



**BARTON CREEK**  
ELEMENTARY SCHOOL

2018-2019

Campus Improvement Plan  
Barton Creek Elementary School  
Eanes Independent School District




## Barton Creek's Mission Statement & Blue Jay Pledge to Thrive

**BLUE JAY  
PLEDGE TO THRIVE**

I will use self control  
Be kind to others  
Be respectful  
Stay on task and work hard  
Be honest and tell the truth  
I will do my best  
I will strive to THRIVE!

The logo for Barton Creek Elementary, featuring a blue jay head in profile, facing right, with the text "BARTON CREEK ELEMENTARY" around it.

**BARTON CREEK  
ELEMENTARY  
MISSION STATEMENT**

The logo for Barton Creek Elementary, featuring a blue jay head in profile, facing right, with the text "BARTON CREEK ELEMENTARY" around it.

THE BARTON CREEK ELEMENTARY COMMUNITY IS VITALLY  
COMMITTED TO ENGAGE EACH STUDENT IN PURPOSEFUL  
LEARNING AT THE HIGHEST LEVEL OF EDUCATIONAL  
EXCELLENCE.

ENGAGE. EMPOWER. INSPIRE.





# Cohesive Planning 2018-2019

**OUR MISSION:** *The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.*

Strategic Values	Strategic Direction		Strategic Action		Strategic Results
WHERE do we begin?	WHAT are our priorities this year?	WHY are these essential to organizational direction?	HOW do we make the goals actionable?	WHO accelerates these initiatives to the next level?	WHEN will we know we are successful?
Community Values	Board of Trustees Priorities	Annual Goals	District Improvement Plan	Campus Improvement Plans	The WHEELS of Success
<ul style="list-style-type: none"> <li>Relevant Learning</li> <li>Foundational Workplace Skills</li> <li>Community Connections</li> <li>Academic Rigor and Wholistic Education</li> <li>Opportunities for All Students</li> <li>Assessing and Measuring</li> <li>Support and Resources</li> <li>Integration and Innovation</li> </ul>	<p><b>Guaranteed Viable Curriculum</b> →</p> <p><b>Innovation</b> →</p>	<p><b>Instructional Goals</b></p> <ul style="list-style-type: none"> <li>Pre-K-12 SEL (Social-emotional learning)</li> <li>Oral &amp; written communication</li> <li>Student opportunities</li> </ul> <p><b>Operational Goals</b></p> <ul style="list-style-type: none"> <li>Staffing and enrollment</li> <li>Facility and land use</li> <li>Student support services</li> <li>Professional learning and evaluation</li> <li>Community Engagement</li> <li>Budget priorities</li> </ul>	<p><b>Pre-K-12 SEL</b></p> <ul style="list-style-type: none"> <li>Reduce cultural stress; value emotional health</li> </ul> <p><b>Oral &amp; Written Communication</b></p> <ul style="list-style-type: none"> <li>Align and refine curricula and rubrics</li> </ul> <p><b>Student Opportunities</b></p> <ul style="list-style-type: none"> <li>Design alternative paths</li> <li>Study flexible time and schedules</li> <li>Balance interventions and challenge</li> <li>Expand Interdisciplinary approaches</li> </ul> <p><b>Facility and Land Use</b></p> <ul style="list-style-type: none"> <li>Study building utilization and attendance areas</li> <li>Maximize capacities</li> <li>Determine position on portable classrooms</li> <li>Explore land acquisition</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>Ensure consistency, clarity and inclusivity</li> </ul>		<p><b>A Successful Eanes GRADUATE is a(n):</b></p> <ul style="list-style-type: none"> <li>Well-rounded person</li> <li>Healthy individual</li> <li>Effective communicator</li> <li>Engaged citizen</li> <li>Life-long learner</li> </ul> <p><b>A Successful Eanes EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Welcomes collaboration</li> <li>Honors students</li> <li>Exemplifies expertise</li> <li>Embraces learning</li> <li>Leads to inspire</li> </ul>





<b>INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC) for Oral and Written Communication, Special Education</b>					
<b>Oral and Written Communication</b>					
<b>1.a. Develop clear expectations for Disciplinary Literacy</b>					
<b>1.b. Align &amp; refine curricula &amp; rubrics</b>					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Participate in STAAR Writing Pilot	2018-19 School Year	Humanities Director, Instructional Partners, Educational Partners, Campus Testing Coordinators, 4th Grade Teachers	TEA, Region XIII, TEAMUp	PLC calibration of rating and scoring of writing prior to student scoring  Formative: Timed Writing Samples and Process Writing Samples scored  Summative: 100% of eligible students participate; reflection on state feedback and student growth
2	Design authentic disciplinary literacy tasks in core content areas based on clear expectations measured by common rubrics	2018-20 School Year	Humanities & STEM Directors, Instructional Partners, Educational Technologists, Grade Level Professional Learning Communities, Grade Level Curriculum Leads	Summer & Embedded Professional Learning (PLCs), Humanities & STEAM Academies, Lead4Ward and EISD resources, District Curriculum Meetings	Work with PLCs on instructional strategies for disciplinary literacy  Development and implementation of common rubrics for the process standards aligned to communication skills



3	Provide professional learning on process standards aligned to communications skills in disciplinary literacy and how to create rubrics for the standards	2018-19 School Year	Humanities Director, Instructional Partners, Grade Level Professional Learning Communities	TEKS Process standards; Lead4Ward Resources; District development aligned documents	Attendance at district/campus level Professional Learning; understanding of process standards for communication skills
4	Design and implementation of lessons to support authentic communication tasks, performances, and writing products	2018-19 School Year	PLCs; Instructional Partner: Educational Technologist; Principal	TEKS Process Standards: Lead4Ward and EISD Resources	Formative: Observations of lessons and submitted TGAP evidence  Summative: Evidence of communication skills in student portfolios; evidence of completed projects on the District Oral & Written Communication Document



Special Education					
<b>2.a Provide inclusion opportunities for all students during campus extracurricular events and activities.</b>					
<b>2.b Provide curriculum resources, research based instructional strategies &amp; assessment tools to special education teachers to enable fidelity of implementation in all content areas for students need specially designed instruction.</b>					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Implement recommended inclusion strategies for all students during campus extracurricular activities and events.	2018-19 School Year	Principal, staff, parent groups, booster club	Guidelines provided by EISD Special Ed Dept. and Special Ed Parent Working Group.	Observation of student behaviors and participation in campus events and extracurricular activities.
2	Implement curriculum resources, research-based instructional strategies & assessment tools in all content areas	2018-19 School Year	Special Education Teaching Staff, Special Education Administration, Instructional Partners, Principal	TEKS, Curriculum Resources, PLC	Formative: Provide professional learning for implementation. Summative: TGAP data on implementation, progress monitoring.



Innovation					
3.a. Enhance & embed STEAM experiences into the curriculum					
3.b. Explore opportunities students have for flexible learning					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Implement enrichment activities within the grade levels	2018-19 School Year	Enrichment Committee; teachers; counselors; principal	Enrichment activities; enrichment lessons; intervention materials	Formative: Improved communication from the teachers to parents through the creation of digital portfolios, seesaw, Flipgrid, emails, book creator, etc.  Summative: End of year evaluation by the leadership team, team leaders, and CLT of the enrichment program.
2	Develop activities and opportunities to enhance & embed STEAM experiences into the curriculum	2018-19 School Year	Principal; teachers; parents; instructional partner; educational technologist; librarian, classroom teachers	STEAM Carts; STEAM Academy; TEKS; STEAM Website; campus professional learning	Formative: Walkthrough and observation.  Summative: Survey of staff to determine how they embedded STEAM.
3	Implement courses & spaces which expand opportunities for students to engage in computer sciences including coding	2018-19 School Year	Educational Technologist; STEAM Director, Instructional Partners	STEAM resources; Swift Coding Courses, Sphero Resources, Scratch Jr. Resources	Formative: Walkthroughs, Hour of Code observations.  Summative: Survey of staff to determine what coding resources were utilized.



4	Opportunity to make global connections	Ongoing	Instructional Partner; Education Technologists, Classroom Teachers; Principal	TBD by committee	Intentional global literature connections embedded into academic units Multicultural Day
5	Enhance library learning space to increase mobility, collaboration, individualization & engagement	2018-20 School Year	Librarian, Instructional Partner, Educational Technologist, Principal, Booster Club	Flexible furniture, 21st century collaborative spaces, Lego wall, makerspaces	Formative: Observation of usage Summative: Review of space utilization, overall feedback on redesign





<b>INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Social Emotional Learning</b>					
<b>Pre-K-12 Social-Emotional Learning</b>					
<b>4.a Provide an environment that reduces cultural stress; value emotional health and social emotional development</b>					
<b>4.b Develop and implement a GVC/GVE for SEL at all levels focusing on the EISD Social Emotional Learning Competencies and service learning</b>					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Teachers will provide lessons on SEL competencies per 9 weeks; Counselors will provide intermittent monthly SEL lessons	2018-19 School Year	Teachers, Counselors, Principal	Second Step resources; other SEL Curriculum Resources	Formative: Classroom Learning Walks and observations of Second Step lesson done effectively.  Summative: Analysis of EOY student and staff surveys to show if BCE has a culture that implements SEL competencies and values emotional health
2	Complete formative assessments of student demonstrations of SEL competencies	2018-19 School Year	Teachers, Counselors, Principal	EISD developed assessments	Analysis of formative assessments



3	Monitor implementation of instruction of the SEL competencies through TGAP	2018-19 School Year	Principal; Student Services	Teacher Growth and Appraisal Process (TGAP) documents; Professional Learning	Formative: Classroom observations using district developed “look fors”  Summative: TGAP appraisals indicate teachers are implementing SEL competencies and reducing stress and improving emotional health.
4	Implement a school wide focus on key topics	2018-19 School Year	Counselors; Principal; Teachers	Bulletin Boards; Assembly; newsletters; Morning meetings; parent education	Formative: Monthly competency on website, addressed at assembly, and obvious in physical environment  Summative: Parent survey indicates greater awareness of SEL competencies and parent support of emotional health
5	No Place for Hate	2018-19 School Year	NPFH Committee, Student Ambassadors	Anti-Defamation League	Formative: Completion of three approved campus-wide activities.  Summative: Designation as a NPFH campus by Anti-Defamation League.