

# EANES ISD

2022-23

## DISTRICT INSTRUCTION & OPERATIONS PLAN

*Known as the District Improvement Plan  
according to Texas Education Code Sec. 11.251*

**MEMBERS OF THE DISTRICT LEADERSHIP TEAM**, *many of whom – in addition to others – reviewed and/or contributed to the plan*

**ADMINISTRATION**

Dr. Tom Leonard      Superintendent  
Dr. Jeff Arnett      Deputy Superintendent  
Susan Fambrough    Chief Learning Officer  
Claudia McWhorter   Chief Communications Officer  
Jeremy Trimble      Chief Operations Officer  
Fritz Klabunde      Director of Transportation  
Richard Mallard     Director of Child Nutrition  
Heidi Sauer          Coordinator of Counseling / SEL

**BARTON CREEK**

Nique Mayo          Parent / SPED Rep  
Maryam Tager        Parent  
Kali Peichoto        Teacher  
Leslie Abbott         Teacher

**BRIDGE POINT**

Melissa Daniel      Parent  
Allyson Thompson    Parent  
Brooke Novy          Teacher  
Sheri Bryant          Principal

**CEDAR CREEK**

Courtney Moss      Parent  
Laurence Moore     Parent  
Anna Kilpatrick     Teacher  
Laura Coaxum        Principal

**EANES**

Whitney Braden     Parent  
Martha Hansen      Parent  
Michelle Corbett    Teacher  
Lesley Ryan          Principal

**FOREST TRAIL**

Mandy Mazry        Parent  
Carissa Milam        Parent  
Emily Silvia          Teacher  
Cody Spraberry      Principal

**VALLEY VIEW**

Ashley Jones        Parent  
Priya Swamy         Parent  
Nancy Abell          Teacher  
Kathy Hatch          Teacher

**HILL COUNTRY**

Erin Ashcroft        Parent  
Nicole Maurici        Parent  
Jessica Weisinger    Teacher  
Laura Sykes          Teacher

**WEST RIDGE**

Anna Clark          Parent  
Lydia Tsai            Parent  
Kelly Cummings     Teacher  
Brett LaBissoniere   Teacher

**WESTLAKE**

Caroline Sweeney    Parent  
Lindsey Stokes      Teacher  
Sherry Crawford     Assistant Principal

**COMMUNITY**

Mike McDonell      Business Member  
Lalitha Hegde        Community Member  
Christie Schultz     Community Member

**INSTRUCTIONAL PRIORITY: A Culture of Guaranteed Viable Curricula (GVC)**

<b>1</b>	<b>Implement evidence-based practices that support instructional access for all students through Universal Design for Learning</b>				
<b>2</b>	<b>Create and align systems and processes to implement key elements of GVC</b>				
<b>3</b>	<b>Explore alternative learning opportunities at every level (e.g. blended learning, Career Technical Education and The Westlake High School Learning Center)</b>				
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
1a.	Align campus instructional systems and support to ensure instructional access for all students	2022-2023	CIA, Campus Administration, Educational Partners, Professional Learning Communities, Curriculum Writing Teams	CAST, Mapping and Planning Document, Guiding Questions, Thoughtful Use of Technology	<b>Formative:</b> Evidence of UDL practices in instructional planning documents and LMS design and structure.
					<b>Summative:</b> State and local benchmarks and assessments, UDL Lookfors Walkthrough Data
1b.	Provide meaningful and ongoing professional learning for all staff	2022-2023	CIA, Campus Administration, Educational Partners, Professional Learning Communities	Eduphoria Data; Highly Effective Teachers, CAST/UDL professional learning, Reading and Math instructional strategies, ESSER Funds, Best Instructional Practices, Thoughtful Use of Technology	<b>Formative:</b> Participation and active engagement from staff in professional learning sessions during the summer and throughout the school year.
					<b>Summative:</b> Sign-in sheets, increased student engagement based on Walkthrough data, professional development survey results
2a.	Utilize the district curriculum, which includes the scope and sequence, units of study, learning targets and common assessments	2022-2023	CIA, Campus Administration, Educational Partners, Curriculum Writing Teams, & Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Thoughtful Use of Technology, Lead4Ward Resources, & ESSER Funds	<b>Formative:</b> PLCs discuss teaching and learning with planning teams while using the district provided curriculum and resources.
					<b>Summative:</b> State and local benchmarks and assessments, UDL Lookfors Walkthrough Data, formal and informal data from campus/grade level data meetings
2b.	Use a variety of student performance data and other relevant information to plan for instruction to ensure growth of each student	2022-2023	CIA, Campus Administration, Educational Partners, Curriculum Teams, Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Thoughtful Use of Technology, Lead4Ward Resources, & ESSER Funds	<b>Formative:</b> Employ multiple measures of learning to regularly monitor progress (valid & reliable common assessments and performance assessments.)
					<b>Summative:</b> Evidence in TGAP of differentiating instruction based on student needs and teacher readiness, interest and learning style that is both responsive and data-informed.

**INSTRUCTIONAL PRIORITY: A Culture of Guaranteed Viable Curricula (GVC)**

<b>1</b>	<b>Implement evidence-based practices that support instructional access for all students through Universal Design for Learning</b>				
<b>2</b>	<b>Create and align systems and processes to implement key elements of GVC</b>				
<b>3</b>	<b>Explore alternative learning opportunities at every level (e.g. blended learning, Career Technical Education and The Westlake High School Learning Center)</b>				
<b>Goal</b>	<b>Activity</b>	<b>Timeline</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Measure and Evaluation</b>
2c.	Provide meaningful and authentic learning activities to further student achievement and engagement in the arts and humanities through reading, writing, literacy, speaking, listening and critical thinking, as well as in STEM through math and science	2022-2023	CIA, Campus Administration, Educational Partners, Curriculum Writing Teams, & Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Thoughtful Use of Technology, Lead4Ward Resources, & ESSER Funds	<b>Formative:</b> PLCs use identified process standards to design lessons and/or units engaging students in discipline-based communication tasks.
					<b>Summative:</b> Students engage in discipline-based communication tasks and receive feedback for growth via common rubrics.
2d	Provide additional supports and monitor progress for students considered economically disadvantaged to close the achievement gap and ensure growth	2022-2023	CIA, Campus Administration, Educational Partners, Teachers	ESSA (Every Student Succeeds ACT) Equity Plan	<b>Formative:</b> Class placement, benchmarking, progress monitoring measures
					<b>Summative:</b> STAAR data
3a.	Articulate the rationale for launching a program enrollment audit, review priorities for the program audit, and which indicators of the program quality matter most.	2022-2023	CIA, Secondary Campus Administration, Educational Partners, CTE Coordinator, TLC Staff	Skyward & Campus Enrollment/Course Selection Data, CTE Program of Study, TLC Enrollment Data	<b>Formative:</b> Review of current programs to note current enrollment and offerings.
					<b>Summative:</b> Post-review of audit to determine program strengths and area(s) for growth. Feedback from unique audiences using qualitative and quantitative metrics.
3b.	Articulate the rationale for a student's course interest survey, review priorities for the survey, and which indicators of the survey matter most.	2022-2023	CIA, Secondary Campus Administration, Educational Partners, CTE Coordinator, TLC Staff	Skyward & Campus Enrollment/Course Selection Data, CTE Program of Study, TLC Enrollment Data, & Survey Tool	<b>Formative:</b> Review of current programs to note current enrollment and offerings.
					<b>Summative:</b> Post-review of the survey to determine program strengths and area(s) for growth. Feedback from unique audiences using qualitative and quantitative metrics.

INSTRUCTIONAL PRIORITY: Diversity, Equity and Inclusion					
1	Create a shared understanding of DEI through leadership training to build capacity and support sustainability				
2	Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students				
3	Develop a system of equity-focused restorative practices in support of all learners				
4	Engage the broader community in a shared responsibility for DEI				
5	Provide a framework for curriculum and instructional resources that are representative, inclusive of and accessible to ALL students				
6	Increase personal growth and learning of students, staff, administrators and trustees to support DEI				
7	Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1a.	Provide support for Equity teams on all campuses in improving school climate	2022-2023	CIA Department, Campus Leadership	ASCD, Five Practices of Equity-Focused School Leadership	<b>Formative:</b> Observation that Equity teams are moving forward district/campus DEI goals around improving school climate
					<b>Summative:</b> Students and staff report a greater sense of belonging and acceptance
1b.	Provide ongoing staff development to district leaders, including district leadership, campus leadership (principals and assistant principals), and Educational Partners to ensure capacity and sustainability	2022-2023	CIA Department; Campus Leadership, EPs, and Equity teams	Lessoncast	<b>Formative:</b> Excellent participation in and engagement in staff development
					<b>Summative:</b> District and campus leadership are prepared to support and sustain DEI efforts at both the district and campus level, depending on their role (likely measured qualitatively as data may be difficult to quantify)
2a.	Measure and monitor school climate around DEI goals through campus-based surveys	2022-2023	Campus Principals, and Equity teams	ASCD, Five Practices of Equity-Focused School Leadership	<b>Formative:</b> Yearly climate assessment administered
					<b>Summative:</b> Climate assessments indicate that the campus is moving forward in creating a climate the ensures inclusivity for all staff and students
2b.	Conduct Student and Staff Focus Groups	2022-2023	Campus Principals, and Equity teams	Guiding questions, time for meetings, mechanism for capturing and reporting feedback	<b>Formative:</b> Staff/student selected participants
					<b>Summative:</b> Data from Focus Groups indicates that the district and campus climates are inclusive and welcoming

INSTRUCTIONAL PRIORITY: Diversity, Equity and Inclusion					
1	Create a shared understanding of DEI through leadership training to build capacity and support sustainability				
2	Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students				
3	Develop a system of equity-focused restorative practices in support of all learners				
4	Engage the broader community in a shared responsibility for DEI				
5	Provide a framework for curriculum and instructional resources that are representative, inclusive of and accessible to ALL students				
6	Increase personal growth and learning of students, staff, administrators and trustees to support DEI				
7	Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3	Development of clear expectations around the way we interact with one another and how we handle situations where any such expectations are unfulfilled	2022-2023	Campus Principals, General Counsel, Student Representatives	Policy Documents, Restorative practices	<b>Formative / Summative:</b> Expectations and systems in place that support students and have a restorative practice approach
4	Continue to engage the community in the DEI work	2022-2023	CIA Department, Campus Principals	Time	<b>Formative / Summative:</b> Multiple opportunities for the community to participate in DEI-related topics and discussions through Small Group Conversations, book studies, speakers, etc.
5a.	Develop a plan for and begin the process of reviewing current curriculum through a DEI lens	2022-2023	CIA Department, Campus Administration, EPs, Adult Transition Services Center	District Curriculum Resources, Lessoncast	<b>Formative:</b> Leadership is engaging in curriculum conversations
					<b>Summative:</b> Existing curriculum and resources that a) support broader DEI goal of improving classroom and school climate and b) provide multiple perspectives
5b.	Develop a plan for the use of curriculum resources around DEI	2022-2023	CIA Department, EPs	Lessoncast	<b>Formative / Summative:</b> Development of a plan that provides guidelines for staff and Equity teams in the selection of resources supporting DEI work
6a.	Ongoing opportunities for learning for EISD Board of Trustees, district/campus leaders, staff, and all students	2022-2023	Curriculum Department, Campus Principals, Board of Trustees, Students	Community resources/organizations, Lessoncast	<b>Formative / Summative:</b> Evidence of book studies, speakers, etc., that deepen the learning of all constituents around DEI
6b.	Create an onboarding system for all new staff and Board members around DEI learning	2022-2023	Human Resources Department, CIA Department	Policy Documents, CIA Curricular Documents	<b>Formative / Summative:</b> New staff understand the district goals around DEI and are beginning to develop an understanding of DEI concepts

INSTRUCTIONAL PRIORITY: Diversity, Equity and Inclusion					
1	Create a shared understanding of DEI through leadership training to build capacity and support sustainability				
2	Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students				
3	Develop a system of equity-focused restorative practices in support of all learners				
4	Engage the broader community in a shared responsibility for DEI				
5	Provide a framework for curriculum and instructional resources that are representative, inclusive of and accessible to ALL students				
6	Increase personal growth and learning of students, staff, administrators and trustees to support DEI				
7	Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
7a.	Work with General Counsel to review new and current campus and district policies and procedures to ensure they align with DEI goals	2022-2023	CIA Department, Campus Principals, General Counsel	Policy Documents, TASB	<b>Formative / Summative:</b> EISD Policies and Procedures are aligned with DEI goals
7b.	Continue to communicate the connections between the WHEEL and Graduate Profile to DEI goals to ensure alignment with DEI goals	2022-2023	CIA Department, Campus Principals	Time	<b>Formative / Summative:</b> Clear messaging and understanding by the community ( <a href="https://www.eanesisd.net/district/graduateprofile">https://www.eanesisd.net/district/graduateprofile</a> ), including families without children in our schools

**INSTRUCTIONAL PRIORITY: Student Support**

<b>I</b>	<b>Expand Counseling Services</b>
	<i>Apply evidence-based approaches to support the mental health, social well-being, resilience and academic growth of all students</i>
2	<i>Utilize the comprehensive school counseling program, curricular resources and community partnerships to increase awareness of student safety, including suicide prevention and access to supports and services</i>
3	<i>Expand opportunities for families in the areas of academic and mental health support</i>
<b>II</b>	<b>Enhance Multi-Tiered Systems of Support</b>
	<i>Streamline processes to increase consistency throughout the district in student support programs (SST, RTI, Dyslexia, §504, ESL) to promote early intervention</i>
2	<i>Incorporate data analysis into new screening and identification measures to better align instruction and services</i>
3	<i>Provide additional training for staff in supporting students with dyslexia, served through ESL and identified as twice exceptional</i>
<b>III</b>	<b>Uphold the Value of Special Education</b>
	<i>Analyze and allocate resources, staff and instructional delivery models to promote efficiency within the special education program to ensure growth of students with disabilities</i>
2	<i>Expand curricular resources, research-based instructional strategies and assessment tools to enhance learning opportunities to ensure growth of students with disabilities</i>
3	<i>Address recommendations in the Special Education Department Action Plan</i>
4	<i>Provide opportunities in all extra and co-curricular activities for students with disabilities</i>

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
------	----------	----------	-----------------------	-----------	------------------------

<b>I Expand Counseling Services</b>					
a	Provide guidance, individual planning, responsive services, and system support	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors	Texas Model, ASCA Mindsets and Behaviors, varied counseling resource materials	<b>Formative:</b> Direct student lessons, needs assessment (students, staff, parents), group counseling, need-based workshops, accessible materials/resources
					<b>Summative:</b> Counseling Guidance Program (intrapersonal skills, interpersonal skills, post-secondary planning and career readiness, personal health and safety), calendar/schedule of visits, Skyward tracking
b	Support implementation of character traits education	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors, Campus Administrators, Campus teachers	9 TAC Chapter 20, A; Second Step	<b>Formative:</b> Direct and imbedded lessons about trustworthiness, responsibility, caring, and good citizenship
					<b>Summative:</b> Participation in discussion and/or learning tasks that show comprehension; discipline data, restorative meetings; bullying reports; Quick Report
c	Provide professional development on how anxiety impacts learning and trauma-informed strategies to mitigate impacts in the classroom	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors	Jessica Minahan webinar and book, The Child Mind Institute	<b>Formative:</b> Professional development targeting anxiety in the classroom
					<b>Summative:</b> Professional learning documentation; Skyward tracking



2a	Support implementation of SB 9 (educating students about dating violence, family, violence, and child abuse) in middle and high school	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors	TEA resources, Center for Child Protection	<b>Formative:</b> Direct student lessons
					<b>Summative:</b> Documentation of lesson delivery by Eanes staff or third-party presenter
2b	Provide suicide prevention guidance, including building resiliency and encouraging belongingness	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors	Region 13, Texas Health & Human Services, The Columbia Lighthouse Project, SAMHSA	<b>Formative:</b> Direct lessons, indirect and direct resource sharing
					<b>Summative:</b> Documentation of suicide risk assessments; guidance lesson calendar
2c	Continue to implement, monitor and update District policies around emotional safety of students (Bullying, Discrimination, Harassment, Retaliation, Abuse and Maltreatment)	2022 - 2023	Campus Administrators, General Counsel, CIA Directors	Specific Board Policies FFH, FFI & FFG, Safe Schools Modules: Bullying, Discrimination, Child Abuse	<b>Formative:</b> Professional learning logs through Safe Schools, Restorative Meetings, Quick Tip/Gaggle Alerts, IEP goals and objectives, Stay Away Agreements, Bullying Documentation
					<b>Summative:</b> Student Handbooks/Code of Conduct, Board Policies/Regulations, Analysis of bullying complaints, Office Referrals, Disciplinary Placements
2d	Enhance and expand evidence-based practices regarding the emotional safety of students through staff professional learning and direct support to students (ie suicide prevention, conflict/violence prevention, and trauma-informed care)	2022 - 2023	CIA Department, Campus Administration, Counselors, LSSPs	Board Policy FFBA, Safe Schools Modules: Youth Suicide & Trauma-Informed Practices, Professional Learning Materials: Mental Health First Aid, SAMA, Restorative Practices, Community Agencies	<b>Formative:</b> Professional Learning Rosters
					<b>Summative:</b> Restorative meetings/practices, Referrals to outside agencies, Special Education/§504 Referrals

3a	Refer students needing therapeutic support to TCHATT	2022-2023	Coord. of Counseling & SEL, High School Support Counselors	Dell Medical School	<b>Formative:</b> Virtual therapy sessions
					<b>Summative:</b> Data from support counselors and Dell Medical School contact
3b	Connect families to mental health support	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors	NAMT Central Texas, Austin Family Counseling	<b>Formative:</b> Pilot Eanes-specific parent peer support group; access to AFC family sessions for students placed at DAEP
					<b>Summative:</b> Data from NAMT and AFC; referrals to outside organizations/agencies/providers
3c	Provide parent education on academic and mental health topics	2022-2023	Coord. of Counseling & SEL, Counselors, Support Counselors	Community organizations, college representatives	<b>Formative:</b> Parent nights, Speaker Series
					<b>Summative:</b> Attendance logs

<b>II</b>		<b>Enhance Multi-Tiered Systems of Support</b>			
1a	Provide guidance and support for §504 Coordinators and Student Support Team (SST) Committees	2022-2023	Director of Student Support Services, Campus Administration, Educational Partners	§504 and SST Guidebooks, §504/IDEA eligibility, §504 Google Site, SST Flowchart, teacher/parent feedback	<b>Formative:</b> Quarterly §504 Coordinator meetings, Campus data
					<b>Summative:</b> Updated process documents, PEIMS Student Rosters, Referral logs
1b	Streamline GVC resources in Tier 2 Intervention (RTI) to increase student achievement	2022-2023	Director of Student Support Services, Campus Administration, CSS Staff	Campus Data, Progress Monitoring, Intervention programs	<b>Formative:</b> Tier 2 Progress Monitoring, Intervention tracking and monitoring system, monthly CSS meetings
					<b>Summative:</b> District and Tier 2 Benchmarks, MAP, Reading Inventories: mCLASS (K-2), TMFSA (7th)
1c	Review and Analyze Dyslexia Screening Measures and Reading Inventories to promote early intervention	2022-2023	CIA Department, Campus Administration, CSS Staff, Educational Partners	CIA, Campus Administration, CSS Staff, Educational Partners	<b>Formative:</b> Tier 1 and Tier 2 Progress Monitoring, PEIMS Student Rosters
					<b>Summative:</b> District and Tier 2 Benchmarks, MAP, mCLASS (K-2), F&P Reading Assessments
1d	Develop process documents outlining dyslexia referral/evaluation process	2022- 2023	Director of Student Support Services & LSSPS	Dyslexia Handbook, Regional Service Center Webinars/Guidance Documents	<b>Formative:</b> Flow chart/narrative information
					<b>Summative:</b> Campus and parental referrals for dyslexia work flow process evaluation
1e	Increase support for EB/ESL identification process and support services	2022-2023	Director of Student Support Services, Campus Administration, CSS Staff,	LAS Links, TELPAS, IOWA, Region 13 Professional Learning Community	<b>Formative:</b> Campus Data, Students demonstrate English acquisition progress in listening, speaking, reading and writing as measured by the Proficiency Level Descriptors, EB Support Nights, PEIMS Student Rosters
					<b>Summative:</b> LAS Links, TELPAS, & STAAR scores; EB Reclassification Data, student growth in second language acquisition
2a	Track and analyze Dyslexia Evaluation Process and Services	2022-2023	Special Education Administration, Director of Student Support Services, Campus Administration, CSS Staff	Texas Dyslexia Handbook, mCLASS, TMFSA, FIE Referrals, §504/IDEA eligibility, RTI/SPED Services	<b>Formative:</b> Referral logs, §504/IDEA Services, Dyslexia Services Rosters, PEIMS data, Dyslexia & Related Disorders Awareness Night
					<b>Summative:</b> State Performance Plan Indicator 11

3a	Increase percentage of current staff trained to provide standard protocol dyslexia instruction	2022-2023	Special Education Administration, Director of Student Support Services, SPED Staff	Region 13- Intervention Program Trainings, Texas Dyslexia Handbook	<b>Formative:</b> Dyslexia Certification Roster, Attendance Logs
					<b>Summative:</b> mClass and TMFSA data, MAP, STAAR Scores, Special Education Referral logs, Peims data
3b	Maintain district expectation of ESL certified staff	2022-2023	Director of Student Support Services, Director of Human Resources, Campus Administration	Region 13 Professional Learning modules	<b>Formative:</b> TEA Certification Rosters
					<b>Summative:</b> TELPAS & STAAR scores; EB Reclassification Data, student growth in second language acquisition
3c	Enhance teaching and evaluation strategies for twice exceptional learners	2022-2023	CIA Department, Special Education Administration, GT Specialists	Region 13 Service Center, Multiple Exceptionalities & Needs Network, §504/IDEA eligibility	<b>Formative:</b> Professional learning artifacts, GT PLC products, PEIMS Student Rosters
					<b>Summative:</b> Evaluation of assessment process; differentiated teaching strategies; PEIMS data

Uphold the Value of Special Education					
1a	Enhance hiring strategies to reduce staffing shortages and increase fidelity of TEP implementation	2022-2023	Special Education Administration, Chief Human Resource Officer, Director of Human Resources	Career Fairs, Social Media Promotion, Alternative Certification Programs, and University Preparation Programs	<b>Formative:</b> Staffing rosters; contract costs; sub expenditures
					<b>Summative:</b> TEP progress reports; Parent Post-ARD Survey; complaint resolution process
1b	Implement LSSP internship & Teaching Assistant to Teacher program to build on high qualified candidates	2022-2023	Special Education Administration, LSSP Leadership Team, University Partnerships, Alternate Certification Program Advisors, Human Resources Team	University Partnerships, Recruitment flyers & sessions, New Eanes Staff Support Training	<b>Formative:</b> BOY staffing vacancies; number of position filled by contract agency
					<b>Summative:</b> State Performance Plan 11 & 12; LSSP Retention Rates; Teacher vacancy/fill rates
1c	Continue ongoing support on master schedule strategies to effectively utilize special education staff	2022-2023	Special Education Administration, Special Education Educational Partners, Campus Administration	CTA & Campus Leadership PLC, TEA/Region 13, ASCD Resources	<b>Formative:</b> Master schedule templates; teacher feedback
					<b>Summative:</b> Staffing ratios; feedback from campus and special education administration

2a	Provide professional development and curriculum alignment of transitional courses/programs, such as Study Skills, MAPS/PATH, ECSE, and ATS	2022-2023	Special Education Administration, Special Ed Educational Partners, CIA Department, Special Education & General Education Staff, University partners or Professional Learning Trainers	TEKS, Scope and Sequence Documents, PLCs, curricular resources	<b>Formative:</b> Professional development focusing on supporting targeted areas, PLCs; research of curriculum resources w/ staff input
					<b>Summative:</b> Professional learning documentation; lesson plan design; IEP goal development; progress reports
2b	Continue to provide professional development in the area of reading	2022-2023	Special Education Administration, CIA Department, Special Education Educational Partners, Campus Administration, Special Education Staff	TEKS, Reading By Design training, Reading Academies, PLCs, Curricular resources	<b>Formative:</b> PD logs; teacher artifacts; IEP data; Reading profiles
					<b>Summative:</b> mClass; TMFSA; MAP; STAAR; GRADE; modified reading class numbers
2c	Review, enhance, or develop curriculum resources for students accessing modified/alternate curriculum	2022-23	Special Education Administration, CIA Department, Special Education Educational Partners, Campus Administration, Special Education Staff	TEKS, TEA/Region 13, Curricular resources adapted specific to students w/ disabilities, PLCs,	<b>Formative:</b> Scope and sequence documents; professional learning/PLC
					<b>Summative:</b> IEP progress reports; GRADE/GMADE; STAAR data

3a	Continue implementation of department action plan, policies, or procedures to meet recommendations	2022-2023	Special Education Administration, CIA Department, Campus Administration, Special Education & General Education Staff, SPWG	TEA/Region 13, Inclusive Culture Subcommittees work, Program Review Action Plan	<b>Formative:</b> Action plans; policies and procedures to support work
					<b>Summative:</b> Action Plans with progress monitoring data; updated policies/procedures
4a	Expand and provide more unified champion and extra-curricular activities	2022-2023	Special Education Administration, Campus Administration, Special Education Educational Partners, Special Olympics Texas, General Education Staff, Parent Volunteers, & SPWG	Inclusive Culture Subcommittees work, Program Review Action Plan, Special Olympics/Unified Champions, Teachers/Coaches	<b>Formative:</b> Student and parent surveys; SPWG guidance; Staff feedback and availability
					<b>Summative:</b> Extra-curricular participation rates; climate surveys
4b	Provide opportunities for learning, collaboration and support to extra-curricular coaches/teachers on best inclusive practices	2022-2023	Special Education Administration, Campus Administration, Special Education Educational Partners, Special Olympics/Unified Champions, & SPWG	Inclusive Culture Subcommittees work, Program Review Action Plan, Special Olympics/Unified Champions, Teacher/Coach Leaders	<b>Formative:</b> Presentations; PLCs; staff feedback
					<b>Summative:</b> Extra-curricular participation rates; climate surveys; student/parent feedback
4c	Develop additional resources and a communication plan for parents new to special education and/or new to Eanes	2022-2023	Special Education Administration, Campus Administration, Special Education Educational Partners, District LSSPs, & SPWG	SPWG, Post-ARD Survey, TEA/Region 13, Department Website	<b>Formative:</b> SWPG resource page; administrative feedback; website/1 page overview document
					<b>Summative:</b> Post ARD Survey, SPWG feedback

OPERATIONAL PRIORITY: Staff and Community Engagement					
1	Attract, invest in and retain top talent in all staffing areas; develop leadership strengths to support these efforts				
2	Create opportunities and benefits for staff to access wellness programs and social-emotional resources for themselves				
3	Increase means for conversation with, listening to and soliciting feedback from staff, students and community members				
4	Connect with key constituencies				
5	Offer wellness opportunities for families and the community through education and resources				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
	Review and adapt to changing hiring trends applied to district processes in attracting and retaining top talent in all areas of education. Partner with the Institute for Excellence to support the growth of future leaders.	2022-2023	Chief of Human Resources, Director of Human Resources, individual school principals and additional capacity if possible	Job Fairs, Media outlets, Leadership Institute, the voice of our own teachers and staff	<p><b>Formative:</b> Conduct staff climate surveys and other feedback measures to evaluate results and ideas, then assess feasibility and cost-effectiveness of responding to data.</p> <p><b>Summative:</b> Post-review of our past and current hiring practices and measuring our success. Utilize metrics for common recruitment and selection methods.</p>
2	Review district benefits, community partnerships and monthly wellness newsletters.	2022-2023	Chief of Human Resources, Director of Human Resources, Benefits Coordinator, Counseling Coordinator and additional capacity if possible	Community Partnerships, PTO/Booster Clubs, Third Party Administrator Benefit Opportunities	<p><b>Formative:</b> Conduct a comparative analysis of similar school districts and organizations to ensure Eanes ISD aligns with best practices in both programs and content to support the wellbeing of staff.</p> <p><b>Summative:</b> Post-review receive feedback from employees on current needs, strengths of programs and future interest.</p>
3	Increase means for conversation with, listening to and soliciting feedback from staff, students and community members	2022-23	Chief Communications Officer; individual school principals, and additional capacity if possible	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	<p><b>Formative:</b> Review of district and school communications including website, newsletters, surveys, town halls and events (e.g., "CAFEs" with new superintendent) to assess frequency, inclusiveness and effectiveness.</p> <p><b>Summative:</b> Post-review to determine feedback and engagement from various audiences using qualitative and quantitative metrics.</p>
4a.	Ensure transparency, clarity, frequency and proactivity of all messages	2022-2023	Chief Communications Officer; individual school principals, and additional capacity if possible	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	<p><b>Formative:</b> Review of district and school communication to note unique audiences and need for greater consistency, clarity and inclusivity.</p> <p><b>Summative:</b> Post-review to determine clarity, consistency and inclusivity of content. Feedback from unique audiences using qualitative and quantitative metrics.</p>



OPERATIONAL PRIORITY: Staff and Community Engagement					
1	Attract, invest in and retain top talent in all staffing areas; develop leadership strengths to support these efforts				
2	Create opportunities and benefits for staff to access wellness programs and social-emotional resources for themselves				
3	Increase means for conversation with, listening to and soliciting feedback from staff, students and community members				
4	Connect with key constituencies				
5	Offer wellness opportunities for families and the community through education and resources				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
4b.	Continue engagement efforts to promote the 150-year legacy of quality public education in Eanes	2022-2023	Chief Communications Officer; individual school principals, and additional capacity if possible	Examples of projects or events to educate and engage the community in Eanes' history, PTO/Booster Clubs	<b>Formative:</b> Review of any events, media mentions, social media promotions, increased partnerships as a result of the campaign.
					<b>Summative:</b> Evaluation of final outcomes of the campaign.
4c.	Create purposeful connections to build a sense of community	2022-2023	Chief Communications Officer; individual school principals, and additional capacity if possible	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	<b>Formative:</b> Investigate any events and opportunities to expand and customize engagement and reconnect the community.
					<b>Summative:</b> Post-review to determine feedback and engagement from unique audiences using qualitative and quantitative metrics.
4d.	Enhance communications to promote opportunities for students, staff, alumni and stakeholders (e.g. student programs, community education, teacher recruitment, business partnerships)	2022-2023	Chief Communications Officer; individual school principals, program leaders and teachers, and additional capacity if possible	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	<b>Formative:</b> Review of district and school communication to enhance messages that spotlight student and staff successes while also underscoring the relationship between schools and their communities.
					<b>Summative:</b> Post-review that both quantifies and qualifies opportunities for news coverage and public engagement that helped stakeholders understand the objective story of challenges and achievements for public education in Eanes ISD.
5	Offer wellness opportunities for families and the community through education and resources	2022-2023	Chief HR Officer, Coordinator of Counseling, Counselors,SSHAC, Campus Administration or Program Coord., Chief Communications Officer	Community Partnerships and class offering, Speaker Series, Website Resources, Newsletters, Book Studies, PTO/Booster Clubs	<b>Formative:</b> Review of opportunities to enhance and build on current offerings possibly through community education classes.
					<b>Summative:</b> End of the year number of hits on the websites, and an evaluation of the total number of parents who participated in the offerings or hits to a website resource.

OPERATIONAL PRIORITY: Operations and Long Range Planning					
<b>I</b>	<b>Maintain a long-range plan for operational processes</b>				
	<i>Study potential budgeting and policy priorities</i>				
2	<i>Analyze demographic, enrollment and transfer data to optimize resources, facilities and staffing</i>				
<b>II</b>	<b>Implement additional school safety and cyber-tech strategies to safeguard students, staff and resources</b>				
<b>III</b>	<b>Examine and re-evaluate budget priorities in preparation for or in response to evolving circumstances</b>				
	<i>Continue a multi-year strategic budgeting approach</i>				
2	<i>Manage capital projects and plan for possible future bonds with community input</i>				
3	<i>Explore collaborative or alternative fundraising and revenue generation strategies</i>				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
<b>I</b>	<b>Maintain a long-range plan for operational processes</b>				
	Study potential budgeting and policy priorities.	2022-23	Superintendent, Chief Financial Officer and General Counsel	Financial forecast models, multi-year budgeting and planning and conversations with trustees.	<b>Formative:</b> Monitor legislative developments at state and local levels, considered in the context of Board priorities.
I.a	Create a long range technology plan emphasizing thoughtful use of technology and risk management.	2022-23	Chief Technology Officer, Director of Educational Technology, Technology Advisory Committee, Educational Technologists	Develop multi-year technology plan including goals, objectives and tasks aligning department projects with district priorities and initiatives.	<b>Formative:</b> Implement the goals and objectives as identified in the technology plan. <b>Summative:</b> Evaluate yearly progress towards the goals and objectives of the technology plan.
2	Analyze demographic, enrollment and transfer data	2022-23	Superintendent, Assistant Superintendent of Operations, District Registrar, and other staff	Skyward reports, Registrars' data, District Demographic Study and Enrollment Projections	<b>Formative:</b> Monitor attendance for the school year. <b>Summative:</b> Maintain K-4 classes as close as possible to an average 22: ratio while also balancing the budgetary need to adjust FTE. Keep fifth-grade and secondary classes at reasonable levels.

OPERATIONAL PRIORITY: Operations and Long Range Planning					
I	Maintain a long-range plan for operational processes				
	<i>Study potential budgeting and policy priorities</i>				
2	<i>Analyze demographic, enrollment and transfer data to optimize resources, facilities and staffing</i>				
II	Implement additional school safety and cyber-tech strategies to safeguard students, staff and resources				
III	Examine and re-evaluate budget priorities in preparation for or in response to evolving circumstances				
	<i>Continue a multi-year strategic budgeting approach</i>				
2	<i>Manage capital projects and plan for possible future bonds with community input</i>				
3	<i>Explore collaborative or alternative fundraising and revenue generation strategies</i>				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
II	Implement additional school safety and cyber-tech strategies to safeguard students, staff and resources				
	Implement additional school safety and cyber-tech strategies to safeguard students, staff and resources	2022-23	Assistant Superintendent of Operations, Director of Safety and Risk Management, Chief Communications Officer; Chief Technology Officer	Gaggle reports, protective intelligence data, technology cybersecurity infrastructure, resources from the Texas School Safety Center and other risk management processes.	<p><b>Formative:</b> Initial assessments of security practices risk management protocols, and technology safeguards.</p> <p><b>Summative:</b> Formal evaluations of security practices with selection and implementation of advanced tools to enhance protocols and streamline various measures.</p>
.a	Implement safety protocols and user notification proedures regarding online safety.	2022-23	Technology Services, Chief Technology Officer, Director of Educational Technology, Educational Technologists	Develop and maintain safety protocols and automated notifications for users who have been identified as at-risk.	<p><b>Formative:</b> Identify additional safety protocols and measures for user accounts.</p> <p><b>Summative:</b> Evaluate safety processes and notifications for improvements and effectiveness.</p>
.b	Identify additional security measures and safety applications to protect students and staff.	2022-23	Technology Services, Chief Technology Officer, Director of Educational Technology, Educational Technologists	Identify and implement an application on all clients to scan device for security risks or events.	<p><b>Formative:</b> Implement safety applications on district email and network accounts.</p> <p><b>Summative:</b> Evaluate safety applications for improvements and modifications and feasibility.</p>

OPERATIONAL PRIORITY: Operations and Long Range Planning					
<b>I</b>	<b>Maintain a long-range plan for operational processes</b>				
	<i>Study potential budgeting and policy priorities</i>				
2	<i>Analyze demographic, enrollment and transfer data to optimize resources, facilities and staffing</i>				
<b>II</b>	<b>Implement additional school safety and cyber-tech strategies to safeguard students, staff and resources</b>				
<b>III</b>	<b>Examine and re-evaluate budget priorities in preparation for or in response to evolving circumstances</b>				
	<i>Continue a multi-year strategic budgeting approach</i>				
2	<i>Manage capital projects and plan for possible future bonds with community input</i>				
3	<i>Explore collaborative or alternative fundraising and revenue generation strategies</i>				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
<b>III</b>	<b>Examine and re-evaluate budget priorities in preparation for or in response to evolving circumstances</b>				
	Continue a multi-year strategic budgeting approach	2022-23	Chief Financial Officer and Business Office	Financial forecast models, assessed valuation data from County Appraiser	<p><b>Formative:</b> Initial assessments of staffing needs, program costs, assessed valuation data and overall financial forecast models.</p> <p><b>Summative:</b> Final budget approval by the Board of Trustees and implementation by the administration.</p>
2	Manage current capital projects and plan for possible future bonds	2022-23	Assistant Superintendent of Operations, Chief Financial Officer, Chief Technology Officer, Bond Oversight Committee, Envision Eanes	Monitoring progress of <del>current</del> 20 9 bond projects, conduct assessment of infrastructure requirements and district needs for future bond <del>needs</del> planning.	<p><b>Formative:</b> Oversight of 20 9 bond projects and evaluation of continued or future capital project needs.</p> <p><b>Summative:</b> Develop a precursory decision timeline and potential projects that furthers conversation about future capital project needs, with input from Board-appointed advisory committees.</p>
3	Explore collaborative fundraising and revenue generation strategies	2022-23	Superintendent, Chief Financial Officer, PTO and Booster Clubs, Eanes Education Foundation	Input from pertinent organizations with fundraising data to determine discussions and decisions	<p><b>Formative:</b> Initial conversations on feasible collaborations, based on data and financial records.</p> <p><b>Summative:</b> Consensus on practical strategies and frameworks for collaboration among key fundraising groups in the school district.</p>