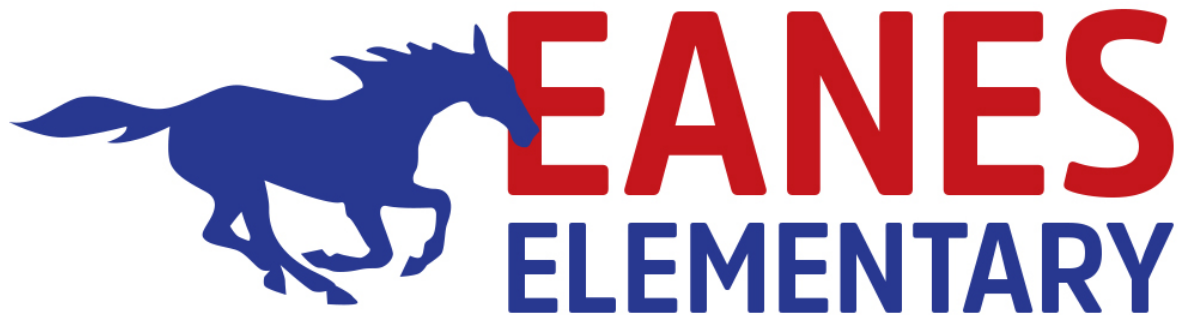




# Eanes Elementary

## Campus Improvement Plan

### 2018 - 2019



## Eanes Elementary's Campus Leadership Team

(2017-2018 School Year Leaders)

Lesley Ryan - EE Principal

Amanda O'Daniel - EE Assistant Principal

Michelle Corbett - EE School Counselor

Kelly VanMeter - EE Instructional Partner

Debbie Smith - EE Educational Technologist

Katie Geras - EE Primary Teacher (K)

Carol Tinney - EE Primary Teacher (2<sup>nd</sup>)

Brigette Walters - EE Intermediate Teacher (4<sup>th</sup>)

Elizabeth Dodge - EE Intermediate Teacher (5<sup>th</sup>)

Julie Burgess - EE Special Education Teacher

Tracey Aycock - EE Music Teacher

Dr. Jeff Arnett - EISD Central Administration Representative

Marly Page - EE PTO President

Erin Cook - EE PTO President Elect

Teal VanEman - Local Business Owner

Suzanne Wilson - EE Parent

Aparna Katragadda - EE PTO Treasurer

Eric Watts - EE Parent

Kati Ohlmeyer - EE Parent

Cathy Miller - Community Member, EE Grandparent, and Former EE Principal

## Eanes Elementary's District Leadership Team Representatives

(2017-2018 School Year Leaders)

Lesley Ryan - EE Principal

Debbie Smith - EE Educational Technologist

Brigette Walters - EE Intermediate Teacher (4<sup>th</sup>)

Marly Page - EE PTO President

Erin Cook - EE PTO President Elect



# Eanes Elementary

## Goals and Priorities for 2018 - 2019

Eanes Elementary's Community of Learners Mission Statement: As the Eanes Elementary Community of Learners, we strive each and every day to ensure high levels of learning for ALL Eanes Mustangs - children and adults!

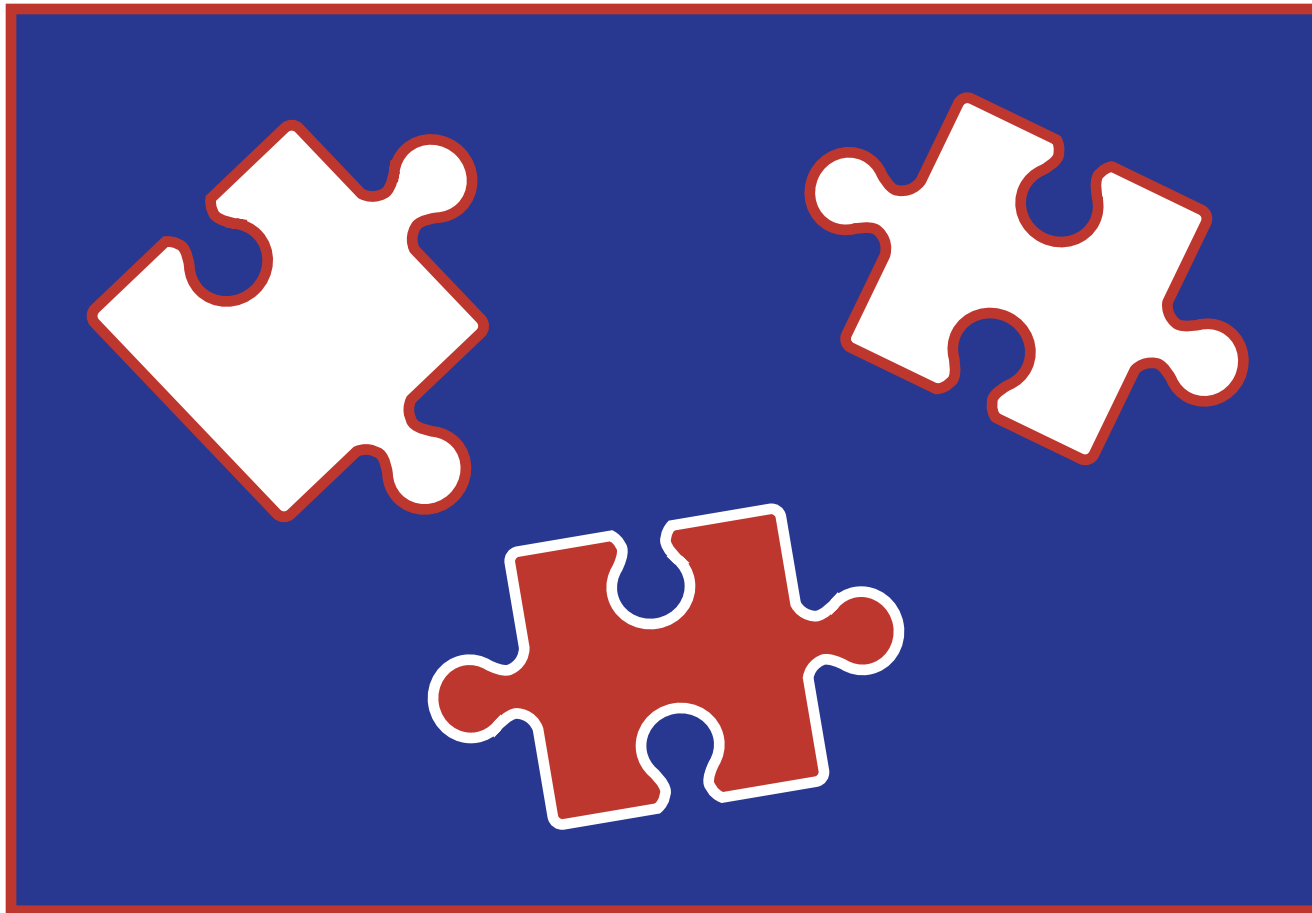
### Campus Priorities



### Campus Goals

<p><u>A. High Levels of Learning for All</u></p> <ul style="list-style-type: none"> <li>* PLC and campus collaboration to identify and align essential standards</li> <li>* Implementation of Tier 1 interventions within all learning environments</li> <li>* Increase opportunities for building teacher leadership capacity</li> </ul> <p><u>B. Oral and Written Communication</u></p> <ul style="list-style-type: none"> <li>* Full implementation of the Writer's Workshop model</li> <li>* Embed opportunities to support oral and written communication goals across disciplines / content areas</li> </ul>	<p><u>A. Positive Behavior Intervention System and Restorative Practices</u></p> <ul style="list-style-type: none"> <li>* PPCD - 5th grade alignment of campus-wide behavioral expectations</li> <li>* Consistent communication about and instruction of campus behavioral expectations to support behavior accountability</li> </ul> <p><u>B. SEL Core Competencies</u></p> <ul style="list-style-type: none"> <li>* Quarterly core competencies embedded within classroom and campus wide SEL lessons and discussions</li> <li>* Monthly SEL themes identified, conveyed via purposeful lessons, and celebrated for all EE stakeholders</li> </ul>	<p><u>A. Communication</u></p> <ul style="list-style-type: none"> <li>* Increase opportunities for stakeholders to understand and engage with EE initiatives and work</li> </ul> <p><u>B. Celebration</u></p> <ul style="list-style-type: none"> <li>* Showcase student work across campus and off site with community partners</li> </ul> <p><u>C. Connection</u></p> <ul style="list-style-type: none"> <li>* Increase community and global connections for all EE stakeholders</li> </ul>	<p><u>A. Flexibility</u></p> <ul style="list-style-type: none"> <li>* Explore student opportunities for flexible learning (experiences and spaces)</li> </ul> <p><u>B. Leadership</u></p> <ul style="list-style-type: none"> <li>* Empower and encourage student leadership through a variety of opportunities throughout the school year</li> </ul> <p><u>C. Exploration</u></p> <ul style="list-style-type: none"> <li>* Implementation of the Spanish Immersion Program at EE</li> </ul>
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Priority Area #1  
Guaranteed & Viable Curriculum (GVC)



# Priority I: Guaranteed and Viable Curriculum

## Goal A: High Levels of Learning for ALL EE Students

Eanes Elementary's Community of Learners Mission Statement: As the Eanes Elementary Community of Learners, we strive each and every day to ensure high levels of learning for ALL Eanes Mustangs children and adults!

Provide opportunities for differentiated learning so that students receive support when needed to meet grade level expectations or expand their learning through enrichment and acceleration opportunities.

Implementation of Quarterly Kid Talks, K - 5th, to address EE student's learning development (in the areas of academics, social emotional-learning, and other key data points of note)

Implementation of Tier 1 interventions within all learning environments

PLC and Campus Collaboration to Identify and Align Essential Standards

Increase opportunities for building teacher leadership capacity at Eanes Elementary.

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Provide professional learning opportunities for EE Staff throughout the school year on tier 1 differentiation strategies and their implementation within all learning environments.	2018 - 2019 School Year	EE Principal, Assistant Principal, Campus Support Specialists (Rtl and GT), Counselors, PLC Leadership Coalition Team, Ed Tech, Instructional Partner, and All Instructional Staff Members	Google Drive with Tier 1 strategies Learning walk with coverage provided for teachers to observe best practices being implemented with follow-up dialogue and reflection  Text Resource: <a href="#">Best Practices at Tier 1</a>	Increased use of tier 2 strategies within the classroom; greater degree of differentiated instruction; student growth and progress apparent through ongoing, campus and district benchmarking and progress monitoring  Increase individualized instruction based on the data collected from formative and summative assessments into groups; share and serve students during Focused Instructional Time (FIT).  T-GAP Observations During FIT
2	Scheduled kid talks with grade level teams and instructional leadership team to ensure students at all levels are met with instruction appropriate to their needs	2018 - 2019 School Year	EE Principal, Assistant Principal, Campus Support Specialists (Rtl and GT), Counselors, PLC Leadership Coalition Team, Ed Tech, Instructional Partner, and All Instructional Staff Members	EE Student Data Folders Professional Learning Communities Embedded Professional Development TGAP	Teacher feedback / More appropriate placement for students needing acceleration or reteach in the best tier for each child / Student growth

## Goal A: High Levels of Learning for ALL EE Students, cont.

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
3	Ensure implementation of GVC/GVE in relation to special education IEP development and delivery as well as student 504 plans	2018 - 2019 School Year	Special Education Administration, Special Education teaching staff, 504 Coordinator, and Principals	TGAP, PLAAFP/Goal writing professional development, curriculum resources, benchmark data	Formative: Compliance processes; walkthroughs  Summative: ARD meetings; TGAP data on implementation; targeted professional learning
4	Grade levels prioritize guaranteed standards, beyond curriculum maps, and create differentiated lesson plans to accompany targeted goal areas + student sharing plans to meet individual student needs	2018 - 2019 School Year	EE Principal, Assistant Principal, Campus Support Specialists (Rtl and GT), Counselors, PLC Leadership Coalition Team, Ed Tech, Instructional Partner, and All Instructional Staff Members	Grade Level TEKS Curriculum maps PLC Summit + Rtl at Works Planning Tools / Graphic Organizers to Document Plans and Goals Common Assessment tools created by teams to assess and monitor student progress	PLC Meetings - with and without instructional leadership team presence and support Common Assessment Data Lesson Plans Planning tools completed and shared with content vertical teams

## Goal B: Written and Oral Communication

Eanes Elementary will ensure guaranteed and viable learning experiences by providing professional learning for staff throughout the course of the year. These opportunities will be provided across the curricular content areas, and a strong emphasis will be placed on written and oral communication via: genre-based writing workshop, supporting lesson development from units of study, and monitoring implementation through student performance and the teacher growth and appraisal process.

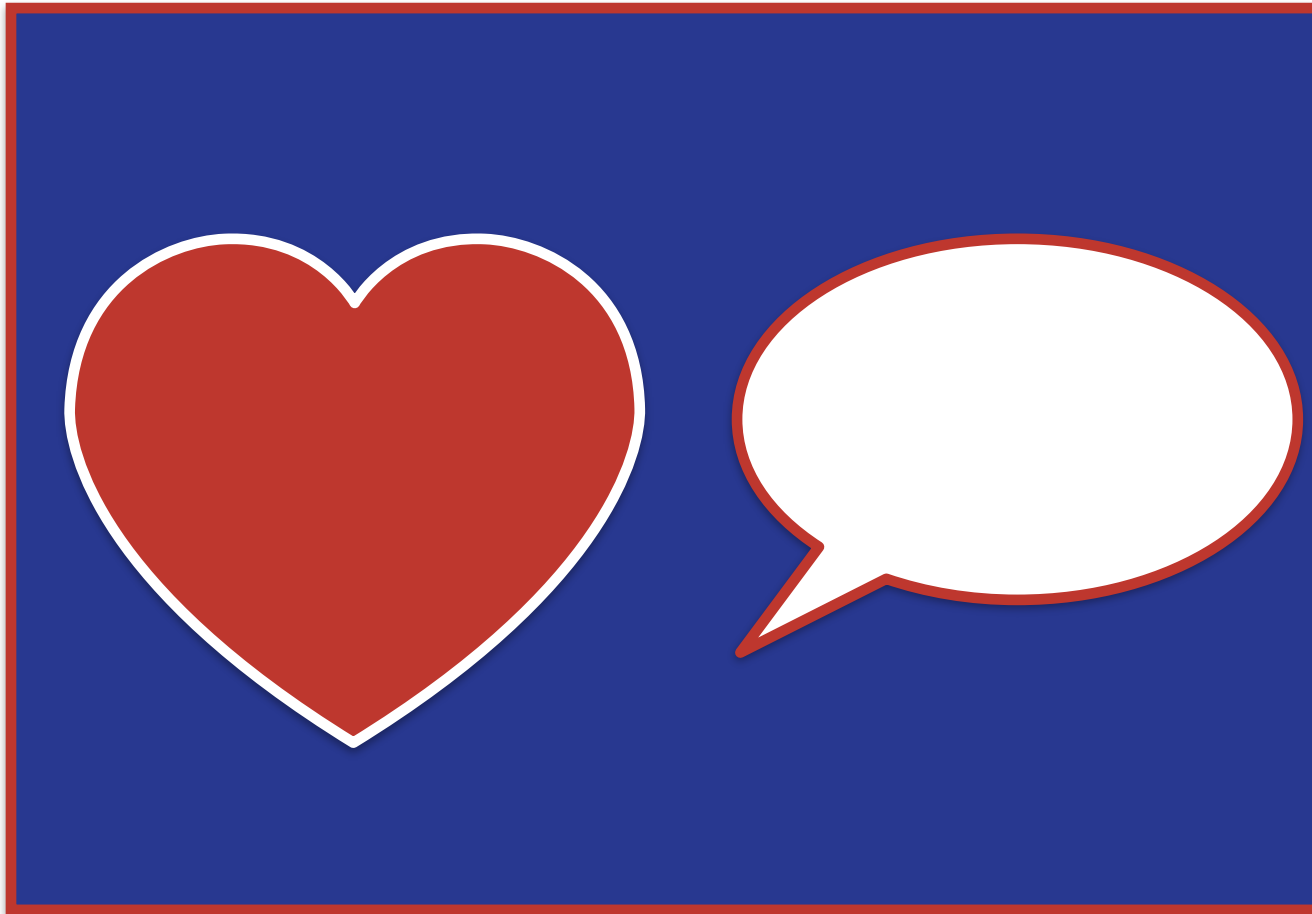
Develop clear expectations for Disciplinary Literacy

Align and refine curricula and rubrics.

Writers' Workshop Implementation Across EE

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Participate in STAAR Writing Pilot	2018 - 2019 School Year	Instructional Partners, Education Technologists, Campus Testing Coordinators, 4th Grade Teachers, and Campus Administrators	TEA, Region XIII, TEAMUp	Formative: Timed Writing Samples (2) Uploaded, Scored; Process Writing Samples Uploaded, Scored, Portfolio Scored  Summative: 100% of Eligible Students Participate, State Feedback: Rater Calibration, Student Growth
2	Full Implementation of Writer's Workshop Model	2018 - 2019 School Year	Instructional Partners, Education Technologists, Campus Testing Coordinators, K-5 Classroom Teachers, and Campus Administrators	Oral and Written Informational Communication Vertical and Horizontal Alignment (EISD Mission Control) / District GVC  Eanes ISD Writing Philosophy (Preparing Students for the Changing Literacy Landscape)  EISD Writer's Workshop Training (3-day summer training requirement of all EISD elementary teachers) Central Texas Writing Project Participation  <i>Study Driven</i> (Katie Wood Ray), <i>Units of Study</i> (Lucy Calkins), Ralph Fletcher (grades 3-5), Jennifer Serravallo resources, etc.	Instructional leadership team will rotate through departments to provide support and to help navigate students and staff members needing specific support.  Instructional coaches will support lesson planning at each grade level within the area of writer's workshop.  Teachers attend campus professional learning sessions throughout the school year and implement Writer's Workshop model
3	Embed opportunities to support written and oral communication goals across disciplines and content areas	2018 - 2019 School Year	Instructional Partners, Education Technologists, Campus Testing Coordinators, K-5 Classroom Teachers, Campus Administrators, and Teacher Leaders	Oral and Written Informational Communication Vertical and Horizontal Alignment (EISD Mission Control)  Eanes ISD Writing Philosophy (Preparing Students for the Changing Literacy Landscape)  EISD Writer's Workshop Training (3-day summer training requirement of all EISD elementary teachers)  Central Texas Writing Project Participation	A vertical alignment of communication tasks across all four core curricular areas is published with connections across courses noted.  Teachers attend professional learning sessions and apply it during PLC work. Teachers submit TGAP evidence.

Priority Area #2  
Social Emotional Learning (SEL)





## Priority 2: Social Emotional Learning at EE

### Goal A: Positive Behavior Intervention System and Restorative Practices

Alignment of campus-wide behavioral expectations at EE

Consistent communication about expectations and instruction of campus behavioral expectations to support behavior accountability across all campus learning environments

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Revise and revamp EE's Positive Behavior Intervention System (PBIS) to ensure consistent expectations across the campus, both vertically and horizontally (as well as ensuring consistent verbiage of expectations across campus)	2018 - 2019 School Year	All EE Staff Members	PBIS handbook Student and Staff handbooks Skyward Student Discipline Records	Student Discipline Referrals decreased from prior years  Classroom walk-through observations  Consistent practices in place across campus  PBIS videos shared throughout the year (created by 2018-19 fifth grade students) to reiterate expectations at EE
2	Review Campus and Classroom Behavior Management Systems as a full faculty and align expectations, rewards, and consequences to ensure best practices are in place to support student growth  Explore strategies for implementation of restorative practices and strategies for classroom management	2018 - 2019 School Year	All EE Staff Members	PBIS Handbook Classroom Management Resources Individual Classroom Management Plans Shared EE Student Handbook EE Staff Handbook EE Student Discipline Flow Chart EE Morning Meetings	Student Discipline Referrals decreased from prior years  Classroom walk-through observations  Consistent practices in place across campus  PBIS videos shared throughout the year (created by 2018-19 fifth grade students) to reiterate expectations at EE  Behavioral Expectations at each grade level shared with grade level families to ensure partnership between home and school regarding behavioral expectations at EE

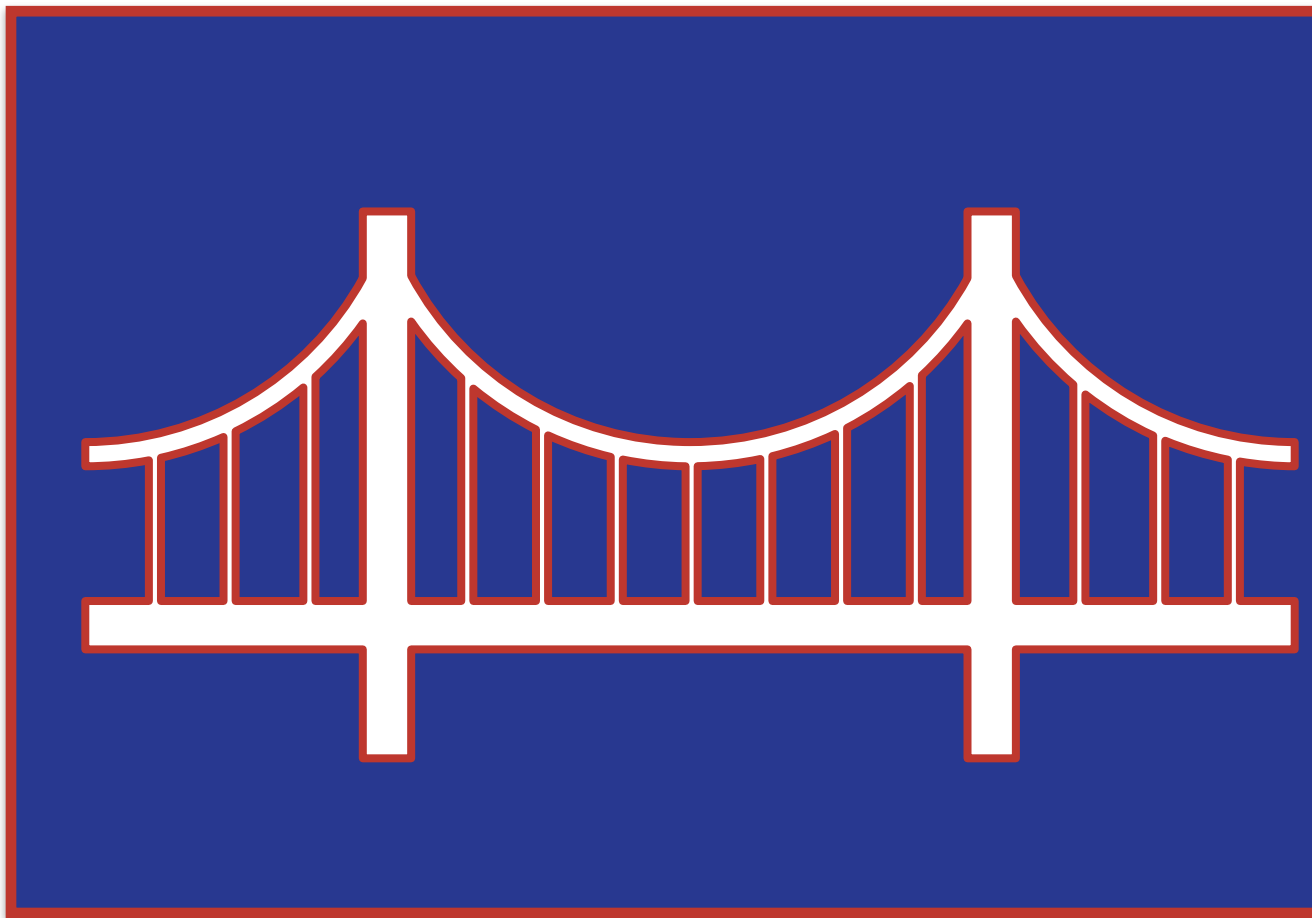
## Goal B: SEL Core Competencies

Monthly and quarterly SEL core competencies created, embedded, and publicized to both the EE student and staff community and the EE parent community in an ongoing manner

SEL core competencies and EE PBIS Character Traits discussed in public settings (i.e. weekly assembly) and via the EE Mustang Memo each week

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Quarterly core competencies will be embedded within Classroom Morning meeting lessons, campus-wide SEL discussions, and Counselor Guidance lessons	2018 - 2019 School Year	EE Counselors All EE Staff Members	Quarterly SEL Core competencies EISD SEL Information shared via the weekly Mustang Memo Lend a Hand Character Trait Recognition at EE Friday Assembly Morning Announcements (Project Wisdom)	Information shared in newsletter, via social media, during guidance lessons, and during school wide assembly  Student recognition for exhibiting EE Lend a Hand Character Traits (respectful, responsible, safe, integrity, and acceptance) with weekly Lend a Hand drawings at the Friday assemblies  Morning Announcements incorporate the SEL core competencies within Project Wisdom messaging
2	Monthly SEL Themes from EISD identified and shared with EE community, conveyed through purposeful classroom lessons, and celebrated for all EE stakeholders	2018 - 2019 School Year	EE Counselors All EE Staff Members	Monthly SEL Themes from EISD (printed copies for each classroom to post) EISD SEL Information shared via the weekly Mustang Memo Lend a Hand Character Trait Recognition at EE Friday Assembly Morning Announcements (Project Wisdom)	Information shared in newsletter, via social media, during guidance lessons, and during school wide assembly  Student recognition for exhibiting EE Lend a Hand Character Traits (respectful, responsible, safe, integrity, and acceptance) with weekly Lend a Hand drawings at the Friday assemblies  Morning Announcements incorporate the monthly SEL themes within Project Wisdom messaging  EE community survey indicates greater awareness of SEL competencies and resources for home support with students

Priority Area #3  
Community Building



Increase Opportunities for EE Stakeholders to understand and engage with EE initiatives and work

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Increase EE Mustang Memo Weekly Newsletter Readership by embedding grade level and department highlights shared by teams throughout the year to showcase their work at their grade level and within their departments	2018 - 2019 School Year	EE All Staff	EE Mustang Memo EE Teams / Department Sign Ups for Mustang Memo Showcase Grade Level / Department publicizes upcoming showcase via social media	Increased EE Mustang Memo readership Increased staff voice with the larger EE community Increased social media presence
2	Hold Quarterly Principal Coffee hours with Mrs. Ryan - open to all EE families to come and visit (to ask questions, to seek clarification, to get to know the goals of the campus in greater depth, etc.)	2018 - 2019 School Year	EE Principal, Lesley Ryan	Mustang Room Minutes posted on EE Principal, Lesley Ryan's, from topics discussed at quarterly coffees Social media and flyer postings to invite the parent community to attend	Increased understanding of EE initiatives and goals Increased opportunities to visit with the principal regarding topics of interest to EE families
3	Quarterly EE parent meetings to provide EE goals and work overview for EE families (topics might include: Writing at EE, Social Emotional Learning at EE, Differentiated Instruction, Technology at EE and beyond, etc.)	2018 - 2019 School Year	EE Leadership Team and EE / EISD Guest Staff Presenters	Mustang Room Minutes Posted on EE Principal's Website under "EE 2018 - 2019 School Year" Social Media and Flyer postings to invited the EE community to attend Different Times offered to allow for all families to attend (i.e. 7:30 am, 11:00 am, 3:00 pm, and 5:00 pm times, one timeframe per quarter)	Increased understanding of EE initiatives and goals Increased opportunities to visit with the principal regarding topics of interest to EE families

## Goal B: Celebration

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Increase number of opportunities for families to visit EE classrooms to see their children's growth and school work (ex. Writing Celebrations/Publishing Parties, rotating Art exhibits on display across campus, and music performances during EE Friday assemblies and at PTO meetings)	2018 - 2019 School Year			
	Partner with Community Business to showcase student artwork and provide performance opportunities for choir and music department to highlight Eanes Elementary in a public manner			EE Mustang Memo EE Teams / Department Sharing via Social Media and Flyers of Upcoming Celebration Events Community Partners (ex. local retirement homes, Brueger's Bagels, etc.) Use of certificates from local businesses to recognize students exhibiting character traits honored at EE	

## Goal C: Connection

Increase community and global connections for all EE stakeholders

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Celebrate our campus' cultural differences and global awareness via Heritage Day (year 3 of implementation)	2018 - 2019 School Year	EE All Staff + EE Heritage Day Committee	WHS Student Participation in Heritage Day Assembly EE Student Participation Cultural and Heritage-Related Texts on display in library and in classrooms Social Media outreach and advertisement of the event Staff Committee to help plan for the instructional aspects of the day (as well as any art / music contributions to the event)	Increased social and global awareness for EE students of the broader world outside of Austin Acknowledgement and celebration of the richness of culture and heritage across our campus community Increased awareness and perspectives of different learning experiences and national intricacies of other countries across the globe Cultural appreciation and recognition

Priority Area #4  
Innovation at Eanes Elementary





1.a. Flexible learning experiences provided to enhance and support specific student learning needs

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Enhance classroom and campus learning spaces to increase mobility, collaboration, individualization and engagement.	2018 - 2019 School Year	CIA, IT, M & O, Campus Administrators, IPs, ETs, Librarians, Counselors, staff and students.	Models across country, Professional Learning, Flexible Furniture	Fluid classroom and campus environments noted in learning walks and TGAP/AGAP goals and evidence.
2	Provide students with flexible learning experiences provided to enhance and support specific student learning needs during FIT time and core-content times with student sharing between classrooms to address specific learning goals	2018 - 2019 School Year	Instructional Partners, Education Technologists, K-5 Classroom Teachers, Campus Administrators, and Teacher Leaders	Embedded Professional Development, TGAP, and Professional Learning Communities	Classroom learning walks Information sharing with student goals and progress at kid-talk meetings Broader Scope of Student Support Team Data

## Goal B: Student Leadership

1.a. Increase student leadership opportunities throughout the year and share celebrations with the community related to student successes and leadership experiences

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Implement a classroom buddy program with younger students partnered with older students	2018 - 2019 School Year	Instructional Partners, Education Technologists, PPCD - 5 Classroom Teachers, Campus Administrators	Buddy Grade Level Partnerships: Kindergarten and 3rd Grade 1st Grade and 4th Grade 2nd Grade and 5th grade PPCD and 5th grade	Improved sense of community across grade levels Student support system in place Walk-throughs and student questionnaire at the end of the year
2	Continue the implementation of student council for 5th grade students	2018 - 2019 School Year	5th grade teachers, Counselors, Administrators	Texas Association of Student Councils online resources: <a href="http://www.tasconline.org/tasc-resources">www.tasconline.org/tasc-resources</a>	Improved sense of community across grade levels Student support system in place Walk-throughs and student questionnaire at the end of the year Philanthropic Opportunities for student council and campus-wide community to engage with throughout the year

## Goal C: Exploration

1.a. Spanish Immersion Pilot, year one, in Kindergarten at EE

1.b. Continue to embrace global connections and cultural experiences at Eanes Elementary

#	Activity	Timeline	Responsible Person(s)	Resources	Measure & Evaluation
1	Implement the Spanish Immersion Program at Eanes Elementary in Kindergarten	2018 - 2019 School Year	Instructional Partners, Education Technologists, Kindergarten teachers designated for the immersion program, Campus Administrators, District Spanish Immersion Coordinator	CARLA Immersion Institute (Summer 2018)	Participation in and expansion of programs related to global connections. Classroom learning walks Review of scheduling to best support students and staff, building community ties in lieu of divisiveness with the new program (ex. flexible seating in the cafeteria, proposal for next year's special areas schedule mixing all 1st grade classes, grade-wide field trips to embrace immersion and community, etc.)
2	Plan two school-wide activities to promote and celebrate multiculturalism (in addition to the EE Heritage Day), collaborating with art and music teachers	2018 - 2019 School Year (One activity per semester at minimum)	EE Staff	TBD by EE staff	Observations during the event Schedule posted and promoted within greater community for increased attendance and participation Social Media posting of events to publicize