



FOREST TRAIL
ELEMENTARY SCHOOL

2024-25 Campus Improvement Plan

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS

Strategic Objective 1: Academic growth through high-quality instruction

Strategic Objective 2: Exploratory opportunities and a variety of pathways to increase post-secondary options

Strategic Objective 3: Targeted identification, intervention and supports based on student need

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Increase instructional clarity and alignment through work in Professional Learning Communities (PLCs) by utilizing a PLC Strategic Implementation Guide (SIG) for team self-assessment and goal-setting. Focus PLCs on common assessments and data analysis to inform instructional decisions.	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers	SIG, District Curriculum, Scope and Sequence, Unit Guides, Instructional Expectations, Instructional Best Practice Guidelines	Formative: TGAP Team Goals, PLC Agendas, Professional Development Rosters, SIG Anchor statements, PLC conference registration, common assessments, common assessment data, classroom observation data
					Summative: 50% of PLCs will demonstrate proficiency based on the SIG.
1B	Implement and refine small group instruction for math and language arts in all kindergarten through fifth grade classrooms with fidelity.	2024 - 2025	Campus Administration, Instructional Coach, Teachers	Instructional Expectations, Small Group Instruction Professional Document Resources, District Curriculum, Instructional Best Practice Guidelines	Formative: Classroom walkthrough observations, PLC Agendas, Professional Development Rosters
					Summative: Campuses will demonstrate growth from BOY baseline as measured by classroom walkthrough observations
3A	Intentionally and proactively support TEA defined target groups, specifically students new to Eanes ISD through holistic approaches that focus on family outreach, early academic assessment and intervention, and social-emotional well-being.	2024 - 2025	Campus Administration, Instructional Coach, Teachers, Counselor, School-Based Therapist	Title I, NSEO Information, Lead4Ward, Instructional Best Practice Guidelines, UDL Guidelines, Family Ambassador Booster Club Program, Student Ambassador Program	Formative: Benchmark assessments, progress monitoring measures, STAAR results, mClass results, Fountas & Pinnell reading assessment results, MAP results
					Summative: 10% or less achievement gap in any TEA defined target group
3B	Improve student outcomes by implementing best practices for WIN (What I Need) time.	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers	WIN Task Force Recommendations, Best Instructional Practice Guidelines, Instructional Expectations	Formative: Benchmark assessments, progress monitoring measures, STAAR results, mClass results, Fountas & Pinnell reading assessment results, MAP results, WIN Task Force Recommendations
					Summative: 15% or less students identified as below grade level
3G	Implement awareness activities, tracking procedures, and interventions for students with chronic absenteeism.	2024 - 2025	Campus Administration, Teachers, Counselor, Attendance Clerk	TEA resources, social media, communication platforms	Formative: Periodic monitoring checks, attendance plans
					Summative: Chronic absenteeism rate at 5% or lower

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools and Communities

Strategic Objective 1: Educational experiences and a district culture based on the principals of diversity, equity and inclusion

Strategic Objective 2: Safe physical and online environments

Strategic Objective 3: A district culture of lifelong wellness and balance through cultivation of healthy habits, personal responsibility and resilience

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Utilize the campus Equity Leadership Team as a forum for equity based discussions and problem solving and provide targeted professional learning aligned to UDL practices emphasizing diversity, equity, and inclusion within the curriculum.	2024 - 2025	Campus Administration, Instructional Coach, PLCs, Teachers, Equity Leadership Team	Lessoncast Mini-Lessons, PD Bites, lead4ward, TEA, State and National Organizations, vendor-provided PD	Formative: Needs assessment data, TGAP data, classroom observation data collection, and meeting agendas.
					Summative: Equity Leadership Team documents issues and problems addressed and each PLC completes at least two mini-lessons of the on-demand learning modules from LessonCast.
3B	Provide education about mental health and wellness and social, emotional learning topics for staff, students, and/or parents.	2024 - 2025	Counselor, School-Based Therapist, School Psychologists, Campus Administration	Title IV funds, district personnel, community organizations, student surveys and input	Formative: Programs, events, or activities developed, delivered, or organized by campus or district staff or provided by third-party organizations.
					Summative: Flyers, handouts, slide decks, estimated attendance counts