, with PK-5 students using visuals and

scaffolds, and secondary students engaging in higher-order thinking with language support to ensure both academic and linguistic growth. By tailoring the ALP to the needs of different grade levels and equipping teachers through professional development, our district ensures that EB students succeed in both language acquisition and academic achievement.

3. ACTION PLAN WITH TARGETED RECRUITING ACTIVITIES.

Describe the district's action plan for the current school year. The plan should include 3-5 measurable targeted activities the district will complete during the year to recruit, hire, and retain appropriately certified teachers. A description of the activity and goal will be included with the expected complete date during this year's cyclical process. The activities should (1) demonstrate support for teachers seeking certification (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district's emergent bilingual students.

Our district is committed to strengthening bilingual and ESL programs while ensuring that all teachers are equipped to support emergent bilingual students. This action plan outlines activities to support teacher certification, recruitment of certified teachers, and professional development for teachers working under a bilingual exception or ESL waiver.

- a. **Teacher Certification Support:** Our district is dedicated to supporting teachers working under waivers as they pursue certification. By June 2025, all teachers on waivers will have participated in one of three ESC-led certification test preparation options or completed an online course designed to prepare them for the certification exam. This initiative will provide teachers with the resources needed to pass the certification exam, enhancing their instructional capabilities and better meeting the needs of emergent bilingual students.
- b. **Recruitment of Certified Teachers:** To strengthen our staff, we are launching a district-wide recruitment campaign targeting certified bilingual and ESL teachers. This campaign will include outreach to local universities and participation in at least three new teacher recruiting fairs by May 2025, expanding recruitment efforts both locally and outside the region. In addition, the district will implement targeted online advertising strategies to attract qualified bilingual and ESL candidates. Our goal for the 2024 to 2025 school year is to recruit new certified teachers, increase the visibility of open positions, and ensure we effectively meet the needs of our students.
- c. **Targeted Professional Development for Teachers Under Bilingual Exception or ESL Waiver** Professional development is a key focus for teachers working under an ESL waiver. By May 2025, all teachers on a waiver will complete the district's

locally designed Comprehensive Professional Development Plan. This plan includes training on language acquisition strategies and best practices for supporting emergent bilingual students. This will ensure that all waiver teachers are prepared to meet district expectations and provide high-quality instruction for emergent bilingual students. This action plan outlines a complete approach to supporting teacher certification, improving recruitment efforts, and providing targeted professional development to better serve the district's emergent bilingual students.

4. COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN.

Include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

Lake Travis ISD is committed to utilizing the Bilingual Education Allotment funds to prepare teachers to best meet the instructional needs of our Emergent Bilingual learners through high-impact professional development opportunities such as:

- a. Christina Shoemate, Emergent Bilingual Coordinator for LTISD, will coordinate with ESC Region 13 to complete the Lift-Off ESL course by February 2025. This course will provide teachers with strategies to address the academic and linguistic needs of Emergent Bilingual (EB) students in ESL settings. Participants will learn how to integrate language acquisition with content instruction, collaborating as a cohort to enhance EB student outcomes.
- b. CIMA 2025: Conference on Instruction for Multilingual Advancement for Emergent Bilingual Learners - Coordinated by Christina Shoemate with ESC, this one-day event in January 2025 will empower educators of EB students in Bilingual and ESL programs. Through keynote speakers and expert-led sessions, participants will gain tools and insights to improve student learning and support language development.
- c. Through the ESL Academy (3-Day Training) at Region 13, Christina Shoemate will coordinate with ESC to provide teachers on waivers with options to obtain ESL certification. Teachers may choose between the in-person or online 3-day ESL Academy to qualify for ESL Test fee reimbursement. Completion of one option is expected by July 2025. This academy prepares teachers for the TExES 154 exam and provides knowledge on language acquisition, ESL instruction, and cultural awareness essential for serving EBs effectively.
- d. ESL Academy - The online ESL Academy, coordinated by Christina Shoemate, is a self-directed course focused on language acquisition foundations and ESL best practices, designed to prepare participants for the TExES 154 exam. Completion by July 2025 is required for teachers on waivers who are eligible for test fee reimbursement.

Element Name	Description	Type	Possible Values
CDN	This column shall display the nine digit CDN of the campus.		Required
Campus	Name of the campus applying for BIL	Text (75)	Required
Language of Exception	The below link displays the list of languages	Text (200)	Required
Student	The number of students requiring BIL	Number(3)	Required
Classroom	The number of classrooms requiring BIL	Number(3)	Optional
Teacher	The number of teachers requiring BIL	Number(3)	Required
Grade	If the teacher applying for the exception		

156

CDN	Campus	Language of Exception	PK			
			Students	Classrooms	Teachers	Students

This sheet is not applying for a bilingual LDCP

Kinder		Grade 1			Grade 2			Grade 3	
Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms

SECTION

	Grade 4			Grade 5			Grade 6			
Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students

Grade 7		Grade 8			Grade 9			Grade 10		
Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers

Grade 11			Grade 12		
Students	Classrooms	Teachers	Students	Classrooms	Teachers

Element Name	Description	Type
CDN	This column shall display the nine	
Campus	Name of the campus applying for	Text (75)
Student	The number of students requiring	Number(3)
Classroom	The number of classrooms	Number(3)
Teacher	The number of teachers requiring	Number(3)
Grade	If the teacher applying for the	

Possible Values
Required
Required
Required
Optional
Required

CDN	Campus	PK			Kinder		
		Students	Classrooms	Teachers	Students	Classrooms	Teachers
227013-001	Lake Travis High School	0	0	0	0	0	0
227913-041	Lake Travis Middle School	0	0	0	0	0	0
227913-042	Hudson Bend Middle School	0	0	0	0	0	0
227913-043	Bee Cave Middle School	0	0	0	0	0	0

Students not applying for a LSE waiver

Grade 1			Grade 2			Grade 3			Grade 4	
Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0

	Grade 5			Grade 6			Grade 7			
Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	10	7	2	3	3	1	2
0	0	0	0	18	4	1	26	5	1	17
0	0	0	0	0	0	0	5	3	2	1

Grade 8		Grade 9			Grade 10			Grade 11		
Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers	Students	Classrooms	Teachers
0	0	13	17	6	42	22	11	22	12	5
2	2	0	0	0	0	0	0	0	0	0
4	1	0	0	0	0	0	0	0	0	0
1	1	0	0	0	0	0	0	0	0	0

Grade 12		
Students	Classrooms	Teachers
15	9	5
0	0	0
0	0	0
0	0	0

Click this sheet if not applying for Full Exception Teacher

Element Name	Description	Type	Possible Values
CDN	This column shall display the nine digit CDN of the campus.		Required
Campus	Name of the campus applying for ESL Waiver (drop-down option displayed).	Text (75)	Required
Teacher Name	Name of the teacher requiring for ESL Waiver	Text (75)	Required
Language	The below link displays the list of	Text (200)	Required
Grade	If the teacher applying for the waiver teaches/will teach this grade enter	Text (3)	Where applicable enter "Yes", leave blank if not.

Skip this sheet if not applying for a DM

CDN	Campus	Teacher Name	Language	PK	Kinder	Grade 1	Grade 2	Grade 3	Grade 4
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inguar Exception

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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Skip this sheet if not applying for ESL Waiver Teacher

Element Name	Description	Type	Possible Values
CDN	This column shall display the nine digit CDN of the campus.		Required
Campus	Name of the campus applying for ESL Waiver (drop-down option displayed).	Text (75)	Required
Teacher Name	Name of the teacher requiring for ESL Waiver	Text (75)	Required
Grade	If the teacher applying for the waiver teaches/will teach this grade enter	Text (3)	Where applicable enter "Yes", leave blank if not.

SKIP THIS SHEET IF NOT APPLYING FOR A LE

CDN	Campus	Teacher Name	PK	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
227013-001	Lake Travis High School	Aguirre, Jerry Don							
227013-001	Lake Travis High School	Bech, Janice K							
227013-001	Lake Travis High School	Clark, Johanna Christina							
227013-001	Lake Travis High School	Crowe, Kerry							
227013-001	Lake Travis High School	DuBose, Cynthia Danet							
227013-001	Lake Travis High School	Goodier, Robyn Lynn							
227013-001	Lake Travis High School	Gray, Caitlin Arabel							
227013-001	Lake Travis High School	Grayson, Chancellor Dale							
227013-001	Lake Travis High School	McNulty, Emma Grace							
227013-001	Lake Travis High School	Milam, Brian							
227013-001	Lake Travis High School	Munnerlyn, Carrie							
227013-001	Lake Travis High School	Patel, Kyara							
227013-001	Lake Travis High School	Rybarski, Emily							
227013-001	Lake Travis High School	Schaefer, David John							
227013-001	Lake Travis High School	Woodruff, Stacia L							
227913-041	Lake Travis Middle School	Ashley Murdock							
227913-041	Lake Travis Middle School	Jane Fidanza							
227913-041	Lake Travis Middle School	Gosnell, Jodi							
227913-041	Lake Travis Middle School	Perez, Leslie							
227913-041	Lake Travis Middle School	Duncan, Lindsey Taylor							
227913-042	Hudson Bend Middle School	Bozdog, Erin							
227913-042	Hudson Bend Middle School	Minyard, Hannah							
227913-042	Hudson Bend Middle School	Steeg, Robin Drake							
227913-043	Bee Cave Middle School	Swift, Zoe							
227913-043	Bee Cave Middle School	Mitra, Maiteyi							

LEVEL

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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			Yes	Yes	Yes	
				Yes	Yes	Yes
			Yes	Yes	Yes	Yes
				Yes	Yes	
			Yes			
			Yes	Yes		
			Yes	Yes	Yes	
			Yes	Yes		Yes
				Yes		Yes
Yes		Yes				
Yes		Yes				
	Yes					
	Yes	Yes				
Yes						
	Yes					
	Yes	Yes				



Waivers

2024-2025 Application for Bilingual Exception / ESL Waiver

Waiver ID: 80044

Application Information

Category: General	Creator: Christina Shoemate, District Editor	Status: Submitted to TEA
Creation Date: 11/15/2024	Approving Superintendent: Paul Norton	Assigned To:
Creator Email: shoematec@ltisdschools.org	Approving Superintendent Email: nortonp@ltisdschools.org	

LEA Contact

Full Name: Christina Shoemate
Phone: (512) 533-7935
Email: shoematec@ltisdschools.org

LEA Information

LEA: LAKE TRAVIS ISD (227913)
Address: 3322 RANCH RD 620 S, AUSTIN, TX 78738-6801
Phone: (512) 533-6000

HR Director Contact

Full Name: Susan Fambrough
Phone: (512) 533-6024
Email: fambroughs@ltisdschools.org

Special Instructions

A Local Education Agency (LEA), including school districts, open-enrollment charters, and districts of innovation are required to identify and serve emergent bilingual (EB) students through bilingual education, per Texas Administrative Code (TAC) §89.1205. If the LEA does not have the appropriately certified educators for their required bilingual or English as a second language (ESL) program, they will file the applicable bilingual exception or ESL waiver for the teachers and students impacted, per 19 TAC §89.1207.

This is a one-year provisional measure taken to report the current needs of the district and to specify the actions to be taken in order to secure the appropriately certified staff, provide training and support to the teachers under the exception/waiver, and verify the implementation of temporary alternative methods that meet the affective, linguistic, and cognitive needs of the emergent bilingual students and align as closely as possible to the required bilingual or ESL program. The district's bilingual/ESL program contact and/or the human resource contact person may complete and submit the exception/waiver application. The application includes a verification that the superintendent has reviewed and approved the application.

- The Alternative Methods Description shall include how the district is going to align the temporary methods as closely as possible to the required bilingual/ESL program to meet the affective, linguistic, and cognitive needs of EB students. Describe the activities and how they will aim to meet the expected goal during this year's cyclical process.
- The Action Plan shall include 3-5 measurable targeted activities planned for the school year to recruit, hire, and retain the appropriate certified teachers. A description of the activity and the goal will be included with the expected completion date during this year's cyclical process.
- The Comprehensive Professional Development Plan will include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

To submit your Bilingual Exception/ESL Waiver Application you must provide the district Information on the TEAL Dashboard, including the Alternative Methods Description, a Comprehensive Professional Development Plan, and the Action Plan to actively recruit and retain bilingual/ESL teachers to avoid filing for a Bilingual Exception and/or ESL Waiver in subsequent years.

Alternative Methods and Recruiting Activities

1. BILINGUAL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required bilingual program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year’s cyclical process.

Lake Travis ISD is not applying for a Bilingual Exception, therefore, this is not applicable to our district.

2. ESL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required ESL program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year’s cyclical process.

Our Alternative Language Program is tailored to meet the needs of different grade levels: Sheltered English is provided for students in grades 6-12, while Content-Based Sheltered Instruction is implemented in grades PK-5. To support this approach, our secondary English Language Arts teachers and elementary educators working with English Learners (ELs) will receive targeted training on the SIOP (Sheltered Instruction Observation Protocol) Model, as well as general sheltered instruction strategies. The SIOP Model, a research-based and validated framework, has been effectively utilized across the U.S. for over two decades. It equips teachers to plan and deliver lessons that promote English learners' academic achievement while developing their English language proficiency. Additionally, we have developed a comprehensive professional

3. ACTION PLAN WITH TARGETED RECRUITING ACTIVITIES.

Describe the district's action plan for the current school year. The plan should include 3-5 measurable targeted activities the district will complete during the year to recruit, hire, and retain appropriately certified teachers. A description of the activity and goal will be included with the expected complete date during this year’s cyclical process. The activities should (1) demonstrate support for teachers seeking certification (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district’s emergent bilingual students.

Our district is committed to strengthening bilingual and ESL programs while ensuring that all teachers are equipped to support emergent bilingual students. This action plan outlines activities to support teacher certification, recruitment of certified teachers, and professional development for teachers working under a bilingual exception or ESL waiver. a. Teacher Certification Support: Our district is dedicated to supporting teachers working under waivers as they pursue certification. By June 2025, all teachers on waivers will have participated in one of three ESC-led certification test preparation options or completed an online course designed to prepare them for the certification exam. This initiative will provide teachers with the resources needed to pass the certification exam, enhancing their instructional capabilities and better

4. COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN.

Include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year’s cyclical process.

Lake Travis ISD is committed to utilizing the Bilingual Education Allotment funds to prepare teachers to best meet the instructional needs of our Emergent Bilingual learners through high-impact professional development opportunities such as: a. Christina Shoemate, Emergent Bilingual Coordinator for LTISD, will coordinate with ESC Region 13 to complete the Lift-Off ESL course by February 2025. This course will provide teachers with strategies to address the academic and linguistic needs of Emergent Bilingual (EB) students in ESL settings. Participants will learn how to integrate language acquisition with content instruction, collaborating as a cohort to enhance EB student outcomes. b. CIMA 2025: Conference on Instruction for Multilingual Advancement for Emergent Bilingual Learners. Coordinated by Christina Shoemate with

Summary

ESL Waiver

Campus Name	Number Of	All Grades	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Program Models	Explanation
	Students		0	0	0	0	0	0	0	0	0	0	13	42	22	15		
	Classrooms		0	0	0	0	0	0	0	0	0	0	17	22	12	9		
	Teachers		0	0	0	0	0	0	0	0	0	0	6	11	5	5		
	Caitlin Arabel Gray																	✓
	Carrie Munnerlyn																	✓ ✓
	Chancellor Dale Grayson																	✓ ✓
	Emily Rybarski																	✓ ✓
	Jerry Don Aguirre																	✓ ✓ ✓
	Kerry Crowe																	✓ ✓
	Cynthia Danet																	✓ ✓

LEA Attachments (1)

Title	Type	Size	Date Added	Added By
24-25 Lake Travis ISD ESL Waiver	XLSX	59.9 kb	2024-11-15	Christina.Shoemate



AGENDA ITEM ACTION SHEET

AGENDA ITEM

Lake Travis Independent School District Legislative Priorities, 89th Legislative Regular Session

RECOMMENDED ACTION

Approve the Lake Travis Independent School District Legislative Priorities for the 89th Legislative Regular Session.

RATIONALE

The Administration has prepared a legislative priorities document for the 89th Regular Session of the Texas Legislature. The document is designed to be the basis for the District's legislative work during the legislative session that will begin January 14, 2025.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Paul Norton - Superintendent

ATTACHMENTS

Legislative Priorities

MEETING DATE

November 20, 2024



Legislative Priorities

89th Texas Legislature, 2025 | Lake Travis Independent School District

Fund our Public Schools

The Texas Legislature is underfunding our public schools. Last session, over \$4 billion budgeted for public education were left un-allocated. The 2019 basic allotment is not sufficient in 2024, and new mandates worsened the funding crisis. Lake Travis ISD cannot continue to do more with less.

Our Asks:

- Increase the basic allotment by at least \$1,000—from \$6,160 to \$7,160—to account for inflation and compliance with additional mandates.
- Include a yearly inflation adjustment in the new basic allotment.
- Fund every enrolled student; Lake Travis ISD is accountable for the education of all students.
- Fully fund all previous, current, and future mandates imposed by the Texas Legislature.
- Oppose school vouchers. Public dollars belong in public schools; vouchers that create a new government entitlement program will further defund our public schools.

Support our Staff

Our teachers' and staff salaries have been underfunded. The Lake Travis ISD Board of Trustees has provided raises and one-time payments to the greatest extent possible given the current funding conditions.

Our Asks:

- Fund our public schools (see above).
- Prioritize teacher and staff compensation and benefits.
- Support those who have dedicated their careers to educating our children with inflation-adjusted funding for the Teacher Retirement System.
- Reverse the teacher shortage by making college and educator certification affordable and salaries competitive for future teachers.
- Incentivize staff as they navigate increasing challenges, including mental health concerns, rising student behavior issues, and heightened special education compliance mandates.

Make Taxation Transparent

Property taxes levied by Lake Travis ISD should remain in Lake Travis ISD. The recapture system, also known as “Robin Hood,” is broken.

Our Ask:

- Amend tax bills accordingly. If the state of Texas requires local property taxes to fully fund public education, taxpayers deserve to know where their dollars are going.

Restructure Accountability

Lake Travis ISD values accountability that is focused on student growth. It is critical to evaluate the current accountability and assessment system to ensure they are appropriate measuring tools for Texas.

Our Asks:

- Restructure accountability to reflect a complete picture of student growth.
- Require the Texas Education Agency to adhere to existing laws regarding testing standards, ensuring state assessments are both viable and reliable.
- Set accountability benchmarks prior to the start of the school year; school districts and families deserve clear, accessible information on accountability standards well before testing begins.

Maintain Local Control

Every school district is unique. Locally-elected trustees understand their community and its goals for the district. State overreach undermines the will of our voters and local governance.

Our Asks:

- Grant local school districts the ability to make decisions that best serve our communities, staff, and students.
- Discontinue efforts to promote a common state curriculum.
- Simplify election ballot language to ensure it is straightforward and transparent; current requirements create voter confusion.

Paul Norton | Superintendent of Schools, Lake Travis ISD | 512-533-6020 | nortonp@ltsidschools.org

Erin Archer | School Board President, Lake Travis ISD | archere@ltsidschools.org

District Facts

11,010 Students Enrolled

7 Elementary Schools	4,805 Elementary School students	Lake Travis: 737	Lake Pointe: 721	Serene Hills: 744
		Lakeway: 524	Rough Hollow: 702	West Cypress Hills: 591
		Bee Cave: 786		
3 Middle Schools	2,635 Middle School students	Lake Travis: 968		
		Hudson Bend: 806		
		Bee Cave: 861		
1 High School	3,570 High School students	Lake Travis: 3,570		

District Population Size
50,330
(2023)

Recapture

2021-2022	34%	\$45 million
2022-2023	45%	\$71 million
2023-2024	32%	\$43 million
2024-2025*	35%	\$51 million

*Projected

District Tax Base
\$20.7B
(2024)

State Funding

Underfunded Services	State Allotment	Expenditures	Difference
Special Education	\$10,681,787	\$18,687,989	(\$8,006,202)
Transportation	\$1,007,743	\$5,635,056	(\$4,627,313)
Safety & Security	\$269,912	\$1,637,516	(\$1,367,604)
			(\$14,001,119)





AGENDA ITEM ACTION SHEET

AGENDA ITEM

Resolution 112024-01 Travis Central Appraisal District Board of Directors Election

RECOMMENDED ACTION

Approve Resolution No. 112024-01 to assign 190 votes to one or more of the candidates listed on the official Travis Central Appraisal District ballot.

RATIONALE

Lake Travis Independent School District is located in the western part of Travis County. This jurisdiction votes for up to five candidates to serve as Board of Directors of the Travis Central Appraisal District. Accordingly, the election of members to the Board must be conducted this fall to select those persons who will serve in that capacity for a term beginning January 1, 2025. The nominees who receive the three highest number of votes from all jurisdictions will be appointed to 3-year terms. The nominees who receive the next two highest number of votes will be appointed to 1-year terms.

Lake Travis ISD is entitled to 190 votes that can be split among any of the nominees on the ballot. Votes must be formalized by resolution approved by the school district's Board of Trustees. The resolution with voting allotment must be approved and received by the Chief Appraiser of the Travis Central Appraisal District by December 14, 2024.

Before December 31, 2024, the Chief Appraiser will count the votes submitted by participating entities, declare the results, and submit the results to both the school district and each of the nominated candidates.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Pam Sanchez – Assistant Superintendent of Business Services

Brad Goerke – Director of Finance

ATTACHMENTS

Travis Central Appraisal District Board of Directors Election Ballot

Resolution No. 112024-01

MEETING DATE

November 20, 2024

TRAVIS CENTRAL APPRAISAL DISTRICT

BOARD OFFICERS

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



LEANA MANN
CHIEF APPRAISER

BOARD MEMBERS

TOM BUCKLE
DR. OSEZUA EHIYAMEN
BRUCE ELFANT
JETT HANNA
VIVEK KULKARNI
DICK LAVINE
JIE LI
ELIZABETH MONTOYA
SHENGAO "DANIEL" WANG
BLANCA ZAMORA-GARCIA

October 17, 2024

LAKE TRAVIS ISD – Juris No. 07
ATTN: ERIN ARCHER, PRESIDENT
3322 RR 620 SOUTH
AUSTIN, TX 78738

The deadline has passed for jurisdictions to make nominations for the Board of Directors of the Travis Central Appraisal District. The following are the nominations, in alphabetical order by last name, and sponsoring jurisdiction:

Ken Bautsch	City of Lakeway
Deborah Cartwright	Austin ISD, City of Elgin
Nicole Conley	City of Austin
Dr. Osezua Ehiyamen	Austin ISD
Nathan Folse, Jr.	Austin ISD
Jim Gray	City of Lakeway
John Havenstrite	Eanes ISD, Leander ISD
Thomas Kilgore	City of Lakeway
Heidi Langan	Austin ISD
Jie Li	Austin ISD
Elizabeth Montoya	City of Pflugerville, Pflugerville ISD
Aaron Moreno	City of Manor
Matt Sherman	City of Lakeway
James Valadez	Travis County
Gretchen Vance	City of Lakeway
Blanca Zamora-Garcia	Del Valle ISD

This letter serves as a ballot and is being sent to the presiding officer of each taxing unit entitled to vote in the Travis Central Appraisal District Board of Directors' appointment. Enclosed you will also find biographies for any individual where one was provided with their nomination. Your entity is entitled to **190** votes that can be split among any of the nominees on the ballot. Votes must be formalized by resolution of the taxing unit's governing body. Please include the name and number of votes allotted to each nominee in your resolution. The resolution with voting allotment must be returned to the Chief Appraiser of the appraisal district by **December 14, 2024**, at the following mailing address or email address:

Travis Central Appraisal District
ATTN: Leana Mann
PO Box 149012
Austin, TX 78714-9012
Lmann@tcadcentral.org

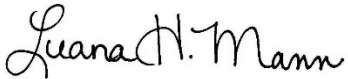
The nominees who receive the three highest number of votes will be appointed to 3-year terms. The nominees who receive the next two highest number of votes will be appointed to 1-year terms.

	Term Length	Term Beginning	Term ending
Board of Directors, Appointed Place 1	3 Years	January 1, 2025	December 31, 2027
Board of Directors, Appointed Place 2	3 Years	January 1, 2025	December 31, 2027
Board of Directors, Appointed Place 3	3 Years	January 1, 2025	December 31, 2027
Board of Directors, Appointed Place 4	1 Year	January 1, 2025	December 31, 2025
Board of Directors, Appointed Place 5	1 Year	January 1, 2025	December 31, 2025

Before December 31, 2024, the Chief Appraiser will count the votes submitted by each entity, declare the results, and submit the results to both the governing bodies of each entity and each of the nominated candidates. According to the Property Tax Code, any ties will be resolved by a method of chance by the Chief Appraiser.

Should you have any questions, please do not hesitate to contact me by phone at (512) 834-9317 Ext. 405 or by email at Lmann@tcadcentral.org.

Sincerely,



Leana Mann, RPA, CCA, CGFO
Chief Appraiser
Travis Central Appraisal District

Taxing Entity Voting Entitlement

Taxing Unit ID	Taxing Unit Code	Type	Taxing Unit	Levy	% of Levy	Voting Entitlement
1001	01	School	AUSTIN ISD	\$ 1,592,442,300.75	30.54%	1,525
1002	02	City	CITY OF AUSTIN	\$ 990,998,728.29	19.00%	950
1003	03	County	TRAVIS COUNTY	\$ 959,172,382.00	18.39%	920
1097	68	Junior College	AUSTIN COMM COLL DIST	\$ 274,197,394.72	5.26%	265
1026	19	School	PFLUGERVILLE ISD	\$ 272,657,626.58	5.23%	260
1006	07	School	LAKE TRAVIS ISD	\$ 197,345,130.11	3.78%	190
1007	08	School	EANES ISD	\$ 185,094,356.43	3.55%	175
1005	06	School	DEL VALLE ISD	\$ 161,896,596.08	3.10%	155
1098	69	School	LEANDER ISD	\$ 161,391,498.81	3.10%	155
1053	34	School	MANOR ISD	\$ 118,963,096.64	2.28%	115
1072	5A	School	ROUND ROCK ISD	\$ 107,608,571.04	2.06%	105
1035	20	City	CITY OF PFLUGERVILLE	\$ 60,084,543.62	1.15%	60
1023	16	School	LAGO VISTA ISD	\$ 36,000,563.68	0.69%	35
1004	05	City	CITY OF MANOR	\$ 14,709,464.00	0.28%	15
1090	6F	City	CITY OF LEANDER	\$ 12,234,446.61	0.23%	10
1036	21	City	CITY OF LAKEWAY	\$ 11,297,713.97	0.22%	10
1071	49	City	CITY OF LAGO VISTA	\$ 9,895,763.60	0.19%	10
1027	2A	School	ELGIN ISD	\$ 9,655,171.37	0.19%	10
1042	3A	School	MARBLE FALLS ISD	\$ 8,762,100.14	0.17%	10
1046	3F	City	CITY OF CEDAR PARK	\$ 5,981,118.86	0.11%	5
1008	09	City	CITY OF WEST LAKE HILLS	\$ 5,832,892.50	0.11%	5
1078	50	City	CITY OF JONESTOWN	\$ 4,250,354.87	0.08%	5
1018	11	City	CITY OF ROLLINGWOOD	\$ 2,994,707.73	0.06%	5

Nominees Biographies

Ken Bautsch (City of Lakeway)

Mr. Ken Bautsch is a Lakeway resident. He and his wife have lived in Lakeway for 15 years.

Ken has a BBA-Mktg degree from University of Houston. He served in the US Army and is a Vietnam Veteran.

Mr. Bautsch had a long corporate career. His 36 years in sales and sales management in the IT industry spanned electronic accounting systems, mainframe computer systems, minicomputer systems, corporate PC-based LANs and WLANs. As a Burroughs Corporation salesman/trainee I sold and installed electronic accounting systems (programmable posting machines) and later mainframe computer systems. As an OEM for Hewlett Packard, we developed and customized operational software, installed hardware and software, and supported one-source integrated business systems. As an HP/Intel/Novell/Microsoft partner, we designed, sold, implemented, and supported corporate PC-based local area networks and multi-location wide area networks. I retired in 2010.

Ken Bautsch developed many skills throughout his career, including: accounting, estimating, work plan development, proposal development, project management, profit responsibility, training and communication skills.

Deborah Cartwright (Austin ISD, City of Elgin)

Debbie received her law degree from the University of Houston and a master's degree from the LBJ School of Public Affairs at The University of Texas at Austin. Her undergraduate degree in secondary education music and history is from Howard Payne University in Brownwood, Texas.

Debbie enjoyed a lengthy career as an attorney and administrator in the field of property taxation. She worked for three property tax law firms representing appraisal districts in litigation and providing advice on public law and property tax administration. She received professional awards from the Texas Association of Appraisal Districts and the Texas Rural Chief Appraisers Association. She was the recipient of the Wayne Peveto Award from the Texas A&M Real Estate Center in 2013 for her work and professionalism in the field of property taxation.

In addition to work in private law practice, Debbie served the State of Texas as assistant general counsel for Comptroller Carol Keeton Strayhorn from 2001 to 2006 and then the director of the Property Tax Assistance Division for Comptroller Susan Combs from 2009 to 2014. She then worked with the Texas Taxpayers and Research Association, providing legal and legislative counsel from 2016 to 2019. In the 2021 legislative session, Debbie consulted with the law firm of Low Swinney Evans & James on legislative matters.

During much of this time, Debbie was involved in charitable endeavors. A native of Elgin, Texas, Debbie worked with the Elgin Historical Association in the late-1990's to raise money to restore the Union Depot, which had fallen into disrepair. She was responsible for a monetary grant from the Texas Historical Foundation to place a new floor in the building, which became the Elgin Depot Museum. Debbie became more involved with the Association and served as an officer from 2017 to 2019. During that time, she worked to organize the historical archives held by the Association and assist with public access to the Museum and its exhibits. She also contributed stories to two books published by the Association.

Debbie was a member of the Texas Historical Foundation from 2020 to 2022 and served as co-chair of the Elgin Sesquicentennial Committee in 2022. She was actively involved in the activities of the city's celebration of its 150th birthday and assisted in the preparation of an updated history book entitled "Milestones: History of Elgin, Texas."

Debbie is a member of the State Bar of Texas and the International Association of Assessing Officers. She is a member of First Baptist Church of Austin and served as a trustee for her alma mater Howard Payne University from 2015 through 2023. Debbie currently serves on the board of directors for the Travis Central Appraisal District and is a member of the Bastrop County Historical Society. She is an officer of the Elgin Oral History Project, a non-profit organization created in 2021, to record audio stories from residents and former residents of Elgin.

Nicole Conley (City of Austin)

Nicole Conley joined Siebert Williams Shank & Co. LLC. as Managing Director in 2020 to expand and support issuer clients in the Austin-area MSA; and, to closely serve the K-12 school district market. Previously, she served as both the Chief Financial Officer and Chief of Business & Operations for the Austin Independent School District, where she was responsible for managing a nearly \$3.5 billion budget and capital program, which included 129 school communities serving more than 80,000 students. Nicole has more than 25 years of financial management experience, amassing a breadth of knowledge from serving large, complex, urban systems, including: the City Council of New York, New York City Department of Education, District of Columbia Public Schools, Fairfax County Public Schools and Atlanta Public Schools. Ms. Conley developed and secured voter approval for the school district and Austin-area's first ever billion-dollar bond program; and, has issued nearly \$4 billion in tax-exempt and taxable bonds. Under her leadership, AISD earned its highest financial ratings and national accolades for budget presentation, financial reporting and transparency. In 2018, Nicole was appointed by the Speaker of the House to serve on the Texas Commission on Public School Finance, whose work culminated in a historic \$11.6 billion investment into public education and property tax relief. In 2018, Conley lobbied the state of Texas to better fund public education on this influential committee which helped shape marquee legislation the following year that made sweeping changes to the Texas school finance system, which emerged as a national model for funding equity. She previously served on several investment boards including, TexStar, an \$8 billion investment pool for the state's local governments and INVESTQ, a Retirement Plan cooperative for employees across the State of Texas. She is a recipient of the Council of Great City School's Bill Wise CFO Award for Innovation and Excellence, the Texas Association of Business Officials Champion for Education Award; and, the Austin Business Journal named her among its "Profiles in Power," CFO of the year in 2013 and she recently won a Legacy Award in 2022 for her decades of work in Education Finance. As she continues to pay it forward, in 2023, Ms. Conley was recognized by colleagues as an industry pioneer and received the Bond Buyer's Freda Johnson award which honors trailblazing, women leaders in public finance. Ms. Conley has a bachelor's degree from the University of Colorado at Boulder, a master's degree from the Robert J. Milano Graduate School of Management, and a Certificate of Public Finance from Georgetown University. Ms. Conley holds SIE, Series 52, 53, 63 and 7 licenses. She serves on the Boards of the Greater Austin Chamber as Vice Chair of Finance; Travis Central Appraisal District; LINQ Technologies; and, Mindpop.

Dr. Osezua Ehiyamen (Austin ISD)

Dr. Osezua Ehiyamen is a distinguished academic and researcher with over two decades of experience in public administration, conflict management, and property tax. He currently serves as a Resident Researcher and Associate Professor of Public Administration with Innovations for Peace and Development at the University of Texas at Austin. Between 2018 and 2022, Dr. Osezua was a distinguished visiting research scholar in the Department of History at the University of Texas at Austin, and he continues to contribute as an Adjunct Professor of Public Administration at Austin Christian University, Georgetown, Texas.

In addition to his academic roles, Dr. Osezua actively contributes to his community, serving as the co-chair of the District Advisory Council (DAC) of the Austin Independent School District (AISD). He previously held leadership positions as University Chair (2014–2018) for the Departments of Political Science and Public Administration in Nigeria and was an elected member of the Nigerian University Senate. A Fellow of the Chartered Institute of Public Administration (CIPAN), Dr. Osezua's commitment to public administration has been recognized globally.

Dr. Osezua has received numerous accolades, including the Best Ph.D. Thesis Award in Africa (2006) from the Council for the Development of Social Science Research in Africa (CODESRIA), Senegal, and a fellowship with the Brown International Advanced Research Institutes (BIARI) at Brown University in 2017. He currently serves on the Board of Directors of the Travis Central Appraisal District (TCAD), where he focuses on increasing awareness within African immigrant communities about property tax systems, equitable appraisals, and public school funding. Dr. Osezua is also a laureate of the Texas State PTA Emerging Leaders Academy (2023).

With over 18 years of teaching experience, Dr. Osezua has taught various courses related to property tax, including Property Tax Systems and Public Revenue, Property Tax Policy and Reform Strategies, Ethics in Property Taxation, and Conflict Resolution in Property Taxation. His research explores the intersection of property tax and sustainable local government financing, urban development, and fiscal decentralization, with a focus on the role of property tax in public revenue generation. He also delves into the challenges of equitable tax systems, the impact of property tax reform, and the integration of technology in tax administration to improve efficiency and compliance.

Dr. Osezua's research has been widely published in national and international outlets, including the *Pakistan Journal of Life and Social Sciences*, *Romania Journal of Public Affairs*, *Dynamics of Public Administration*, and *Journal of Social Sciences*. He has co-edited the book *Contemporary Issues in the Management of Higher Education* (2017) and is currently the Editor-in-Chief of the *Journal of Organizational Leadership and Management* at the University of Texas at Austin. His contributions to public policy reforms and public service management, especially in property tax reform, have been recognized as influential in the field.

Beyond his academic and professional accomplishments, Dr. Osezua is an active leader in various non-profit organizations, receiving leadership awards from the United States, South Africa, Ghana, and Russia. He also serves as the Chair of the Board of Directors of Africans in the Diaspora.

Dr. Osezua earned his B.Sc. in Political Science and M.Sc. in Political Science and Public Administration from the University of Benin, and a Ph.D. in Public Administration with a focus on Conflict Management from Obafemi Awolowo University, Nigeria. All his degrees were evaluated and certified as equivalent in the United States in 2018. He also holds a Diploma in Leadership from Austin Christian University, Texas (2023).

Dr. Osezua is happily married to Dr. Tina Osezua, and they are blessed with two sons, Samuel and Joshua. Samuel graduated cum laude in Software Engineering from the University of Texas at Dallas and is currently pursuing postgraduate studies at the University of Texas at Austin. Joshua is a senior at the University of Texas at San Antonio.

Nathan Folse, Jr. (Austin ISD)

Mr. Folse is a certified residential appraiser and holds a law degree. He shared that "serving on an advisory board offers a unique opportunity to contribute my expertise, insights, and leadership to an organization I care about. Currently having three children in AISD schools and a fourth child starting next year, it will allow me to help shape strategic decisions, provide guidance, and influence the direction of AISD for years to come. By serving, I can deepen my understanding of the industry and make a meaningful impact while enhancing my skills and experience.

Jim Gray (City of Lakeway)

Jim Gray is a business professional and resident of Lakeway. He moved to Lakeway with his family in 2019. He is working to help attract business to the area.

Mr. Gray is a graduate of The Columbus Academy and Miami University.

In his professional life he spent 15 years with Sharp Electronics. His position culminated in running the facsimile division which was #1 in US sales. He moved to Austin in 1996 to begin working with entrepreneurs and technology firm startups. He is an experienced problem solver, whether it is in a large business or a new tech firm.

John Havenstrite (Eanes ISD, Leander ISD)

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

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

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

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

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

Thomas Kilgore (City of Lakeway)

Thomas Kilgore is the Mayor for the City of Lakeway. He was elected in 2021. His focus is on Public Safety, Transparency, Accountability and Conservative Management.

Mr. Kilgore is a retired US Army Officer. Following his public service, he worked for 20 years in the Energy Industry. He retired in 2016 from the private equity firm where he was the Chief Risk Officer, and Chief Compliance Officer.

Mr. Kilgore is a graduate of the United States Military Academy at West Point, commissioned in 1980. He holds a Bachelor of Science in Engineering. He also earned a Master of Business Administration from Duke University's Fuqua School of Business. While on active duty he served as an Assistant Professor of Economics at West Point.

Tom strongly believes in service, to our nation and our community. He and his wife purchased their Lakeway home in early 2016. They moved to Lakeway to be closer to children and grandchildren.

Heidi Langan (Austin ISD)

Heidi Langan is a recently retired teacher with over 25 years of experience. She has served as the area President of the Association of Texas Professional Educators. She has also been involved in advocacy for school funding and public schools at the local and state levels. Ms. Langan shared that "I want to make sure that the funding for schools is stable and I believe that fair property values is a way to achieve that."

Jie Li (Austin ISD)

Jie Li is an investor and advisor to startups, passionate about mentoring entrepreneurs and helping them achieve their goals. She has served as a mentor and judge for Techstars and the Harvard Innovation Lab. Beyond her involvement in Austin's innovation ecosystem, she is committed to the education sector. Jie has been a member of the Kealing Middle School Campus Advisory Council since 2022, serving as co-chair since 2023, and also contributed to the AISD District Calendar Taskforce. Additionally, she mentors first-generation Harvard students and was appointed to the Board of the Travis Central Appraisal District by AISD in January 2024. Jie holds a BA in Economics with honors from Cornell University and an MBA from Harvard Business School.

Elizabeth Montoya (City of Pflugerville, Pflugerville ISD)

Elizabeth J Montoya, Certified Public Accountant

1002 Rocky Creek Drive Pflugerville, Texas 78660
Cell: (512) 296-1081 – elizabeth@montovamonzingo.com

Executive Profile

A results-driven, hands-on Certified Public Accountant with wide industry experience and proven success in tax, budget development, accounting and finance operations, strategic and operational planning, process improvement, integrated system design and implementation, and organizational alignment with demonstrated team building and problem solving skills that have consistently led to highly motivated and efficient teams.

Government Board Experience

Travis Central Appraisal District Board of Directors, currently serving
City of Pflugerville TIRZ Board of Directors, currently serving
Travis County Citizens Bond Advisory Committee, 2023
Past service for the City of Pflugerville: Equity Commission, Finance and Budget Committee and various task specific commissions

Non-Profit Board Experience

The House of Songs, Treasurer, currently serving
Senior Access, Treasurer, currently serving
100 Women of Pflugerville, Treasurer, currently serving
John Brotherton's Pitmaster Foundation, Treasurer, currently serving

Skill Highlights

- Executive and Investor Presentations
- Diverse Industry Experience
- Collaborative Team building
- Accounting and Finance Operations
- Business Expansion
- Financial and Strategic Planning
- New Business Modeling
- Contract Negotiation
- Demand Planning
- Financial Modeling
- Cross-functional Team Building
- Supply Chain Management
- Organizational Alignment
- Infrastructure Design
- Budgeting and Benchmarking

Professional Experience

Managing Partner
April 2015 to present
Montoya & Monzingo, LLP Certified Public Accountants

Manage the daily operations of a local firm focused on helping small to midsized businesses and individuals with their goals.

Elizabeth J Montoya, Certified Public Accountant

1002 Rocky Creek Drive Pflugerville, Texas 78660
Cell: (512) 296-1081 – elizabeth@montoyamonzingocpas.com

Chief Financial Officer
October 2001 to April 2015
Texas Electric Cooperatives, Inc. – Austin, Texas

Responsible for the integrity of the organization's systems, policies, processes and transactions to ensure the successful implementation of a rapid growth plan. Texas Electric Cooperatives is the statewide association of electric cooperatives in Texas with multiple business lines and 22 locations that provides a diverse offering of products and services including manufacturing, distribution services, logistics, consulting, education and training, and publications.

- Developed and executed strategic initiatives and programs designed to enhance the strength and competitiveness of the cooperative and its members
- Manage strategic and tactical corporate financial operations and cash flow, including responsibility for purchasing, process development, human resources, accounting and information technology
- Design and implement a fully integrated infrastructure for a multi-business line company, including an end-to-end supply chain solution that supported a revenue growth from \$30 million to \$200 million in 10 years and a training and education solution that supported 300% growth in class participation
- Executed multiple strategic business transactions including the formation of alliance partnerships, real estate sales, oil and gas leases and timberland transactions

Military Experience

Accounting and Finance Career Field
January 1986 to January 1995
United States Air Force

Education

MS: Human Relations
University of Oklahoma

BBA: Accounting
Park University

Skills

accounting, acquisitions, administrative, balance sheet, benefit design, budgeting, cash flow, consulting, CPA, demand planning, distribution, due diligence, education and training, ERP, equity planning, facilities management, financial management, GAAP, Great Plains Dynamics, human resources, information technology, logistics, management reporting, manufacturing, media production, oil and gas, operations, policies, process development, publications, purchasing, radio production, real estate, reporting, sales, SEC reporting, software implementation, strategic planning, supply chain, system integration, telecommunications, television production, tax, tax planning, leadership, strategic planning

Aaron Moreno (City of Manor)

AARON MORENO CITY OF MANOR COUNCIL MEMBER PLACE 5



Councilman Aaron Moreno was born in Austin and raised in Manor, Texas. He has deep roots in the community since graduating from Manor ISD in 2014. His upbringing was filled with hands-on experiences that shaped who he is today. Growing up, Aaron learned the value of hard work and determination through ranching alongside his brothers and grandfather. While managing backstage operations for the Manor High School Theater Department, he further developed his skills in coordination and problem-solving. These early experiences paved the way for Aaron to connect with the community in various roles, including as an after-school counselor at the YMCA and as "Farmer Aaron" at Crowes Nest Farm.

Professionally, Aaron built a solid foundation at Applied Materials, where he spent four years gaining industry knowledge. He then transitioned to the Austin Transportation Department, which allowed him to contribute to the city's infrastructure and growth.

At 24, Aaron began his formal journey into local governance as a City's Board of Adjustments member. In 2021, he was elected to Place 5 on the Manor City Council, becoming one of the youngest individuals in the city's history to serve in this capacity. Aaron's dedication to public service is evident through his active participation in several key committees, including Parks and Trees, Health, Budget, and Emergency Management. Over the past three years, he has been committed to understanding the needs of his constituents and advocating for their interests.

Outside of work and public service, Aaron enjoys life's super pleasures—spending time with family, hiking, riding his Harley, and fishing. His love for film, music, and the arts fills his creativity and inspires him to embrace every experience.

Matt Sherman (City of Lakeway)

Matt Sherman is a Lakeway City Council Member, elected in 2024. He and his family have been proud residents of Lakeway since 2019.

Professionally, he works in advertising, where he helps clients maximize their revenue through effective ad sales strategies.

Mr. Sherman commitment to community service began with his role on the Aviation Zoning Committee. Before being elected to the city council, he served as a Commissioner on the Lakeway Zoning and Planning Commission (ZAPCO) and chaired the Lakeway 2024 Comprehensive Plan Committee.

Matt is a commercially rated pilot. His dedication to the community extends to his involvement with various local organizations. Matt is a member of the Lake Travis Trail Coalition and Lakeway Friends of the Parks. Additionally, he has combined his interest in flying with his love for animals by serving as a pilot for Pilots N Paws, an organization that relocates dogs from high-kill shelters to specialized rescue organizations. He also serves on the board of the Lakeway View HOA.

James Valadez (Travis County)

A native Austinite, James Valadez owns and operates Sequoia Real Estate, LLC, a full-service real estate brokerage focused on residential and commercial sales and leasing in the Austin area. He is a member of the Austin Board of Realtors, Texas Real Estate Commission, and Credit Union National Association and serves on the Board of Directors for the Travis Central Appraisal District, A+ Federal Credit Union, and Dell Seton Medical Center at The University of Texas. Valadez has previously served as a member of the City of Austin's Board of Adjustment, the City of Austin's Community Development Commission, and the 2023 Travis County Citizens Bond Advisory Committee.

He is a graduate of The University of Texas at Austin and McCallum High School.

Gretchen Vance (City of Lakeway)

Gretchen Vance is a Lakeway City Council Member, and the Mayor Pro tem. She was first elected in 2019. She and her family have lived in Lakeway since 2011.

Mrs. Vance attended the University of Georgia. She began her career in the hospitality industry with Ritz Carlton. In 2009, Gretchen became a TCEQ Licensed Irrigator (LI18220). This knowledge puts her in a unique position to understand water supply and safety, back flow and irrigation planning and requirements.

She and her family are entrepreneurs. Her family businesses have included one of the largest irrigation companies in south central Texas, and a water acrobatics and jet boarding business. Currently she owns and operates Electric Avenue Athletics (EAA).

Electric Avenue Athletics (EAA) is the only dedicated Junior Olympics Acrobatics & Tumbling (A&T) gym in the nation. This facility is home to the 2018 & 2019 USA Gymnastics National Champions in both the Senior and Junior Division. As well as the 2021 & 2022 NYATA National Champions.

Blanca Zamora-Garcia (Del Valle ISD)

24 years ago, Blanca started Casa Blanca Realty. Blanca is known for integrity, diplomacy and sincerity in all her dealings. In her tenure in the real estate business, she has strived to be someone her clients and other real estate professionals can trust. A former educator with the Austin Independent School District and consultant with the Texas Education Agency, Blanca applies her unique teaching and listening skills to her business. Being a long-time Central Texas resident, she offers a seasoned knowledge of Austin and surrounding suburbs, counties and communities. Blanca's motto is, "Relationships over Transactions." Much of her business comes from repeat clients or referrals. Whether it is a starter home, investment property or second home, Blanca provides the same level of service for all her buyers, sellers and renters.

Blanca is committed to serving the Austin community by volunteering her time and expertise and serving on boards that she feels help improve the lives of the communities she cares for.

She currently serves on the Board of Directors of the Travis Central Appraisal District where her real estate expertise, desire to increase avenues for the Hispanic community to learn more about how the property tax system, and dedication to ensuring funding for local public schools have led to her being a strong advocate for the District's outreach to underserved communities, increased transparency with Travis County property owners, and accurate and equitable appraisals.

Blanca has served on the Board of Directors of the Greater Austin Hispanic Chamber of Commerce (GAHCC), where she was the Chair of the Education Committee and partnered with Wal-Mart to mentor students in grades 9 through 12 to help them prepare for postsecondary education. During her tenure as Board Chair, the GAHCC grew to over 800 members. She was named the GAHCC Business Woman of the Year 2012 and received the GAHCC Lifetime Achievement Award in 2018.

Blanca served on the Foundation of the GAHCC, the non-profit arm of the GAHCC. In her role as Co-Chair of the "Let's Win The Future", endowments were established at the University of Texas School of Education, Texas State University, School of Business, Austin Community College, St. Edward's University and Houston Tillotson University, raising more than \$400,000 for Central Texas students.

She is also a long-time member of the Settlement Club, the fundraising arm for the Settlement Home for Girls who have experienced emotional trauma, abuse or neglect. As Chair of the Education Committee, she began the Annual Quince Celebration. It has become so popular that all girls look forward to participating in the annual celebration.

Blanca previously served on the Avance Austin Board, a national non-profit organization working to transform the lives of underserved, under-resourced families.

Blanca was voted the Best Real Estate Agent for 2021 by the *Austin Chronicle*.

Blanca received a BS from Texas A&I University and a Master's in Education/Curriculum & Instruction at the University of Texas. She has resided in Austin since 1975. She is married to longtime attorney Alberto Garcia and her daughter, Bianca Garcia, also resides in Austin.

RESOLUTION NO. 112024-01

A RESOLUTION OF THE BOARD OF TRUSTEES OF LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT TO ELECT BOARD OF DIRECTORS FOR THE TRAVIS CENTRAL APPRAISAL DISTRICT

WHEREAS, Section 6.03 (c) of the Property Tax Code provides for the governing body of taxing units to cast all its assigned votes for one candidate or distribute them among candidates for each position to be filled on the Travis Central Appraisal District Board of Directors, and

WHEREAS, the Lake Travis Independent School District wishes to cast its assigned **190 votes** as follows:

- _____ (number of votes, name of candidate)
- _____ (number of votes, name of candidate)
- _____ (number of votes, name of candidate)
- _____ (number of votes, name of candidate)
- _____ (number of votes, name of candidate)

NOW THEREFORE, be it resolved by the Board of Trustees that the Lake Travis Independent School District hereby casts its assigned votes in the manner listed above for the Travis Central Appraisal District Board of Directors.

RESOLVED this 20th day of November, 2024 by the Board of Trustees of the Lake Travis Independent School District.

Erin Archer, Board President

Keely Cano, Board Secretary



AGENDA ITEM ACTION SHEET

AGENDA ITEM

October 16, 2024 Regular Board Meeting and November 6, 2024 – Team of Eight Training Minutes

RECOMMENDED ACTION

For approval with Consent Agenda.

RATIONALE

Minutes for each Board meeting shall be approved and on file in the Superintendent's office.

BUDGET PROVISIONS

None

RESOURCE PERSONNEL

Suzanne Kelbaugh - Executive Assistant to the Superintendent of Schools

ATTACHMENTS

October 16, 2024 Regular Board Meeting Minutes

November 6, 2024 Team of Eight Training Minutes

MEETING DATE

November 20, 2024

Minutes of Board Meeting

The Board of Trustees

Lake Travis Independent School District

A meeting of the Board of Trustees of Lake Travis Independent School District was held on October 16, 2024, beginning at 6:00 p.m. in the Educational Development Center, Live Oak Room, 607 RR 620 North, Austin, Texas 78734.

Call to Order

President Erin Archer called the meeting to order at 6:03 p.m.

Quorum Determination

Trustees in attendance were Erin Archer, Phillip Davis, Keely Cano, Lauren White, and Kim Flasch. Trustees absent were John Aouelle and Rob Aird.

Pledge of Allegiance and Moment of Silence

Chief Andy Michael, led the Pledge of Allegiance. A moment of silence was then observed.

Recognition

- **Bee Cave Middle School - Commended Winner, Mark of Excellence/National Wind Band Honors Project**

The 2023-2024 Bee Cave Middle School Honors Band has been selected as a Commended Winner in the Mark of Excellence/National Wind Band Honors Project by The Foundation for Music Education.

According to the Foundation for Music Education, the Mark of Excellence project seeks to recognize and award outstanding achievement in performance by middle and high school bands, choirs, and orchestras. The project gathers entries from throughout the United States and provides valuable feedback for all entrants. A unique competitive environment is created which allows ensembles to compare their performance quality to other outstanding groups from across the country. The top 25% of entrants are recognized as National Winners, with the second 25% named as Commended Winners. All entrants receive a compilation recording of the winning performances. Winners are recognized in regional and/or national publications and at national and regional conventions. It is hoped the adjudicator critiques and the compilation recordings will prove helpful in improving performances and will spread knowledge of quality literature.

From more than out of 450 total entries across 40 states, Bee Cave Middle School is among 25 middle schools to receive the Commended Winner designation in its classification. Additionally, this is the second time the Bee Cave Middle School Honors Band receives this honor.

Greg Demoore is the Director of Bands at Bee Cave Middle School

Special Recognition.

- **2025 National Merit Scholarship Program Qualifying Students**

Lake Travis High School principal Debbie Garinger is pleased to announce that 36 students have been recognized by the 2025 National Merit Scholarship Program. These students entered the program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (NMSQT) as high school juniors. Out of 1.3 million students, from approx. 19,000 schools nationwide, each of these students is among the 50,000 highest-scoring participants. More importantly, in the state of Texas, we had the second highest number of Commended Scholars (3,780) and Semifinalists (1,714)

in the United States! According to the National Merit Scholarship Program, these students show exceptional academic ability and potential for success in rigorous college studies. Lake Travis High School proudly recognizes 14 National Merit Semifinalists and 22 Commended Scholars.

National Merit Semifinalist	National Merit Commended Scholars	
Ismail Ahmed	Maeve Acuna	Grace Pantazoplouos
Mikhail Alexeykin	Presley Blake	Alexander Raich
Thomas Grisamore	Dallas Brunson	William Sewell
Shashvath Iyer	Haedon Cunningham	Aanika Shrivastava
Rayshawn Jiang	Karthik Darisi	Shrivas Sreepathy
Rohan Jiang	Samuel Deblock	Alana Tempest
Grant Matherne	Shreyas Durga	Katie Vo
Nitika Mohnot	Evangeline Gatz	Sienna Watson
Radha Sreenivasan	Jacob Ittycheria	
Shriya Suryakumar	Keira Loseke	
Wyatt Szastak	Hamilton Mansky	
Maila Tempest	Ames Mayfield	
Anya Vikram	Brendan McCarthy	
Joy Zhou	Levi Mitchell	

Special Recognition.

- **LT High5 Award presented by High5 – Round 1 Recipients**

The Lake Travis ISD Administration is pleased to introduce its new and improved employee recognition program, the "LT High5 Award presented by High5." Five times a year, three district employees will be recognized for outstanding service beyond self that positively impacts fellow colleagues, students, parents, and/or the Lake Travis community. Additionally, the administration is excited to announce High5 Lakeway as the official sponsor of the LT High5 Award.

All Lake Travis ISD employees are eligible for this award. There is no official nomination form. At any time throughout the school year, any Lake Travis ISD employee may nominate another employee for the award by simply sending an email directly to the District’s Executive Director of Communications & Community Relations. Nominees are reviewed and award recipients are selected by the Superintendent’s Cabinet.

The following employees are recipients of the first round of the LT High5 Award presented by High5:

- **Irene Baliaris** – Special Education Aide II, Bee Cave Elementary School
- **Brandon Pierce** – English Teacher, Lake Travis High School
- **Brook Roberts** – Special Services Coordinator, Curriculum & Technology

Special Recognition.

Public Comments/Citizen Participation

1. Jennifer Fleck – LTISD Prompts a culture of spending
2. Harrison Lindsey – SPED

3. Ed Neuhaus – Budget
4. Marcus Turner – Policies - consequences

Public Hearing

- **2024 Schools FIRST Rating Report**

Lake Travis ISD has received its 2024 School Financial Integrity Rating System of Texas (FIRST) rating based on financial indicators per 19 Texas Administrative Code (TAC), Section 109.1001(e)(6). The school district’s School FIRST rating is based upon an analysis of financial data for fiscal year ended August 31, 2023. If the district does not submit an appeal, the preliminary rating becomes final in November. Within two months of the release of the final ratings, each school district must announce and hold a public meeting to distribute a financial management report that explains the district’s rating and its performance under each of the 21 indicators for the prior year. The first of two required published newspaper notices, to inform taxpayers of the meeting, may not be more than 30 days or less than 10 days prior to the public meeting in accordance with 19 TAC, Section 109.1005. The public meeting will take place at the regular scheduled meeting on October 16, 2024.

Lake Travis ISD scored a rating of “A = Superior Achievement” on the FIRST 2023-2024 ratings based on school year 2022-2023 financial data.

Public Speakers

1. **No Public Comment**

Public Hearing.

Information Items

- **September 2024 Monthly Financial Reports - Statement of Revenues and Expenditures, Balance Sheet, Tax Statement, 2018/2023/2024 Capital Projects Report and Quarterly Investment Report**

Pam Sanchez, Assistant Superintendent of Business Services, presented the following documents:

1. Statement of Revenues and Expenditures- September 2024
2. Balance Sheet - September 2024
3. Tax Statement- September 2024
4. 2018 Capital Projects Report – September 2024
5. 2023 Capital Projects Report- September 2024
6. 2024 Capital Projects Report – September 2024
7. Quarterly Investment Report – September 2024

This item was for information only; no action was requested.

Presentation / Discussion Items

- **Campus Presentation – Lake Pointe Elementary**

The purpose of this presentation is to provide the Board of Trustees and the community with a snapshot of the impactful work being done by Lake Pointe Elementary. This includes highlighting significant achievements by students, staff, and families that contribute to the overall success of the school community.

The expected outcome of this presentation is to strengthen the connection between the campus and the community and give the Board of Trustees the opportunity to engage in conversations with the campus principal that support the success of all stakeholders.

This item was for presentation/discussion only; no action was requested.

- **Department Presentation – Food and Nutrition Services**

The purpose of this presentation is to offer the Board of Trustees and the community a concise snapshot of operational processes, key performance metrics, and ongoing initiatives within the Food and Nutrition Services Department at Lake Travis ISD. It will include a summary of our current revenue goals, average daily meals served, expense management strategies, and highlight a few of our past and current student engagement initiatives.

The expected outcome of this presentation is to provide the Board and the community with a clearer understanding of the department's mission, operations, and commitment to serving our students and community.

This item was for presentation/discussion only; no action was requested.

- **Bully Prevention Month Presentation**

Tasha Barker, Assistant Superintendent of Organizational Services, as well as Tara Edmondson and Mindy Smith, LTHS Counselors, presented an update on bully prevention actions and activities.

This item was for presentation/discussion only; no action was requested.

Erin Archer called a recess at 7:42 p.m. and board meeting reconvened at 7:48 p.m.

- **Strategic Planning Update**

Tasha Barker, Assistant Superintendent of Organizational Services, presented an update on the district strategic planning.

This item was for presentation/discussion only; no action was requested.

- **Beginning of the Year Universal Screener Data K-5**

Kathy Burbank, Director of Accountability & Assessment, presented that Lake Travis ISD administers beginning of the year universal screeners to every K-5 student in reading and math. NWEA MAP Growth (Measures of Academic Progress) data for grades K-5 math and 3-5 reading, and Grades K-2 mCLASS TX Edition data for reading will be shared.

This item was for presentation/ discussion only; no action was requested.

- **Board Notification Under Policy CH(LOCAL) - Fleet Copiers and Service**

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law.
2. A purchase made through a cooperative purchasing program, in accordance with law.

3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. A purchase for produce or fuel.

Lake Travis ISD has a budgeted purchase that requires Board notification for 26 Canon copiers in the amount of \$171,828.62 representing year 1 of the replacement cycle. The copiers are replacing older and high use machines at Bee Cave Elementary, Lake Travis Elementary, West Cypress Hills Elementary and Lake Travis High School.

This item was for discussion/presentation only; no action was requested.

- **Technology Purchase Notification**

The 2024-2025 Technology operating budget includes funding for the annual purchase of Microsoft Enterprise licensing and software assurance. The district's increase in additional staff for 2024-2025 has resulted in an increase in our Microsoft Enterprise subscription licensing and the associated cost. Therefore, per Board Policy CH (Local), the following budgeted purchase over \$100,000 is required to be presented to the Board for notification:

Therefore, Technology has purchased the annual Microsoft Enterprise subscription licensing for the 2024-2025 school year from SHI for \$101,504.00

This item was for discussion/presentation only; no action was requested.

- **Technology Bond Expenditure Report**

The 2023 Bond Program provided funding for purchasing technology items, such as classroom educational and instructional equipment and infrastructure and operational equipment. Decisions about educational technology and infrastructure equipment have been discussed, planned, and vetted with the district stakeholders and the District's Long Range Facilities Planning Committee. Per Board Policy CH (Local), the following purchases were made via a cooperative purchasing program of \$100,000 or more, are required to be presented to the Board for notification: Additional Wi-Fi equipment and Local Area Network (LAN) infrastructure were for non-instructional sites to complete upgrades district-wide. This turnkey hardware and software were purchased leveraging the Texas DIR contract and volume purchase pricing for the total purchase price of \$333,974.10.

This item was for discussion/presentation only; no action was requested.

- **Technology Bond Expenditure Report**

The 2023 Bond Program provided funding for purchasing technology items, such as classroom educational and instructional equipment and infrastructure and operational equipment. Decisions about educational technology and infrastructure equipment have been discussed, planned, and vetted with the district stakeholders and the District's Long Range Facilities Planning Committee. Per Board Policy CH (Local), the following purchases were made via a cooperative purchasing program of \$100,000 or more, are required to be presented to the Board for notification:

The Centegix Safety Platform was purchased to add to our unified communications safety portfolio. This platform complies with SB838, also known as Alyssa's Law, which mandates schools to install silent panic alert systems. The turnkey installation includes hardware, software, licensing, and

maintenance, and is provided through Five Stones Safety utilizing the TIPS purchasing cooperative. The total purchase price for the turnkey solution is \$973,900.

This item was for discussion/presentation only; no action was requested.

- **Guaranteed Maximum Price (GMP) for CMR 23-02 for Elementary School #8**

Present the Guaranteed Maximum Price (GMP) for CMR-23-02, Elementary School #8 on Hamilton Pool Road, in the amount of \$77,946,914 and authorize the Superintendent or his designee to negotiate and execute the GMP.

Bartlett Cocke is the general contractor, and the project includes the construction of a split-level elementary school serving grades K through 5 with playgrounds, parking and driveways for the campus. The project also includes a right turn lane into the school on Hamilton Pool Road and an entry drive from the Provence subdivision along with the required rainwater detention ponds and major utility installation to support the school.

For Presentation/Discussion only; action will be requested at the November 20, 2024 board meeting.

- **Board Notification under Board Policy CH (LOCAL) – District Fleet Vehicles**

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$100,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases that cost \$100,000 or more, but shall subsequently report them to the Board:

1. A purchase made pursuant to a Board-approved interlocal contract, in accordance with law.
2. A purchase made through a cooperative purchasing program, in accordance with law.
3. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing;
4. A purchase for produce or fuel.

Lake Travis ISD has a budgeted purchase that requires Board notification for five 2025 Chevy Suburban's in the amount of \$326,225. The vehicles will be added to the District's fleet inventory and used to cover the growth in student program and staff transportation needs.

This item was for discussion/presentation only; no action was requested.

- **Discussion of Intruder Detection Audit Report Findings**

The top priority of Lake Travis Independent School District and the State of Texas is keeping students and staff safe every day. The Texas Education Agency recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked and provides an opportunity to create a safer learning environment for our students and staff.

We are working closely with our School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone on our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board's support.

We acknowledge that parents and community members are interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Lake Travis ISD is committed to providing a safe and secure learning environment for our students and staff.

This item was for discussion/presentation only; no action was requested.

Consideration Items

- **Resolution No. 101624-03 Determining that Certain Property Containing 0.8579 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings**

The Board has previously found and determined that public convenience and necessity require the acquisition of certain real property owned by JPH Capital Ltd. for the construction of a school facility. The Board has already authorized the Superintendent, or his designee, to make an offer to the owner for the acquisition based on its appraised value. The Superintendent and his designees are continuing their attempts to negotiate with the owner for the purchase of the property and/or property rights as applicable. However, in the event the District cannot successfully negotiate the acquisition based on the appraised value, the District will need to exercise its right to acquire the property through eminent domain. This resolution provides the District the authority to take such action in the event direct negotiations with the landowner are not successful.

A **MOTION** was made by Trustee Phillip Davis and seconded by Trustee Kim Flasch to approve Resolution No. 101624-03 Determining that Certain Property Containing 0.8579 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings

The motion passed by a vote of 5 - 0.

- **Resolution No. 101624-04 Determining that Certain Property Containing 0.4145 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings**

The Board has previously found and determined that public convenience and necessity require the acquisition of certain real property owned by Masonwood HP, Ltd. for the construction of a school facility. The Board has already authorized the Superintendent, or his designee, to make an offer to the owner for the acquisition based on its appraised value. The Superintendent and his designees are continuing their attempts to negotiate with the owner for the purchase of the property and/or property rights as applicable. However, in the event the District cannot successfully negotiate the acquisition based on the appraised value, the District will need to exercise its right to acquire the property through eminent domain. This resolution provides the District the authority to take such action in the event direct negotiations with the landowner are not successful.

A **MOTION** was made by Trustee Lauren White and seconded by Trustee Keely Cano to approve Resolution No. 101624-04 Determining that Certain Property Containing 0.4145 Acres of Land is Needed

for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings.

The motion passed by a vote of 5 - 0.

- **Resolution No. 101624-05 Determining that Certain Property Containing 0.7811 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings**

The Board has previously found and determined that public convenience and necessity require the acquisition of certain real property owned by Masonwood HP, Ltd. for the construction of a school facility. The Board has already authorized the Superintendent, or his designee, to make an offer to the owner for the acquisition based on its appraised value. The Superintendent and his designees are continuing their attempts to negotiate with the owner for the purchase of the property and/or property rights as applicable. However, in the event the District cannot successfully negotiate the acquisition based on the appraised value, the District will need to exercise its right to acquire the property through eminent domain. This resolution provides the District the authority to take such action in the event direct negotiations with the landowner are not successful.

A **MOTION** was made by Trustee Keely Cano seconded by Trustee Phillip Davis to approve Resolution No. 101624-05 Determining that Certain Property Containing 0.7811 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings.

The motion passed by a vote of 5 - 0.

- **Resolution No. 101624-06 Determining that Certain Property Containing 0.2012 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings**

The Board has previously found and determined that public convenience and necessity require the acquisition of certain real property owned by WTF Harrell Property Management LLC for the construction of a school facility. The Board has already authorized the Superintendent, or his designee, to make an offer to the owner for the acquisition based on its appraised value. The Superintendent and his designees are continuing their attempts to negotiate with the owner for the purchase of the property and/or property rights as applicable. However, in the event the District cannot successfully negotiate the acquisition based on the appraised value, the District will need to exercise its right to acquire the property through eminent domain. This resolution provides the District the authority to take such action in the event direct negotiations with the landowner are not successful.

A **MOTION** was made by Trustee Phillip Davis seconded by Trustee Kim Flasch to approve Resolution No.101624-06 Determining that Certain Property Containing 0.2012 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings.

The motion passed by a vote of 5 - 0.

- **Resolution No. 101624-07 Determining that Certain Property Containing 2.6928 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings**

The Board has previously found and determined that public convenience and necessity require the acquisition of certain real property owned by John Craig Hert for the construction of a school facility. The Board has already authorized the Superintendent, or his designee, to make an offer to the owner for the acquisition based on its appraised value. The Superintendent and his designees are continuing their attempts to negotiate with the owner for the purchase of the property and/or property rights as applicable. However, in the event the District cannot successfully negotiate the acquisition based on the appraised value, the District will need to exercise its right to acquire the property through eminent domain. This resolution provides the District the authority to take such action in the event direct negotiations with the landowner are not successful.

A MOTION was made by Trustee Lauren White seconded by Trustee Phillip Davis to approve Resolution No. 101624-07 Determining that Certain Property Containing 2.6928 Acres of Land is Needed for the Construction, Operation, and Maintenance of a Public School and Authorizing the Institution of Eminent Domain Proceedings.

The motion passed by a vote of 5 - 0.

- **Resolution No. 101624-08 Authorizing the Negotiation and Execution of Possession and Use Agreements for Public Education Purposes with Additional Payment of Independent Consideration**

The District is in the process of purchasing and/or acquiring through eminent domain, as necessary, certain easements and fee simple tracts of land from various landowners that are necessary for the construction of Elementary School #8. While the District continues the negotiations and/or eminent domain process, the District may have a need to negotiate with one or more of the landowners a Possession and Use Agreement that would allow the District access to and control of the land prior to the transfer of ownership to the District. The Possession and Use Agreements would also allow for the payment of independent consideration of fair value to the landowners as consideration for the benefit of early access and use by the District. The Administration requests authority to negotiate and execute these Possession and Use Agreements as deemed necessary by the Superintendent for the specifically identified tracts listed in the resolution.

A MOTION was made by Trustee Keely Cano seconded by Trustee Phil Davis to approve Resolution No. 101624-08 Authorizing the Negotiation and Execution of Possession and Use Agreements for Public Education Purposes with Additional Payment of Independent Consideration.

The motion passed by a vote of 5- 0.

- **Selection of American Constructors as Contractor for JOC #23-125 for Lake Travis High School Annex Door Modifications**

To approve the delivery method for several LTHS Annex Door Modifications related improvements and the pricing for the project. Job Order Contracting (JOC) is being recommended for this specific project and the selection of American Constructors as the General Contractor. It is expected that the contract with American Constructors for this project will exceed \$100,000. According to Board Policy CV (LOCAL), the Board must approve construction contracts valued at or above \$100,000.

The Cost of work for this JOC includes the replacement of doors, hardware and/or install access controls at several locations.

A **MOTION** was made by Trustee Kim Flasch seconded by Trustee Keely Cano to approve the selection of American Constructors for JOC #23-125 for the Lake Travis High School Annex door modification project.

The motion passed by a vote of 5 - 0.

****Trustee Robert Aird arrived at the meeting at 8:46 p.m.**

- **2024-2025 Budget Amendment #1-General Operating Fund**

The general operating revenue budget amendment includes:

- Decrease to local tax revenue of \$1,000,000 due to protest settlements and additional exemptions and refunds filed after the certification of property values in July.
- Increase in Available School Fund of \$200,000 to account for an increase of \$22.20 per prior year student in attendance.

The general operating expenditures budget amendment includes:

- Increase to State Recapture of \$1,200,000 due to a decrease in enrollment from 11,315 (budgeted) to an estimated fall snapshot enrollment of 11,000.
- Increase in payroll costs of \$300,000 due to the addition of Special Education Teachers (3) and Aides (8) needed to cover students served.
- Decrease in payroll costs of \$300,000 due to the transfer of certain general fund positions to federal funds.

The overall impact to the General Fund is an increase in the budget deficit of \$2,000,000, resulting in an estimated deficit of \$6,000,000 for the 2024-2025 fiscal year.

A **MOTION** was made by Trustee Phillip Davis seconded Lauren White by Trustee to approve the 2024-2025 Budget Amendment #1 to the General Operating Fund as presented.

The motion passed by a vote of 6- 0.

Consent Agenda

- **September 18, 2024 Board Meeting Minutes**
- **2024-2025 T-TESS Appraisal Roster**
- **Resolution No. 101624-01 Regarding Adoption of the Investment Strategy and Designation of Investment Officers**
- **Resolution No. 101624-02 Regarding Adoption of Authorized Broker/Dealer List**
- **Resolution Regarding Extracurricular Status of a 4-H Organization - Burnet County**
- **Memorandum of Understanding (MOU) for Lake Travis ISD and for the Juvenile Justice Alternative Education Program (JJAEP) Cooperative of Travis County**

A **MOTION** was made by Trustee Lauren White and seconded by Trustee Kim Flasch to approve the consent agenda items as presented.

The motion passed by a vote of 6 - 0.

Upcoming Meetings and Events

Board President Erin Archer announced the following upcoming meetings and events:

- November 20, 2024 – 6:00 p.m. Monthly Board Meeting, EDC
- December 11, 2024 – 6:00 p.m. Monthly Board Meeting, EDC
- January 15, 2025 – 6:00 p.m. Monthly Board Meeting, EDC

Closed Session

Trustees adjourned into Closed Session at 9:10 p.m., as permitted by Texas Government Code 551.001 et seq.

Section 551.074 - Personnel Matters

1. The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

Section 551.072 - Deliberation Regarding Real Property

1. The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551.071.)

Section 551.0821 - School Board: Personally Identifiable Information About a Public School Student

1. The Board will discuss personally identifiable information about a public school student.

Section 551.076 - Deliberation Regarding Security Devices or Security Audits; Closed Meeting. This chapter does not require a governmental body to conduct an open meeting to deliberate:

1. The deployment, or specific occasions for implementation of security personnel or devices.

Adjournment

There being no further action, the October 16, 2024 Board of Trustees' meeting adjourned at 10:22 p.m.

Erin Archer, President

Keely Cano, Secretary

**Minutes of Board Training Meeting
The Board of Trustees
Lake Travis Independent School District**

A Team-Building session of the Board of Trustees of the Lake Travis Independent School District was held November 6, 2024 in Austin Texas at 607 Ranch Road 620 South, Austin, Texas 78734.

Call To Order

The meeting was called to order at 3:10 p.m., by Erin Archer, Board President.

Quorum Determination

Trustees Erin Archer, Kim Flasch, Keely Cano, Phillip Davis, John Aouelle, Lauren White, and Robert Aird participated in the annual team-building training with Paul Norton, Superintendent of Schools.

Pledge of Allegiance and Moment of Silence

Chris Woehl, led the Pledge of Allegiance. A moment of silence was then observed.

Public Comments/Citizen Participation

There were no audience comments.

Board/Superintendent Team Building Session

Trustees John Aouelle, Kim Flasch, Phillip Davis, Erin Archer, Lauren White, Keely Cano, Robert Aird and Superintendent Norton completed the annual 3 hour team-building (Team of 8 Training facilitated by Terry Smith, Region 13) requirement at 6:00 p.m. to No action was taken.

Erin Archer, President

Keely Cano, Secretary