



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

for Oral and Written Communication, Special Education

Oral & Written Communication

1.a.	Develop clear expectations for Disciplinary Literacy				
1.b.	Incorporate oral and written communication into all subjects.				
1.c.	Increase opportunities for inter-disciplinary education				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1.a.1	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	2019 - 2021	Humanities and STEM Directors, Educational Partners, Professional Learning Communities	NEW ELA TEKS, Core Area Vision Statements, Core Area TEKS - particularly Process Standards	Formative: Vision statements, curriculum, instruction, and assessment standards for embedding disciplinary literacy strategies are in place.
					Summative: Classroom routines and strategies incorporate disciplinary literacy components.
1.a.2	Use identified process standards in core content courses which align to communication skills (reading, writing, speaking and listening) to create aligned rubrics for student products and performances	2019 - 2021	Humanities and STEM Directors, Educational Partners, Professional Learning Communities	Lead4Ward, TEKS Process Standards K-12 in math, science and social studies, ELA Alignment, Summer (DBQ, Number talks, Discourse, Interactive Notebooks) and Embedded Professional Learning	Formative: Process standards aligned to communication skills are identified and targeted for curriculum development in a teacher-friendly format.
					Summative: Teachers use the process standards and PLC work to develop common rubrics.
1.b.2	Support and monitor implementation of expanded communication opportunities in each discipline	2018 - 2021	Humanities and STEM Directors, Educational Partners, Professional Learning Communities, TGAP Supervisors	Professional Learning Communities, Embedded Professional Development, TGAP	Formative: Teachers attend professional learning sessions and apply it during PLC work. Teachers submit TGAP evidence.
					Summative: Students collect evidence of communication skills in multiple disciplines in a digital portfolio.
1.c	Create and implement interdisciplinary units of instruction	2019 - 2022	Humanities and STEM Directors, Educational Partners, Professional Learning Communities	Professional Learning- PBL, DBQ, UBD, TEKS in summer and during the school year and planning time involving multiple content areas to design interdisciplinary units	Formative: Teachers attend professional learning sessions and apply interdisciplinary design during PLC and grade level team work across content areas.
					Summative: Each grade level has at least one interdisciplinary unit of instruction as part of the GVC.
1.d	Leverage Project Based Learning in all content areas to support interdisciplinary work.	2019-20	Teachers, Educational Partners	Best Instructional Practices and Research Based Practices of PBL across all content areas	Formative: Teachers attend professional learning sessions and apply interdisciplinary design during PLC and grade level team work across content areas.
					Summative: Each PLC has at least one interdisciplinary unit of instruction as part of the GVC.

Special Education/§504

2.a.	Enhance and refine support systems for instructional delivery models PPCD-ATS				
2.b.	Provide curriculum resources, research based instructional strategies and assessment tools to special education teachers to enable fidelity of implementation in the areas of Math, and English Language Arts, Transition for students needing specially designed instruction in collaboration with CIA Department				
2.c.	Review, analyze and implement findings and recommendation from the Special Education Program Review and Inclusive Culture Committee				
2.d.	Support implementation of evidence based practices that support access to curriculum, services and social emotional learning for all students.				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
2.a.1	Continue with enhancements to support systems for teaching assistants	2019 - 2020	Special Education Administration, WHS Admin, Special Education/General Education Teachers, Behavior Specialists, Human Resources	TA Onboarding Process, Professional Learning Opportunities, Embedded instruction	Formative: Onboarding training, MOY Evaluations, professional learning opportunities
					Summative: EOY Evaluations and interviews, staff retention rates, training portfolios, TA training portal
2.a.2	Enhance and refine service delivery model at WHS focusing on building independence and college readiness	2019 - 2021	Special Education Administration, WHS Administration, Special Education/General Education Teachers	Special Education Staff, College Office of Disabilities Resources	Formative: Selection criteria and initial student lists
					Summative: Progress reports; student, staff and parent feedback, GMADE, GRADE
2.b	Continue on-going professional development and alignment of curriculum resources in math and ELA as well as transitional programs, such as PPCD and ATS.	2019 - 2021	Special Education Administration, Special Ed Educational Partners, CIA Department, Special Education Teachers, University partners	TEKS, Curriculum Resources, University Contacts, Summer Professional Learning, Embedded professional learning	Formative: Professional learning, Progress monitoring data, curriculum sub-committee, Dibels, MAP scores
					Summative: Progress reports, STAAR data, results of university studies, MAP data
2.c	Develop action plans, policies, or procedures to meet recommendations including IEP development and progress monitoring	2019 - 2021	Special Education Administrative Team, CIA Department, Campus Leadership, Special Education Department	Incorporate pending Inclusive Culture Committee recommendations, and Stetson Program Review Report findings	Formative: Action Plans based on results, sub-committees
					Summative: Implemented plans, updated policies or procedures
2.d	Augment professional learning opportunities and collaboration with all staff and practices related to Universal Design for Learning, Restorative Practices, Youth Mental Health First Aid, §504 services and dyslexia identification.	2019 - 2020	District and campus leadership, Educational Partners, Campus Support Specialists, 504 Coordinators	Professional learning opportunities (CAST, RP workshops, MHFA handbooks), Staff, Dyslexia Handbook, 504 updates	Formative: Professional learning documentation
					Summative: Documentation in walk-throughs and TGAP evaluations regarding increased implementation, Staff, Student and Parent feedback



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

9-12 Social-Emotional Learning

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.a.	Reduce cultural stress; value emotional health and social emotional development				
3.a.1	Provide opportunities for 9-12 grade students to be engaged in a GVE that supports social awareness and the development of a broader perspective.	2019 - 2021	Principal, Assistant 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	Principal, Assitant Principals Counselors, Teachers, 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	Design and implement restorative practices 9-12 that encourage healthy relationships, self-management, self-awareness and responsible decision making		Campus Administration, Principal, Assitant Principals, 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

9-12 Social-Emotional Learning

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.b	Develop and implement a GVC/GVE for SEL at the high school level around the 5 Social Emotional Learning Competencies: Social Awareness, Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision Making				
3.b.1	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	Formative: Classroom Learning Walks indicate focus on emotional health of students. 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.

3.b.2	Continue to embed the SEL Competencies as situations arise in real time 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.
3.b.3	Leverage the Challenge Success Model to design a wellness program for the WHS Staff to monitor and meet their personal needs.	2019- 2020	High School Principal, Counselors, Instructional Partners and Ed Techs, Student Support Services	Research Based resources on life/ work balance in an educational setting and knowledge gains through Challenge Success experience	Formative: Ongoing assessments through new teacher academy new to WHS and new to profession cohort and teacher innovation academy



CIP GOAL #3: 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	WHS Admin and 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	WHS Admin and 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	Principal	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	WHS Admin	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, WHS Admin 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, WHS Admin 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	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	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	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



CIP GOAL #4: 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	Identify student groups who may/did not demonstrate progress.	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, WHS Admin, 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, WHS Admin, 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, WHS Admin, 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.



CIP GOAL #5: 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	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	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	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, WHS Admin	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.				
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	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




CIP GOAL #6: System Measures: Attendance & At-Risk

Attendance Rate

4.a. Increase the district's student attendance rate for all students and each student group*.					
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
4.a.1	Monitor student attendance.	2019 - 2020	Principal, Public Education Information Management Systems (PEIMS) coordinator, counselors, WHS Admin	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	Principal, 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	Principal, 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.					
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 #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.

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

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*.					
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.					
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.