

INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Social Emotional Learning

Pre-K-12 Social-Emotional Learning

| 3.a. | Reduce cultural stress; value emotional health and social emotional development | | | | |
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| 3.b. | Develop and implement a GVC/GVE for SEL at all levels around the 5 Social Emotional Learning Competencies: Social Awareness, Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision Making | | | | |
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 3.a.1 | Provide opportunities for 6-12 grade students to be engaged in a GVE that supports social awareness and the development of a broader perspective. | 2019 - 2021 | Principals, Student Support Services, Instructional Partners, Ed Techs, Teachers | Varied according to student or campus focus | Formative: A clear plan of action for a successful GVE around social awareness. Summative: Classroom or school surveys post GVE and Specific Student Outcomes (e.g. tutoring and mentoring students, doing an entrepreneurship activity around solving a social problem or injustice, etc.) |
| 3.a.2 | Address mental health of students through stressing work/life balance, teaching healthy strategies for handling stress, and providing a model for peer to peer support. | 2019 - 2021 | School Principals, Counselors, Student Support Services | Healthy strategies for dealing with stress (Mindfulness, etc.); Planning Sheet for students in identifying degree of life balance | Summative - SEL surveys indicate that students show greater awareness about work/life balance and have healthy ways of dealing with stress |
| 3.a.3 | Implement restorative practices K-12 that encourage healthy relationships, self-management, self-awareness and responsible decision making | | Campus Administration, CIA, Educational Partners, Teachers, Counselors and Student Support Services | Training for restorative practices | Summative: Less office referrals, SEL survey indicates an improved school climate and classroom community |
| 3.b.1 | Ensure the K-8 SEL Competencies are being taught effectively through the use of the <i>Second Step</i> resources and lessons embedded within the curriculum. | 2019 - 2021 | Elementary and Middle School Principals, Counselors, Teachers, Student Support Services, Educational Partners | Second Step Resources | Formative: Classroom Learning Walks with Second Step resources used effectively. |
| | | | | Continued teacher training | Summative: Survey results indicate a consistent and effective district-wide implementation and a culture which values emotional health and reduces stress. Curriculum documents indicate that SEL is embedded in the curriculum. Elementary Report Card comments on SEL indicate students are mastering SEL skills. |

Pre-K-12 Social-Emotional Learning

| 3.b. | Develop and implement a GVC/GVE for SEL at all levels around the 5 Social Emotional Learning Competencies: Social Awareness, Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision Making | | | | |
|-------|---|-------------------|--|--|---|
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 3.b.2 | Monitor implementation of the SEL Competencies through the EISD Appraisal and Growth System. | 2019 - 2021 | Principals and Student Support Services | EISD Appraisal and Growth System Documents | <p>Formative: Classroom Learning Walks indicate focus on emotional health of students.</p> <p>Summative: EISD Appraisal and Growth System Documents indicate that teachers are setting goals for continuous learning in the areas of student emotional health and stress reduction.</p> |
| 3.b.3 | Provide a K-5 campus-wide GVE around one or more of the SEL Competencies (e.g. STEAM Day, Career Day, Earth Day, International Day, etc.). | 2019 - 2021 | Principals, Student Support Services, Instructional Partners, Ed Techs, Teachers | Varied according to campus | <p>Formative: A clear plan of action for a successful GVE for the campus.</p> <p>Summative: Post activity survey indicates that that students have a clearer understanding of the targeted SEL competency or competencies.</p> |
| 3.b.4 | Provide direct instruction of SEL competencies based on student need and embedded instruction for all 9-12 students. | 2019 - 2021 | High School Principal, Counselors, Instructional Partners and Ed Techs, Teachers, Student Support Services | WHS-Generated SEL Curriculum Resources delivered primarily through core classes and developed with support of Stanford’s Challenge Success program and other research-based programs | Formative: Curriculum Development and Classroom Learning Walks indicate the SEL Competencies are being taught effectively. |



OPERATIONAL GOAL #1: Refine Operations and Long Range Planning

Facilities and Strategic Planning

| 1.a. | Study building utilization and attendance areas. | | | | |
|-------------|--|-------------------|--|---|---|
| 1.b. | Maximize capacities. | | | | |
| 1.c. | Determine position on portable classrooms. | | | | |
| 1.d. | Analyze demographic, enrollment, and transfers | | | | |
| 1.e. | Explore land acquisition | | | | |
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 1.a. | Maintain annual evaluation of individual campus utilization to determine efficiencies as well as review optimal program capacities. | 2019 - 2020 | Chief Operations Officer, Principals | Demographic Studies, Enrollment Projections, Campus Capacity Studies | Formative: Use existing plans and previous studies as a baseline for planning. |
| | | | | | Summative: Finalize annual campus optimal program capacity summary based on campus utilization |
| 1.b. | Review attendance planning zone densities with respect to building capacities | 2019 - 2020 | Chief Operations Officer and Committee | Demographic Studies, Geocoding Analysis, Campus Capacity Studies | Formative: Analyze planning zone densities and their impact on campus enrollment |
| | | | | | Summative: Generate individual attendance planning zones' impact on Campus Capacities |
| 1.c. | Finalize a long-term utilization and strategy for portable classrooms | 2019 - 2020 | Chief Operations Officer and Committee | Previous Reports and Lifespan Analysis of Portables | Formative: Use enrollment projections to project future utilization |
| | | | | | Summative: Generate future portable classroom utilization plan |
| 1.d. | Monitor 2019-20 enrollment projections, balance out-of-district transfer placements and continue to refine the spring online enrollment verification process to improve early accuracy of class-size data. | 2019 - 2020 | Deputy superintendent, PEIMS coordinator and other staff | Skyward reports, Kindergarten Roundup, Attendance Clerks, District Demographic Study | Formative: Monitor attendance for the school year. |
| | | | | | Summative: Maintain K-4 classes as close as possible to an average 22:1 ratio. Keep fifth-grade and secondary classes at reasonable levels. |
| 1.e. | Continue to research available land in the school district for possible purchase to address future facility needs. | 2019 - 2020 | Chief Operations Officer with the Superintendent and Board of Trustees | Available Real Estate Records, Enrollment Projections, Housing Developments and Connection with Local Realtors | Formative: Use existing Real Estate reports, plans and previous studies as a baseline for planning. |
| | | | | | Summative: Finalize new study to identify possible land tracts as future facility decisions are made. |

Facilities and Strategic Planning

| 1.f. Multi-year strategic budgeting | | | | | |
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| 1.g. Future Bond Planning | | | | | |
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 1.f. | Create a multi-year strategic budgeting model | 2019 - 2021 | Executive Director of Business Services with the Superintendent and Board of Trustees | Available Financial Reports (past and present) as well as State and County Historical TAV Data | Formative: Create baseline data to build a prototype for short- and mid-term financial modeling. |
| | | | | | Summative: Improve accuracy of financial planning with implementation of new model. |
| 1.g. | Plan for long-term bond needs thru the Envision Eanes Committee | 2019 - 2020 | Deputy Superintendent with the Superintendent and Board of Trustees | Examples of other Citizen Advisory Groups and Public Engagement Models | Formative: Identify district priorities for future long term bond consideration |
| | | | | | Summative: Generate a summative categorization of long-term priorities and the associated scope of work |

OPERATIONAL GOAL #2: Community Building

- 2.a. Ensure consistency, clarity and inclusivity.**
- 2.b. Design information videos for unique audiences.**
 - i. Alumni**
 - ii. Residents without students**
- 2.c. Increase opportunities for authentic engagement of our parents, community members and business partners.**
- 2.d. Enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community**

| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
|---------------|--|-------------------|---|---|--|
| 2.a. | Create consistent messaging throughout district and school communication, including potential bond or visioning efforts. | 2019 - 2020 | Executive Director of Communication; individual school principals | Best practices in school communications from the Texas and National School Public Relations Associations. | Formative: Review of district and school communication to note inconsistencies. |
| | | | | | Summative: Post review to determine clarity, consistency and inclusivity of content. |
| 2.b. | Work with Eanes Education Foundation to support Alumni Relations program. | 2019 - 2020 | Executive Director of Communication; Eanes Education Foundation | Best practices in alumni relations learned from other foundations and associations. | Formative: Review of coordinated communication, events and campaigns to determine reach. |
| | | | | | Summative: Number of successful messages and communiques with identified alumni. |
| 2.c./ 2.d. | Expand community outreach to residents without students, including assisted living groups and realtors. | 2019 - 2020 | Executive Director of Communication; Board designee or committee. | Examples of engaging active adults without children in the schools. | Formative: Survey of all possible communication vehicles to reach residents without children in schools. |
| | | | | | Summative: Number of successful messages and communiques with identified stakeholders that lead to engagement. |

| DIP GOAL #1: Promote the EANES ISD Learner to be Academically Prepared for College & Career | | | | | |
|---|--|-------------------|---|---|--|
| Advanced Placement (AP) & Dual-Credit | | | | | |
| 1.a. Maintain the percentage of students taking at least one AP or dual-credit course relative to comparable districts. | | | | | |
| 1.b. Maintain the percentage of students earning a score of 3, 4, or 5 on the AP exam relative to comparable districts. | | | | | |
| 1.c. Address the College Board requirements for designated Pre-AP in 2022 | | | | | |
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 1.a.1 | Provide parents with information regarding college admission and the value of AP credits and dual enrollment. | 2019 - 2021 | HS counselors | Academic Planning Guide | Formative: AP and Dual Credit Enrollment and Completion |
| | | | | | Summative: The number of AP exams administered increases. The number of students receiving college credit through dual enrollment increases. |
| 1.a.2 | Submit AP course syllabi to College Board; audit board for course authorization; renew course authorizations. | 2019 - 2021 | WHS administrators, AP Teachers | Westlake HS AP teachers; administrators | Formative: AP course syllabi are submitted for authorization. |
| | | | | | Summative: All AP teachers receive authorization for their AP courses. |
| 1.b.1 | Train teachers through College Board AP and Pre-AP Summer Institutes and Conferences | 2019 - 2021 | CIA Directors | College Board SD funds | Formative: All AP teachers receive AP training and are GT certified. |
| | | | | | Summative: The number of students earning a score of 3, 4, or 5; increases on each test. |
| 1.b.2 | Analyze and disaggregate AP exam data to find possible scoring patterns. | 2019 - 2021 | HS coordinator | Test scores | Formative: AP assessment data (3 yrs.) |
| | | | | | Summative: The number of students taking AP courses; the number of students earning a 3, 4 or 5 on an AP exam. |
| 1.b.3 | Analyze previous AP test questions to ensure alignment of curriculum and instruction in Pre-AP and AP courses. | 2019 - 2021 | Pre-AP/AP teachers, Educational Partners | AP Questions Pre-AP & AP Scope and Sequence Laying the Foundation | Formative: Professional Learning Community meetings and curricular documents indicate alignment of Pre-AP and AP courses. |
| | | | | | Summative: Increase percentage of students earning a 3, 4, or 5 on an AP exam. |
| 1.c.1 | Plan for the College Board Requirements regarding Pre-AP and AP courses. | 2019 - 2022 | CIA Directors, Secondary Principals and Department Chairs | College Board Guidelines | Formative: Gather data concerning current courses, cost and budget factors, alternatives from other districts and input from colleges. |
| | | | | | Summative: Plan and timeline for implementation |
| 1.c.2 | Provide professional learning for teachers to implement plan. | 2019 - 2022 | CIA Directors, Secondary Principals and Department Chairs | College Board Professional Learning, Campus and District PD Funds | Formative: Identify courses and funding for teachers professional learning. |
| | | | | | Summative: Teachers trained prior to instruction |
| 1.c.3 | Inform the community concerning any changes in AP and Pre-AP courses | 2019 - 2022 | CIA and Communications Directors ,Secondary Principals and Counselors | District and campus websites, social media and parent meetings | Formative: Identify audiences for messaging. |



College and Career Readiness

- 1.d Increase/maintain the enrollment percentage in post –graduate institutions.**
- 1.e Increase/maintain student participation and average scores on the PSAT, SAT and/or ACT among graduating seniors.**
- 1.f Increase the enrollment in career education courses and number of students entering a professional career following graduation.**

| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
|-------|---|-------------------|--|---|---|
| 1.d.1 | Increase parent communication about high school and college readiness to middle school parents. | 2019 - 2021 | Middle School and High School Counselors | Parent meetings, Parent conferences, School Website, Naviance | Formative: Counselors provide information to all students and parents related to college readiness, testing, graduation requirements, and college entrance requirements |
| | | | | | Summative: Naviance data indicates maintained or increased enrollment in institutions following graduation from WHS. |
| 1.e.1 | Increase/maintain PSAT, SAT and ACT average scores | 2019 - 2021 | Westlake High School Staff | SAT/ACT data and information | Formative: Students registered for PSAT, SAT and ACT |
| | | | | | Summative: PSAT/SAT/ACT score reports indicate an increase in average scores |
| 1.f.1 | Increase student enrollment in CTE courses | 2019 - 2021 | CIA, Westlake High School Administrators and Counselors, CTE Coordinator | CTE Enrollment Data | Formative: Students enrollment data in CTE courses |
| | | | | | Summative: Student of CTE courses |

DIP GOAL #2: System Measures

Academic Performance All Content Areas Tested (STAAR Results)

- 2.a. All students and each student group will show progress in each tested reporting category.**
- 2.b. All students and each student group will achieve “approaches” grade level performance.**

| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
|-------|---|-------------------|--|--|--|
| 2.a.1 | Identify student groups who may/did not demonstrate progress. | 2019 - 2020 | Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA | Student screening data, STAAR data, SST Process | Formative: Screening and STAAR data informs SST and Tier II Intervention Specialists and Tier III staff. Summative: 100% of students tested show progress in each reporting category. |
| 2.b.1 | Identify all students and student groups that did not meet the "approaches" grade level performance | 2019 - 2020 | Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA | Tiers I and II II Interventions, Progress Monitoring | Formative: STAAR data analysis and identification of students. Summative: All students tested achieve approaching grade level performance and demonstrate progress. |
| 2.b.2 | Monitor and support the implementation of differentiated instruction for students in all special programs (Dyslexia, SPED, GT, ESL, At Risk). | 2019 - 2020 | Exec. Director of Special Services, CIA, Principals, SST Committees, Educational Partners | Professional Learning, TGAP Data, Learning Walks | Formative: Observation/walkthrough data, student products and performances, formative and summative assessment data. Summative: STAAR percentage increase or maintain passing status for all groups/tests and mastery percentage increases. |

DIP GOAL #3: System Measures Student Special Populations

English as a Second Language (ESL)



3.a. Eanes ISD staff will be certified and able to meet the language acquisition and affective needs of English learners enrolled in our district.

3.b. All LEP students will demonstrate progress on their EL Progress Measure Plans based on STAAR and TELPAS performance.

| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
|-------|---|-------------------|--|---|---|
| 3.a.1 | Provide all faculty professional learning in the development of second language acquisition to increase the number of ESL certified teachers. | 2019 - 2020 | CIA, ESL Specialists, Classroom Teachers, LPAC | TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13 Staff, ELPS, LPAC | Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. |
| | | | | | Summative: ESL certified teachers increase, sheltered instruction trained teachers increase and students demonstrate progress in TELPAS and STAAR (ELL Progress Measure Plan) |
| 3.b.1 | Coordinate planning between regular education and EL teachers to develop language acquisition strategies for identified LEP students. | 2019 - 2020 | CIA, ESL Specialists, Classroom Teachers, | TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13, PLDs and ELPS, LPAC | Formative: Students demonstrate English acquisition progress in listening, speaking, reading and writing as measured by the Proficiency Level Descriptors. |
| | | | LPAC | | Summative Students meet or exceed their plan to meet LEP Exit Criteria via the state assessment system. |

Gifted and Talented (TAG)

3.c. Eanes ISD staff will be prepared and/or GT certified to meet the academic and affective needs of identified Gifted and Talented students.

| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
|-------|---|-------------------|---------------------------------|---|---|
| 3.c.1 | Provide all faculty professional learning in the characteristics of GT students and designing instruction to effectively engage them as learners. | 2019 - 2020 | CIA, GT specialists. Principals | Summer and online professional learning | Formative: Identify teachers for GT certification and/or update |
| | | | | | Summative: GT student performance in all courses |

Special Education

| 3.d. | The SPED Group will increase the approaches grade level rate on STAAR in each subject area as compared to the results from the previous year. | | | | |
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| 3.e. | Develop policies, procedures, and/or updated operating guidelines meeting the expectations set forth in the TEA Special Education Strategic Plan | | | | |
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 3.d.1 | Provide ongoing training and evaluate special education teachers on writing present levels of performance measurable and observable goals and objectives. | 2019 - 2020 | Special Education Administration, Special Education Instructional Partner | ESC training resources, Professional learning | Formative: Teacher work samples, ARD feedback from coordinators, results of intervention with teachers |
| | | | | | Summative: TGAP data, progress monitoring of ARD paperwork |
| 3.d.2 | Implement curriculum resources, research- based instructional strategies and assessment tools in math and ELA, Transition | 2019 - 2020 | Special Education Administration, Special Education Instructional Partner, CIA Department, UT Meadows Center Consultant, Special Education Teacher | TEKS, Curriculum resources, UT Meadows Contacts, Professional Learning Academies, embedded professional learning | Formative: Identification of research-based curriculum resources, instructional strategies and assessment tools; provide professional learning for implementation |
| | | | | | Summative: STAAR results, TGAP data on implementation; |
| | | | | | Progress monitoring BOY, MOY, EOY results |
| 3.d.3 | Provide professional learning on best instructional practices around Universal Design for Learning | 2019 - 2020 | Special Education Administration, CIA Department, Principals, Instructional Partners, General Education and Special Education Teachers | Summer professional learning, Contracted Consultant from CAST – Kristen Rodriguez | Formative: Attendance logs, exit interviews |
| | | | | | Summative: STAAR results, TGAP data on implementation, progress monitoring |
| 3.e.1 | Perform internal review of SPED Department policies, procedures and practices as reflected in SSP/CAP | 2019 - 2020 | Special Education Administration, CIA Department | TEA SSP/CAP, TEA resource documents, ESC resource documents, OSEP guidance documents | Formative: Internal review documentation |
| | | | | | Summative: Updated policies, practices or procedures |

Approved by the Board of Trustees April 23, 2019



DIP GOAL #4: System Measures: Attendance & At Risk

Attendance Rate

| 4.a. Increase the district's student attendance rate for all students and each student group*. | | | | | |
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| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 4.a.1 | Monitor student attendance. | 2019 - 2020 | Principals, Public Education Information Management Systems (PEIMS) coordinator, counselors, Principals | Skyward reports, Campus PEIMS Coordinator, Attendance Clerk, Attendance Report | Formative: Monitor attendance reports every three weeks. |
| | | | | | Summative: District attendance rate increases. |
| 4.a.2 | Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and school district funding. | 2019 - 2020 | Principals, assistant principals, counselors | Skyward Reports, Attendance Software, Attendance Clerks, Director of Communications | Formative: Report cards, conferences, letters and phone call records notifying parents of attendance. |
| | | | | | Summative: At-risk student attendance rate increases. |
| 4.a.3 | Conduct attendance conferences as needed for students at-risk of losing course credit for non-compliance with attendance laws. | 2019 - 2020 | Principals, assistant principals, counselors | Skyward Reports | Formative: Monitor reports every three weeks. |
| | | | | | Summative: At-risk student attendance rate increases. |

At-Risk

| 4.b. The At-Risk Group will increase the STAAR passing rate in each subject area as compared to the results from the previous year. | | | | | |
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| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 4.b.1 | Use the at-risk criteria to identify all at-risk students and define needs by categories and individual data. | 2019- 2020 | Directors of Special Programs, Principals, Counselors, SST Committees, Tier II Specialists, Classroom Teachers | At-Risk Criteria, Student Educational Records, Skyward, Eduphoria | Formative: At risk designation is reviewed annually to add and remove students for the school year and updated as new information arises. |
| | | | | | Summative: Accurate and accessible at-risk data to inform teachers and administration. |
| 4.b.2 | Provide professional learning for teachers to implement strategies for the success of at-risk learners. | 2019- 2020 | Special Programs and Curriculum Directors, Principals, Counselors, SST Committees, Tier II Specialists, IPs, Classroom Teachers | Individual Student Data, Professional Learning, At Risk Strategies | Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. |
| | | | | | Summative: At risk students demonstrate success via report cards and other indicators defined by individual student needs. |
| 4.b.3 | Provide accelerated instruction for all students not meeting standard on the STAAR assessments. | 2019- 2020 | Curriculum and Special Program Directors, SST Committees, Tier II Specialists, Classroom Teachers, Designated Providers of Acc. Int. | STAAR Data, Summer Programs, | Formative: Students requiring accelerated are informed of targets and receive instruction beyond the core curriculum to ensure future success. |
| | | | | After School Programs, Embedded Programs | Summative: All pass the STAAR reading, writing, math and EOC assessments. |



DIP GOAL #5: Recruit and Retain High Quality Teachers

Recruiting and Professional Learning

| 5.a. | Recruit high quality teachers to EISD | | | | |
|-------------|--|-----------------|---|--|--|
| 5.b. | Provide high quality professional learning to staff | | | | |
| 5.c. | Provide training on thought integration of technology | | | | |
| No. | Activity | Timeline | Person Responsible (s) | Resources | Measure and Evaluation |
| 5.a. | Attend job fairs, conduct interviews, and advertise vacancies in multiple sources to ensure the District recruits and hires applicants meeting HQ requirements in core subject areas . | 2019-2020 | Executive Director of Human Resources | HR staff members, resources/supplies for job fairs and recruitment efforts | Formative: Attendance at job fairs, number of applications received Summative: Percentage of teacher that meet HQ requirements |
| 5.b.1 | Provide a high quality staff of professionals and support staff who work together to promote learning for all students aligned to district initiatives | 2019-2020 | Associate Superintendent, Curriculum, Instruction and Assessment Team, Instructional Coaches | Summer professional learning, Returning Teaching Professional Learning, Early Release Days | Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. Summative: TGAP data |
| 5.b.2 | Online professional development will be provided, when possible, to minimize the time away from the classroom and/or office. | 2019-2020 | Director of Technology and Innovation, Curriculum, Instruction and Assessment Team, Instructional Coaches | Summer professional learning, Returning Teaching Professional Learning, Early Release Days | Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. Summative: TGAP data |
| 5.c. | Teachers and instructional aides will be training on how to integrate technology into classroom instruction, through on-going staff development trainings | 2019-2020 | Director of Technology and Innovation, Curriculum, Instruction and Assessment Team, Instructional Coaches | Summer professional learning, Returning Teaching Professional Learning, Early Release Days | Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. Summative: TGAP data |