

# Acknowledgements

The 2019-2020 Barton Creek Elementary Campus Improvement Plan (CIP) was approved by the Campus Leadership Team. Priorities were first identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit in January 2019. District leadership developed the District Improvement Plan Administrative to fulfill the priorities. Principals were responsible for using a similar site-based process to frame their respective Campus Improvement Plans. All staff work on activities throughout the year to achieve the priorities, goals and strategies of the plan.

Wherever noted,



*indicates goals and priorities identified by Eanes ISD;*

*indicates CIP goals required by the State of Texas.*

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Christie Isom	Sara Cahill	Nancy Grimm	Li Feng		
Educational Partner	Teacher	Co-President Booster Club	Parent		
Karen Wager	Chrissi Knox	Sabitha Rajan	Julie Zavodny		
Counselor	Teacher	Parent	Parent, Business Representative		



# Barton Creek Elementary

## Goals and Priorities for 2019-2020

**Barton Creek Elementary's Mission Statement:** 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.

### Campus Priorities



### Campus Goals

<p><b>A. High Levels of Learning for All</b></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><b>B. Oral and Written Communication</b></p> <ul style="list-style-type: none"> <li>- 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><b>A. Positive Behavior Intervention System and Restorative Practices</b></p> <ul style="list-style-type: none"> <li>- K - 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><b>B. SEL Core Competencies</b></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 stakeholders</li> </ul>	<p><b>A. Communication</b></p> <ul style="list-style-type: none"> <li>- Increase opportunities for stakeholders to understand and engage with initiatives and work</li> </ul> <p><b>B. Celebration</b></p> <ul style="list-style-type: none"> <li>- Showcase student work across campus and off site with community partners</li> </ul> <p><b>C. Connection</b></p> <ul style="list-style-type: none"> <li>- Increase community and global connections for all stakeholders</li> </ul>	<p><b>A. Flexibility</b></p> <ul style="list-style-type: none"> <li>- Explore student opportunities for flexible learning (experiences and spaces)</li> </ul> <p><b>B. Leadership</b></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><b>C. Exploration</b></p> <ul style="list-style-type: none"> <li>- Implementation of the Spanish Immersion Program</li> </ul>
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**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)**

**for Oral and Written Communication, Special Education**

**Oral & Written Communication**

<b>1.a.</b>	<b>Develop clear expectations for Disciplinary Literacy</b>				
<b>1.b.</b>	<b>Incorporate oral and written communication into all subjects.</b>				
<b>1.c.</b>	<b>Increase opportunities for inter-disciplinary education</b>				
<b>1.d.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
1.a.	Provide teachers with opportunities to develop curriculum resources that support disciplinary literacy (early release days, curriculum planning days)	2019-20	Principal, Assistant Principal, Educational Partner	Eanes ISD LA Adoption materials approved Spring of 2019	Formative/Summative: Planned days /times throughout the school year for collaboration and guided professional learning to support the work
1.c.	Create and implement interdisciplinary units of instruction	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Summer PD, PLCs, Academics, Lead4Ward & EISD resources	Formative/Summative: Planned days /times throughout the school year for collaboration and guided professional learning to support the work
	Use vision statements from core areas and new ELA TEKS (adopted 2017) to set expectations for curriculum, instruction and assessment of disciplinary literacy skills in each area	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Eanes ISD LA Adoption materials approved Spring of 2019	Formative/Summative: Formal and informal teacher assessments, standardized testing and district assessments. Report cards/grades and standards based grades.
1.d	Differentiation using UDL Principles	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Differentiating with Complexity and Summer UDL training	Formative/Summative: PLC meetings, walkthroughs, teacher observations, MAP, STAAR, data digs



**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)**

**for Oral and Written Communication, Special Education/ §504**

**Special Education/ §504**

2.c.	<b>Review, analyze and implement findings and recommendation from the Special Education Program Review and Inclusive Culture Committee</b>				
2.d.	<b>Support implementation of evidence based practices that support access to curriculum, services and social emotional learning for all students.</b>				
2.e.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
2.d.	Create a UDL leadership team focused on campus implementation and modeling of strategies	Ongoing	Instructional Leadership Team	District Provided Training, UDL Resources, Book Study, UDL Campus Committee	Formative/Summative: Imbedded and modeled during faculty meetings and PD, feedback from the UDL campus committee
2.d.	Highlight and model effective practices in the areas of SEL, Resortative Practices, UDL and Inclusion	Ongoing	Instructional Leadership Team	District Provided Training, UDL Resources, Book Study	Formative/Summative: Reduction in the number of office referrals, surveys, observations

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

**Pre-K-12 Social-Emotional Learning**

<b>3.a.</b>	<b>Reduce cultural stress; value emotional health and social emotional development</b>				
<b>3.b.</b>	<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</b>				
<b>3.c.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
3.b.	Provide a K-5 campus-wide GVE around one or more of the SEL Competencies (e.g. STEAM Day, Career Day, Earth Day, International	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Second Step, EISD Scope and Sequence, Enrichment Clusters and Exposure Activities	Formative/Summative: SEL report card grading, teacher observation (informal and formal)
3.b.	Ensure the K-8 SEL Competencies are being taught effectively through the use of the Second Step resources and lessons embedded within the	Ongoing	Counselor, Teachers	Second Step Resources	Formative/Summative: Classroom learning walks, Analysis of EOY student and staff surveys, Morning Meetings embedded into master schedule
	Monitor implementation of the SEL Competencies through the EISD Appraisal and Growth System.	Ongoing	Principal, Assistant Principal	TGAP, PD	Formative/Summative: Classroom observations with district developed "look fors", TGAP appraisal ratings
3.c.	No Place for Hate	2019-20	No Place for Hate Committee, Student Ambassadors	Anti-Defamation League	Formative/Summative: Completion of three approved campus-wide activities. Designation as a NPFH campus by the Anti-Defamation League.

**OPERATIONAL GOAL #2: Community Building**

<b>2.a.</b>	<b>Ensure consistency, clarity and inclusivity.</b>				
<b>2.c.</b>	<b>Increase opportunities for authentic engagement of our parents, community members and business partners.</b>				
<b>2.d.</b>	<b>Enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community</b>				
<b>2.e.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
	Develop strategies to increase opportunities for authentic engagement of our parents, community members and business	2019-20	Principal, Assistant Principal, Educational Partner, Teachers	Parent Passion Project recruitment through classroom teachers to expand enrichment exposure and cluster	Formative/Summative: Communication in classroom newsletters, compliance with set expectations, attendance at events
	Develop strategies to enhance dynamic relationships and a common culture that enhances student learning experiences and	2019-20	Instructional Leadership Team	Multicultural Committee	Formative/Summative: Turnout at BCE Multicultural Night and frequency of checkouts of our newly added literature from the library

**DIP GOAL #2: System Measures**

**Academic Performance All Content Areas Tested (STAAR Results)**

<b>2.a.</b>	<b>All students and each student group will show progress in each tested reporting category.</b>				
<b>2.b.</b>	<b>All students and each student group will achieve “approaches” grade level performance.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
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)**

<b>3.a.</b>	<b>Eanes ISD staff will be certified and able to meet the language acquisition and affective needs of English learners enrolled in our district.</b>				
<b>3.b.</b>	<b>All LEP students will demonstrate progress on their EL Progress Measure Plans based on STAAR and TELPAS performance.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
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)**

<b>3.c.</b>	<b>Eanes ISD staff will be prepared and/or GT certified to meet the academic and affective needs of identified Gifted and Talented students.</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
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**

<b>3.d.</b>	<b>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.</b>				
<b>3.e.</b>	<b>Develop policies, procedures, and/or updated operating guidelines meeting the expectations set forth in the TEA Special Education Strategic Plan</b>				
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
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



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

**Attendance Rate**

<b>4.a. Increase the district's student attendance rate for all students and each student group*.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
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**

<b>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.</b>					
<b>No.</b>	<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible (s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
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.