

2020-21 Board Priorities

- A Guaranteed Viable Curriculum (GVC) and Experience (GVE)
- Student Support
- Social Emotional Learning (Wellness)
- Operations and long-range planning
- Community Engagement



2020-21 Board Priorities and Administrative Goals

INSTRUCTIONAL GOALS

★ A Guaranteed Viable Curriculum (GVC) and Experience (GVE)

- Increase opportunities for interdisciplinary education
 - Focus on reading, writing, speaking, listening and critical thinking in all courses
 - Underscore clear expectations for disciplinary literacy
- Transition Spanish immersion from a pilot to a fully integrated program while ensuring a Guaranteed Viable Experience for *all* students
- Implement evidence-based practices that support access to curricula and social-emotional learning for all students through Universal Design for Learning
- Emphasize thoughtful and developmentally appropriate uses of technology

★ Student Support

- Improve multi-tiered systems of support
 - Reallocate staff and determine additional necessary support for essential student programs (e.g., RTI, GT, dyslexia, 504 plans, counseling)
 - Refine student support team processes
 - Expand systems to support the social-emotional and behavioral needs of *all* students
 - Apply evidence-based approaches, such as restorative practices and youth mental health first-aid
 - Reinforce social-emotional learning through the comprehensive school counseling curriculum and embedded instruction, as appropriate
- Enhance Special Education
 - Review resources and staffing
 - Refine systems that augment instructional delivery models
 - Provide curricular resources, research-based instructional strategies and assessment tools that allow teaching math, reading and writing with fidelity to students who have unique learning needs and styles
 - Fulfill recommendations of the Special Education program review and Inclusive Culture Committee

★ Social-Emotional Learning (SEL) and Wellness

- Create opportunities for staff to access wellness programs and social-emotional resources for themselves
- Focus on student wellness by using best practices, curricular resources and community partners to improve social-emotional development
- Support wellness of community members through education and resources that highlight social-emotional health

OPERATIONAL GOALS

★ Operations and Long-Range Planning

- Maintain a long-range plan for operational processes
 - Study potential budgeting and policy priorities for the next legislative session
 - Evaluate building utilization
 - Analyze demographic, enrollment and transfer data
- Safeguard students, staff and resources by securing schools and cyber technologies
- Develop budget priorities
 - Continue a multi-year strategic budgeting approach
 - Manage current capital projects and plan for possible future bonds
 - Explore collaborative fundraising and revenue generation strategies

★ Community Engagement

- Enhance communication
 - Customize information for unique audiences (e.g., alumni, residents without students, business partners, etc.)
 - Ensure consistency, clarity and inclusivity of all messages
- Connect with key constituencies
 - Increase opportunities for authentic engagement of parents, residents, community members and business partners
 - Foster dynamic relationships and a common culture to enrich student learning experiences and strengthen the community



Acknowledgements

The 2020-21 Eanes ISD District Improvement Plan (DIP) was approved by the District Leadership Team and adopted by the Board and District leadership. The District Leadership Team endorsed the District Improvement Plan, providing an administrative framework to fulfill the priorities of Trustees for the 2020-21 academic year. Priorities were originally identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit in January 2020. Administrative staff then developed goals and strategies 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 District Improvement Plan.

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

1.a.	Increase opportunities for inter-disciplinary education				
	<ul style="list-style-type: none"> • Focus on reading, writing, speaking, listening and critical thinking in all courses • Underscore clear expectations for disciplinary literacy 				
1.b.	Transition Spanish immersion from a pilot to a fully integrated program while ensuring a Guaranteed Viable Experience for all students				
1.c.	Implement evidence-based practices that support access to curricula and social-emotional learning for all students through Universal Design for Learning				
1.d.	Emphasize thoughtful and developmentally appropriate uses of technology				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1.a.i.	Create and implement interdisciplinary units of instruction	2020 - 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.a.ii.	Use identified process standards in core content courses which align to communication skills (reading, writing, speaking and listening) and critical thinking to build connections across content area courses	2020 - 2022	Humanities and STEM Directors, Educational Partners, Professional Learning Communities	Lead4Ward, TEKS Process Standards K-12 in math, science and social studies, ELA Alignment, Summer and Embedded Professional Learning	Formative: Scope and sequence and unit plan curriculum documents intentionally plan for cross curricular skill and process connections across content areas Summative: PLC and classroom observations confirm learning targets, classroom routines and instructional strategies being used to engage students by making connections across content areas through multiple means of representation and expression
1.a.iii.	Establish the expectation that students "must have multiple opportunities to practice and apply the academic language of each discipline." TEKS 2017	2020 - 2022	CIA, Campus Instructional Leadership and Early Adopters, Educational Partners, Professional Learning Communities	CAST, Lead4Ward, TEKS Process Standards K 12 in math, science and social studies, ELA Alignment, Summer and Embedded Professional Learning	Formative: Curriculum documents provide scaffolded, "explicit instruction focused on discipline-specific cognitive strategies, language skills and habits of practice." Tim Shanahan Summative: PLC and classroom observations confirm learning targets, classroom routines and instructional strategies being used to engage students by building on connections across content areas and enhancing literacy through multiple means of representation and expression
1.b.i.	Engage stakeholders in an extensive design process reviewing the Futuro pilot successes and challenges and researching similar programs to ensure a successful transition	Spring 2020	Deputy Superintendent, Curriculum Directors, Educational Partner/Facilitator, Community and Campus-Based Committee, SI Teachers and Principals	Utah: Davis District, Ofelia Wade state director; Austin: Zilker Elementary, Erin Barbier; Barrington (Chicago)	Formative: Implementation plan based on best practices and structures as students developmentally progress in L2 acquisition Summative: Community engagement, student enrollment and teacher retention are indicative of a sustainable program inherent to the school and district culture
1.b.ii.	Provide professional learning and collaborative planning for Spanish Immersion program partner teachers	Summer 2020 and ongoing PLCs	Curriculum Directors, Educational Partners, Principals, SI Program Teachers, Principals	Utah Assurances and Best Practices, Collaboration Protocols, Proficiency Standards, Rubric	Formative: Teachers attend professional learning, collaborate to plan across all 4 campuses, and implement planning with fidelity Summative PLC and classroom observations using program assurances confirm fidelity of implementation.
1.b.iii.	Add 3rd, 4th and 5th grades as the cohort groups advance so that students continue to develop proficiency in Spanish	2020-2023	Curriculum Directors, Educational Partners, Principals, SI Program Teachers, Principals	Eanes implementation plan, designated proficiency assessment, instructional materials in Spanish	Formative: Student retention in the program and stakeholder feedback. Summative: Student proficiency assessments show growth and most student achieve the Spanish I high school credit at the end of 5th grade
1.c.i.	Implement Universal Design for Learning with guidelines for multiple means of student engagement, representation and action and expression	2020 - 2023	CIA, Campus Instructional Leadership and Early Adopters, Professional Learning Communities	CAST: Center for Applied Special Technology	Formative: Consistent focus of professional learning on instructional practices and strategies which eliminate barriers and enhance learning for long-term transfer. Summative: PLC and classroom observations confirm learning targets, classroom routines and instructional strategies being used to engage students and provide multiple means of representation and expression
1.c.ii.	Identify isolated student populations performing 10% or more below their comparison group and the total population to improve academic performance.	2020 - 2023	CIA, Campus Instructional Leadership, Professional Learning Communities	Eduphoria Data; Highly Effective Teachers, CAST/UDL professional learning, Reading and Math instructional strategies	Formative: Students of focus identified and placed with highly effective teachers who have participated in UDL, reading and math professional learning Summative: Performance of identified individual and isolated populations falls within 10% of the overall student population on any state assessment
1.d.i.	Use evaluation processes and rubrics to identify and implement digital resources that support instruction	Ongoing	Director of Instructional Technology, Technology Services	Evaluation rubrics, evidence and approved lists	Formative: Continued focus and communication on best evaluation practices and rubrics to ensure appropriate use and integration by teachers. Summative: Implementation plan based on best practices and structures as students developmentally progress in L2 acquisition
1.d.ii.	Expand and maintain Technology Resource Support page including foundational Apps and grade level resources	Ongoing	Director of Instructional Technology & Communications Department	Technology support website, tutorials, grade level resource lists	Formative: Continued updates and maintenance of approved resources and support documents made available to teachers for appropriate and thoughtful use. Summative: Items available on website and support documents will be increase, counter on the websites to determine effectiveness
1.d.iii.	Support and facilitate various focus groups (ES/MS/HS) to continue identifying age appropriate digital resources and best practices for thoughtful use of technology	Ongoing	Director of Instructional Technology, Educational Partners and Curriculum Directors	Presentations, minutes, targeted group outcomes	Formative: Continued conversations with teachers and emphasis on age appropriate resources to meet the needs of all users. Summative: Focus group involvement of appropriate stakeholders, minutes, outcomes and recommendations
1.d.iv.	Create and facilitate technology-focused professional development for all staff.	Ongoing	Director of Instructional Technology & Educational Partners	Professional development workshops and targeted outcomes for K-12 staff.	Formative: Focused professional development targeting best practices in technology integration available to all teachers Summative: Eduphoria transcripts of professional learning offered and attended; classroom and PLC observations of implementation of technology
1.d.v.	Identify digital resources that support remote learning for students in grades K-12	Ongoing	Director of Instructional Technology, Curriculum Directors & Educational Partners	Remote learning plan including digital resources, instructional activities and best practices for remote learning	Formative: Focused communications and targeted resources implemented by teachers and students in a remote learning setting. Summative: Remote learning plan, inventory of digital resources and curriculum supports to support remote learning
1.d.vi.	Create and facilitate technology-focused professional development for all instructional staff focusing on remote-learning resources	Ongoing	Director of Instructional Technology, Curriculum Directors & Educational Partners	Professional development workshops and targeted outcomes for K-12 instructional staff.	Formative: Focused professional development targeting best practices in remote learning available to all teachers. Summative: Eduphoria transcripts of professional learning offered and attended; remote learning professional development recordings and transcripts
1.d.vii.	Evaluate digital resources, specifically learning platforms, to identify features and functionality required to support student learning in remote learning	Ongoing	Director of Instructional Technology, Curriculum Directors & Technology Services	Inventory of possible solutions including pilot feedback on specific features and functions	Formative: Continued updates and maintenance of approved resources and support documents made available to teachers and students for remote learning. Summative: Documentation and feedback on digital resources, including learning platforms that support remote learning

INSTRUCTIONAL GOAL #2: Student Support

- 2.a. Improve multi-tiered systems of support**
- Reallocate staff and determine necessary support for essential student programs (e.g., RTI, GT, dyslexia, 504 plans, counseling)
 - Refine student support team processes
 - Expand systems to support the social-emotional and behavioral needs of all students
 - Apply evidence-based approaches, such as restorative practices and youth mental health first-aid
 - Reinforce social-emotional learning through the comprehensive school counseling curriculum and embedded instruction, as appropriate
- 2.b. Enhance special education**
- Review resources and staffing
 - Refine systems that augment instructional delivery models
 - Provide curricular resources, research-based instructional strategies and assessment tools that allow teaching math, reading, and writing with fidelity to students who have unique learning needs and styles
 - Fulfill recommendations of the Special Education program review and Inclusive Culture Committee

No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
2.a.i.	Realign responsibilities of district staff to ensure adequate support for ESL and LPAC process, MTSS and SST Process, Dyslexia, and §504	Spring, 2020	CIA Staff/HR	N/A	Formative: Staffing lists for ESL, LPAC, MTSS, SST, Dyslexia and 504 services
					Summative: Identification of individual(s) responsible for support of these programs
2.a.ii.	Refine and systematize support team processes K-12	2020-21	Exec. Dir. of Special Education, CIA Curriculum Directors, Principals, Counselors	Identify and put in place	Formative: Greater support for Tier 1 and Tier 2 for both academic and behavior needs and staff can explain and use the systems for support
					Summative: Effective implementation of flow-chart of support team processes
2.a.iii.	Analyze current support for students at DAEP and the current program design for TLC and make recommendations for enhancement	2020-21	WHS Administrative Staff, DAEP, TLC, Counselors, Exec. Dir. of Special Education	Data Analysis	Formative: DAEP and TLC support practices and resources
					Summative: Recommendation for enhancing student support at DAEP and TLC
2.a.iv.	Examine practices at DAEP and TLC to ensure effectiveness of student support best practices	2020-21	WHS Administrative Staff, DAEP, TLC, Counselors, Exec. Dir. of Special Education	TBD	Formative: DAEP and TLC support practices inventory
					Summative: Recommendations for providing additional support for students
2.a.v.	Identify resources that can be expanded (e.g. Emergent Tree piloted at Cedar Creek) for supporting the behavior needs of ALL students from PPCD through 5th grade.	2020-21	Chief Learning Officer, CIA Staff, Exec. Director of Special Education, Principals, Counselors	Data from Cedar Creek Pilot	Formative: Greater support for Tier 1 and Tier 2 for both academic and behavior needs and staff understands the process for support
					Summative: Additional elementary schools will use identified resources for all students
2.a.vi.	Increase the number of staff trained in Mental Health First Aid	2020-22	Chief Learning Officer, Principals	Trainers	Formative: Mental Health First Aid participant list
					Summative: 25% or more of teachers and principals will have received Mental Health First Aid training
2.a.vii.	Continue to support staff development around Restorative Practices	2020-22	Asst. Supt. of CIA, Principals, Educational Partners	Personnel and Materials	Formative: Eduphoria Strive workshop attendance
					Summative: August District Staff Development around Restorative Practices
2.a.viii.	Deliver the Comprehensive Counseling Guidance lessons, K-12	2020-22	Student Support Services, Counselors	Materials for Lessons	Formative: Students have greater awareness of and strength in SEL competencies.
					Summative: Counseling Guidance program for K-12
2.a.ix.	Continue to implement, monitor, and update District Policies regarding Bullying, Discrimination, Harassment, and Retaliation	2020-22	CIA Staff, General Counsel, Principals, Assistant Principals, Counselors	Specific District policies are FFH and FFI, and are available at: https://pol.tasb.org/Home/Index/1151 , Student Handbook, Student Code of Conduct, Lessons	Formative: Professional development logs through Safe Schools, Restorative student meetings, Monitoring Quick Tips and Gaggle alerts, IEP goals and objectives addressing bullying behaviors, Monitoring Stay away agreements, Bullying investigations completed with paperwork to document as needed
					Summative: Increased restorative skills for students and staff through review of bullying complaints, investigations and outcomes, Decrease in behaviors deemed disruptive or bullying
2.b.i.	Analyze staffing patterns across campuses and within the district	2020-22	Campus Administration, Special Education Administration, Special Education Staff, CIA Department, Human Resources	Master Schedules, Campus Projection Matrix, Related Services Caseloads, TAPR	Formative: Staffing documents from each campus and content area
					Summative: Staffing rosters/master schedules indicate efficiency
2.b.ii.	Expand Tier 3 Behavior Intervention Framework	2020-22	Campus Administration, CIA Department, Special Education Administration, Special and General Education Staff	Emergent Tree Consulting	Formative: Tier 3 Behavior Intervention Framework revisions
					Summative: Increased behavioral tracking documentation, increased direct social skills instruction, decrease in behaviors deemed disruptive to learning environment
2.b.iii.	Expand Student Accessibility Services Model	2020-22	Special Education Administration, Special Ed Educational Partners, Special Education Staff, Campus Administration, CIA Department	Campus Projection Matrix, Individual Student IEPs	Formative: Student Support Model revisions
					Summative: Increased number of students participating using Student Support Model for service delivery, multi-year data of a) success in future grades or b) college success
2.b.iv.	Continue on-going professional development and alignment of curriculum resources in math and ELA as well as transitional programs, such as PPCD and ATS	2020-22	Special Education Administration, Special Ed Educational Partners, CIA Department, Special Education & General Education Staff, University partners	TEKS, Lead 4ward documents, Professional learning academies/ opportunities, curricular resources	Formative: Focused professional development focusing on supporting targeted areas.
					Summative: Professional learning documentation, progress monitoring data, progress reports, curriculum sub-committee, University studies
2.b.iv.	Develop action plans, policies, or procedures to meet recommendations	2020-22	Special Education Administration, CIA Department, Campus Administration, Special Education & General Education Staff, Inclusive Culture Sub-committees	Inclusive Culture Subcommittees/ work, Program Review Action Plan	Formative: Action plans, policies and procedures to support work.
					Summative: Action Plans with progress monitoring data, updated policies/procedures, report from Cyclical Review from TEA

INSTRUCTIONAL GOAL #3: Social Emotional Learning

INSTRUCTIONAL GOAL #3: Social Emotional Learning					
3.a.	Create opportunities for staff to access wellness programs and social-emotional resources for themselves				
3.b.	Focus on student wellness by using best practices, curricular resources and community partners to improve social-emotional development				
3.c.	Support the wellness of community members through education and resources that highlight social-emotional health				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.a.i.	Determine staff needs in terms of physical and mental wellness support	2020-21	Human Resources, Student Support Services	Online survey, Employee Benefits, Community Partnerships (Gold's Gym)	Formative: Administer survey and analyze participation/responses
					Summative: Understanding and responding to staff needs
3.a.ii.	Coordinate with building leadership to provide campus-based wellness for staff around areas of interest and need identified in the survey (e.g. fitness program/challenges, common areas for quiet and relaxation, speakers on physical/mental wellness, etc.)	2020-21	Student Support Services and Principals	Community Partnerships and other resources	Formative: Numbers of participants, post-activity surveys or responses, and staff attendance
					Summative: End of year post survey
3.a.iii.	Work with Human Resources to expand district-wide wellness opportunities for all staff (e.g. discounts for gym, health-food stores, etc., EAP, etc.)	2020-21	Student Support Services and Principals	Community Partnerships and other resources	Formative: List of digital wellness resource providers.
					Summative: Evaluate effectiveness through numbers of staff participating and staff survey at the end of the school year.
3.b.i.	Continue to support GVC for SEL with Second Step K-5 and all grades through embedded instruction	2020-22	Student Support Services, Principals, Counselors, SEL Leads, Educational Partners	Second Step & Class Curriculum	Formative: Walk-throughs
					Summative: Teacher self-report through reflective conversations
3.b.ii.	Examine additional ways to tap into community partners to support student wellness	2020-22	Student Support Services, Counselors, SSHAC	TBD	Formative: Communication options, outlets and messaging
					Summative: Increased opportunities for community partners to support student wellness
3.c.	Continue to support the wellness of community members and families	2020-21	Student Support Services, Principals, and Counselors	Speaker Series, Website Resources, Newsletters, Book Studies etc.	Formative: Number of hits on podcast, websites, and parents who attend meetings

OPERATIONAL GOAL #1: Operations and Long-Range Planning

OPERATIONAL GOAL #1: Operations and Long-Range Planning					
1.a. Maintain a long-range plan for operational processes					
i. Study potential budgeting and policy priorities for the next legislative session					
ii. Evaluate building utilization					
iii. Analyze demographic, enrollment and transfer data					
1.b. Safeguard students, staff, and resources by securing schools and cyber technologies					
Develop budget priorities					
1.c. i. Continue a multi-year strategic budgeting approach					
ii. Manage current capital projects and plan for possible future bonds					
iii. Explore collaborative fundraising and revenue generation strategies					
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
1.a.i	Study potential budgeting and policy priorities for the next legislative session	2020-21	Deputy superintendent, Chief Financial Officer and General Counsel	Financial forecast models, multi-year budgeting and planning, conversations with trustees and legislators	Formative: Monitor legislative developments at state and local levels, considered in the context of Board priorities.
					Summative: Define specific legislative priorities and develop a communications plan to articulate position statements to state legislators and local stakeholders.
1.a.ii	Evaluate building utilization	2020-21	Chief Operations Officer and Others	Previous Reports and Analysis of Current Facilities	Formative: Use enrollment to analyze current and future building utilization.
					Summative: Finalize annual campus optimal program capacity summaries based on current utilization. Update future portable classroom utilization plan.
1.a.iii	Analyze demographic, enrollment and transfer data	2020-21	Deputy superintendent, Chief Operations Officer, PEIMS coordinator and other staff	Skyward reports, Registrars' data, District Demographic Study and Enrollment Projections	Formative: Monitor attendance for the school year.
					Summative: Maintain K-4 classes as close as possible to an average 22:1 ratio while also balancing the budgetary need to adjust FTE. Keep fifth-grade and secondary classes at reasonable levels.
1.b.	Safeguard students, staff, and resources by securing schools and cyber technologies	2020-21	Chief Operations Officer, Director of Safety and Security, Executive Director of Technology	Gaggle reports, protective intelligence data, resources from the Texas School Safety Center and other	Formative: Initial assessments of security practices and technology safeguards.
					Summative: Formal evaluations of security practices with selection and implementation of advanced tools to enhance protocols and streamline various measures.
1.c.i	Continue a multi-year strategic budgeting approach	2020-21	Chief Financial Officer and Business Office	Financial forecast models, assessed valuation data from County Appraiser	Formative: Initial assessments of staffing needs, program costs, assessed valuation data and overall financial forecast models.
					Summative: Final budget approval by the Board of Trustees and implementation by the administration.
1.c.ii	Manage current capital projects and plan for possible future bonds	2020-21	Chief Operations Officer, Chief Financial Officer, Bond Oversight Committee, Envision Eanes	Monitoring progress of current bond projects, assessment of future bond needs	Formative: Oversight of 2019 bond projects and evaluation of continued or future capital project needs.
					Summative: Develop a precursory decision timeline that furthers conversation about future capital project needs, with input from Board-appointed advisory committees
1.c.iii	Explore collaborative fundraising and revenue generation strategies	2020-21	Deputy Superintendent, PTO and Booster Clubs, Eanes Education Foundation	Input from pertinent organizations with fundraising data to determine discussions and decisions	Formative: Initial conversations on feasible collaborations, based on data and financial records.
					Summative: Consensus on practical strategies and frameworks for collaboration among key fundraising groups in the school district.

Operational GOAL #2: Community Engagement

2.a.	Enhance communication				
	i. Customize information for unique audiences (e.g. alumni, residents without students, business partners)				
	ii. Ensure consistency, clarity and inclusivity of all messages				
2.b.	Connect with key constituencies				
	i. Increase opportunities for authentic engagement of parents, residents, community members and business partners				
	ii. Foster dynamic relationships and a common culture to enrich student learning experiences and strengthen the community				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
2.a.i	Customize information for unique audiences (e.g. alumni, residents without students, business partners)	2020-21	Executive Director of Communication; individual school principals	Best practices in school communications from the Texas and National School Public Relations Associations.	Formative: Review of district and school communication to note unique audiences and need for customized communication. Summative: Post-review to determine clarity, consistency and inclusivity of content. Feedback from unique audiences using qualitative and quantitative metrics.
2.a.ii	Ensure consistency, clarity and inclusivity of all messages	2020-21	Executive Director of Communication; individual school principals	Best practices in school communications from the Texas and National School Public Relations Associations.	Formative: Review of district and school communication to note unique audiences and need for greater consistency, clarity and inclusivity Summative: Post-review to determine clarity, consistency and inclusivity of content. Feedback from unique audiences using qualitative and quantitative metrics.
2.b.i	Increase opportunities for authentic engagement of parents, residents, community members and business partners	2020-21	Executive Director of Communication	Examples of engaging active adults without children in the schools as well as business partners and service organizations	Formative: Assessment of all possible communication vehicles to reach various constituencies in the school district. Summative: Number of successful messages and communiques with identified stakeholders that lead to engagement.
2.b.ii	Foster dynamic relationships and a common culture to enrich student learning experiences and strengthen the community	2020-21	Executive Director of Communication; individual school principals, program leaders and teachers	Best practices in school communications from the Texas and National School Public Relations Associations.	Formative: Review of district and school communication to note inconsistencies and provide insight to additional opportunities. Summative: Post-review to determine clarity, consistency and inclusivity of content.