

**EANES ISD**

**2021-22**

**DISTRICT  
IMPROVEMENT  
PLAN**

## MEMBERS OF THE DISTRICT LEADERSHIP TEAM

### ADMINISTRATION

Dr. Tom Leonard	Superintendent
Dr. Jeff Arnett	Deputy Superintendent
Susan Fambrough	Chief Learning Officer
Leslie Lewis	Executive Assistant
Steve Stracke	Child Nutrition
Claudia McWhorter	Communications
Jeremy Trimble	Maintenance
Fritz Klabunde	Transportation

### BARTON CREEK

Traci Lepak	Booster Co-Pres./Elect
Jennifer Hebert	Booster Co-Pres./Elect
Kali Peichoto	Teacher
Leslie Abbott	Teacher

### BRIDGE POINT

Jayne Tirres	Booster Co-Pres./Elect
Lynne Sweeny	Booster Co-Pres./Elect
Melissa Daniel	Booster Co-Pres./Elect
Allyson Thompson	Booster Co-Pres./Elect
Kelly Jo Stroud	Teacher
Sheri Bryant	Assistant Principal

### CEDAR CREEK

Courtney Moss	Booster Co-Pres./Elect
Vann Bennett	Booster Co-Pres./Elect
Jennifer Matus	Teacher
Holly Reid	Assistant Principal

### EANES

Sang McDonnell	EE PTO President
Martha Hansen	EE PTO President-Elect
Stephanie Wright	Teacher (Special Education)
Lesley Ryan	Principal

### FOREST TRAIL

Kate Hall	Booster Co-Pres./Elect
Katie Ruback	Booster Co-Pres./Elect
Sarah Lindsey	Teacher
Cody Spraberry	Principal

### VALLEY VIEW

Maile Kono-Wells	Booster President
Anita Lakshman	Parent Representative
Nancy Abell	Teacher
Kathy Hatch	Teacher

### HILL COUNTRY

Erin Ashcroft	Booster Co-Pres./Elect
Naveen Gowda	Principal
Jessica Weisinger	Teacher
Laura Sykes	Teacher

### WEST RIDGE

MInerva Motiwala	Booster Co-Pres./Elect
Bibbi Maddox	Booster Co-Pres./Elect
Kelly Cummings	Teacher
Brett LaBissoniere	Teacher
Dianne Carter	Principal

### WESTLAKE

Caroline Sweeney	Booster Co-Pres./Elect
Kit Spelce	Booster Co-Pres./Elect
Megan Benavidez	Teacher
Lindsey Stokes	Teacher
Sherry Crawford	Assistant Principal

### COMMUNITY

Mike McDonnell	Business Member
Lalitha Hegde	Community Member

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

1	<b>Implement evidence-based practices that support instructional access for all students through Universal Design for Learning</b>				
2	<b>Explore alternative learning opportunities at every level (e.g. blended learning, Career Technical Education and The [Westlake High School] Learning Center)</b>				
3	<b>Increase opportunities to further student achievement and engagement through reading, writing, literacy, speaking, listening and critical thinking</b>				
4	<b>Reinforce the thoughtful, developmentally appropriate use of technology</b>				
5	<b>Provide professional learning for all staff in all areas and academic disciplines, as appropriate, to better serve students</b>				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1a.	Implement UDL practices within PLC planning	2021-2023	CIA, Campus Administration, Educational Partners, Professional Learning Communities	CAST, Mapping and Planning Document, Guiding Questions, UDL Book Studies	<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
1b.	Identify isolated student populations performing 10% or more below their comparison group and the total population to improve academic performance.	2021-2023	CIA, Campus Administration, Educational Partners, Teaching Staff	Eduphoria Data; Highly Effective Teachers, CAST/UDL professional learning, Reading and Math instructional strategies	<b>Formative:</b> Students of focus identified and placed with highly effective teachers who have participated in UDL, reading and math professional learning.
					<b>Summative:</b> Performance of identified individual and isolated populations falls within 10% of the overall student population on any state assessment.
2a.	Research and network with peer school districts for alternative programming (e.g. K-5 Spanish immersion or 6-12 enrichment programs)	2021 - 2022	CIA Department	Consortium Schools; Region 13	<b>Formative:</b> Course catalog, enrollment history
					<b>Summative:</b> Sun-set recommendations or expansion recommendations
2b.	Investigate career readiness pathways for post-secondary options	2021 - 2022	Director of STEM, Director of Counseling, CIA Directors, CTE Department Chair, Campus Administrators and Counselors	Austin Community College, Texas Council on Economic Education, TEA Innovative Courses	<b>Formative:</b> Program of studies, enrollment history, stakeholder input
					<b>Summative:</b> Sun-set recommendations or expansion recommendations

3a.	Design authentic disciplinary literacy tasks in core content areas based on clear expectations measured by common rubrics	2021 - 2022	Directors of Humanities, STEM, and Technology, Educational Partners, Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Tech Integration Tools, Lead4Ward Resources	<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.
3b.	Create and implement interdisciplinary units of instruction	2021 - 2022	Directors of Humanities, STEM, Technology, Educational Partners, Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Tech Integration Tools, Lead4Ward Resources	<b>Formative:</b> Professional learning sessions to support interdisciplinary design during PLC and grade level team work across content areas.
					<b>Summative:</b> Each grade level has at least one interdisciplinary unit of instruction as part of the GVC.
3c.	Expand Spanish Immersion Program in grades 3 and 4	2021-2022	Special Program Advisor, Campus Administration, Spanish Immersion Educational Partner, Director of Humanities, Director of STEM, Campus Educational Partners	District Curriculum Resources (Envision, FOSS/AIMS, Benchmark), Scope & Sequence, Unit Guides, Best Instructional Practice Guidelines, UDL Guidelines, Tech Integration Tools, Lead4Ward Resources	<b>Formative:</b> Implementation plan based on best practices and structures as students developmentally progress in L2 acquisition.
					<b>Summative:</b> Ensure SI transition to new grade levels based on the Eanes SI model
4a.	Implement TrustED evaluation process, rubrics and standards to identify and implement digital resources that support instruction and align with data privacy requirements.	2021-2022	Director of Educational Technology & Technology Services	Evaluation rubrics, standards and dashboard.	<b>Formative:</b> Strategic and targeted implementation plan of dashboard and standards as it relates to classroom instruction and technology integration.
					<b>Summative:</b> Full implementation of the dashboard
4b.	Expand and maintain Technology Resource Support page including foundational Apps and grade level appropriate resources.	2021- 2023	Director of Educational Technology & Educational Partners	Technology support website, tutorials, grade level resource lists	<b>Formative:</b> Continued updates and maintenance of approved resources and support documents made available to teachers for appropriate and thoughtful use.
					<b>Summative:</b> Number of resources available to the academic community will be updated

4c.	Support and facilitate various focus groups (ES/MS/HS) to continue identifying age appropriate digital resources and best practices for thoughtful use of technology.	2021- 2023	Director of Educational Technology, Educational Partners and Curriculum Directors	Product reviews and evaluations, best practices research	<b>Formative:</b> Continued conversations with teachers and emphasis on age appropriate resources to meet the needs of all users, focus group involvement of appropriate stakeholders, minutes
					<b>Summative:</b> Outcomes and recommendations.
4d	Create and facilitate technology-focused professional learning for all instructional staff focusing on technology integration and appropriate use.	2021- 2023	Director of Educational Technology, Curriculum Directors & Educational Partners	Professional development workshops and targeted outcomes for K-12 instructional staff.	<b>Formative:</b> Focused professional development targeting best practices for technology integration for all K-12 staff.
					<b>Summative:</b> Eduphoria transcripts of professional learning offered and attended; resources and products, classroom implementation of technology
4e	Identify technology skills for K-12 students, aligned with the district's graduate profile, TEKS and national standards, that ensure application, appropriate use and mastery of concepts.	2021-2023	Director of Educational Technology, Curriculum Directors, Educational Partners & Focus Groups	Technology TEKS, K-12 technology checklists and standards profile	<b>Formative:</b> Focus group agendas, minutes and products that reflect identified grade level proficiencies.
					<b>Summative:</b> Identified checklists and standards alignment to reflect student proficiency.
5a.	Provide Teacher Leader meetings to focus on Scope & Sequence, student learning outcomes, and instructional design.	2021-2022	Director of Educational Technology, Curriculum Directors & Technology Services	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Tech Integration Tools, Lead4Ward Resources	<b>Formative:</b> Ongoing review of scope & sequences using Lead4Ward, review of assessment data, and teacher surveys to reflect on instructional practices, including impact of on learning.
					<b>Summative:</b> PLC and Classroom observations indicated alignment on learning targets and pacing across all classrooms/campuses; Products and resources shared through Mission Control; Revised Scope and Sequence; Common Assessments;

<p>5b.</p>	<p>Provide Professional Learning for all certified staff based on improvement initiatives, and state and federal mandates.</p>	<p>2021-2022</p>	<p>Director of Educational Technology, Curriculum Directors &amp; Technology Services</p>	<p>Professional development workshops and targeted outcomes for K-12 instructional staff., Lead4Ward Resources</p>	<p><b>Formative:</b> Consistent focus of professional learning on instructional standards, practices and strategies that ensure student growth and enhance learning for long-term transfer.</p> <p><b>Summative:</b> Eduphoria transcripts of professional learning offered and attended; remote learning professional development recordings and transcripts; products and resources shared through Mission Control.</p>
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INSTRUCTIONAL PRIORITY: Diversity, Equity and Inclusion					
1	Create a shared understanding of DEI through racial equity 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 justice in support of all learners				
4	Engage the broader community in a shared responsibility for DEI				
5	Embed, over time, the ongoing importance of DEI in curricula, instructional materials and resources				
6	Increase personal growth and learning of trustees, administrators, staff and students 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 training and support for the Equity Teams on all campuses in improving school climate.	2021-23	DEI District Facilitator, District Administrators, Principals	ASCD, Five Practices of Equity-Focused School Leadership	<b>Formative:</b> Observation that Equity Teams are moving forward district/campus DEI goal 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.	2021-23	DEI District Facilitator	Approved resources and time for training with leaders	<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.	2021-23	DEI District Facilitator, Campus Principals, 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 that ensures inclusivity for all staff and students
2b.	Conduct Student and Staff Focus Groups.	2021-23	DEI District Facilitator	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

3	Development of clear expectations around the way we interact with one another and how we handle situations where those expectations are not met.	2021-23	Campus Principals, DEI District Facilitator, General Counsel, Student Representatives	Time	<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.	2021-23	DEI District Facilitator, Campus Principals	Time	<b>Formative / Summative:</b> Multiple opportunities for the community to participate in DEI-related topics and discussions through book studies, speakers, etc. Develop a communication plan to quickly respond to key issues or insights.
5a.	Develop a plan for and begin the process of reviewing current curriculum through a DEI lens.	2021-23	CIA Curriculum Staff with the support of DEI District Facilitator	District Curriculum Resources	<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	2021-23	CIA Curriculum Staff with the support of DEI District Facilitator	Time for Teams to Meet	<b>Formative / Summative:</b> Development of a plan that provides guidelines for staff and teams in the selection of resources supporting DEI work
6a.	Ongoing opportunities for learning for EISD Board of Trustees, district/campus leaders, staff, and students.	2021-23	DEI District Facilitator, Campus Principals, Board of Trustees, Students	Time	<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.	2021-23	DEI District Facilitator, CIA Chief Learning Officer, Human Resources	Time	<b>Formative / Summative:</b> New staff understand the district goals around DEI and are beginning to develop an understanding of DEI concepts

7a.	Examine campus and district policies and procedures to ensure they align with DEI goals.	2021-23	Campus Principals, DEI District Facilitator, General Counsel	Time	<b>Formative / Summative:</b> EISD Policies and Procedures are aligned with DEI goals
7b.	Examine the WHEEL to ensure alignment with DEI goals.	2021-23	Campus Principals, DEI District Facilitator, General Counsel	Time	<b>Formative / Summative:</b> The WHEEL is aligned with DEI goals. ( <a href="https://www.eanesisd.net/district/graduateprofile">https://www.eanesisd.net/district/graduateprofile</a> )

INSTRUCTIONAL PRIORITY: Student Support					
I					
Improve multi-tiered systems of support					
<i>1 Enhance essential student programs (e.g., Dyslexia, ESL, GT (twice exceptional, RTI/MTSS.)</i>					
<i>2 Continue to refine student support team processes and §504 Committees, including early identification of special needs</i>					
<i>3 Expand systems to focus on the social-emotional and behavioral needs of all students</i>					
<i>4 Apply evidence-based approaches, such as restorative practices, youth mental health first-aid, suicide prevention and student safety, and the thoughtful, developmentally appropriate use of technology</i>					
<i>5 Reinforce social-emotional learning through the comprehensive school counseling curriculum and embedded instruction, as appropriate</i>					
II					
Uphold the value of Special Education					
<i>1 Refine resources, staffing, systems and instructional delivery models, ensuring the growth of all students</i>					
<i>2 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</i>					
<i>3 Address recommendations of the Special Education program review and Inclusive Culture Committee</i>					
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
I					
1a	Streamline evaluation and identification of students with dyslexia	2021 - 22	Chief Student Support Officer, Director of Student Support, Campus Administration, Educational Partners, CSS Staff	Texas Dyslexia Handbook, §504/IDEA eligibility, DRP	<b>Formative:</b> Evaluation reports, Campus data, Dyslexia Screening Rosters (K &1), mCLASS data (K-2), Reading Inventory (7th), Dyslexia Review Panel (DRP) notes and recommendations
					<b>Summative:</b> Dyslexia Services Roster, report from Cyclical Review from TEA, Intervention log
1b	Increase the number of certified ESL teachers	2021-22	Chief Student Support Officer, Director of Student Services, Campus Administration	Region 13 Professional Learning modules	<b>Formative:</b> Certification Rosters, Campus Data, Students demonstrate English acquisition progress in listening, speaking, reading and writing as measure by the Proficiency Level Descriptors.
					<b>Summative:</b> TELPAS & STAAR scores; LEP Exit Data, Student growth in second language acquisition
1c	Enhance teaching and evaluation strategies for twice exceptional learners	2021 - 22	Chief Student Support Officer, Special Programs Advisor, Director of Special Education, Special Education Staff, GT Specialists	Region 13 Service Center, Multiple Exceptionalities & Needs Network, Twice Exceptional Book Study	<b>Formative:</b> Professional learning artifacts, GT PLC products
					<b>Summative:</b> Evaluation of assessment process; differentiated teaching strategies
1d	Continue to provide Tier 2 Intervention to increase student achievement	2021 - 22	Chief Student Support Officer, Director of Student Support, CIA Directors, Campus Administration, Educational Partners, CSS Staff	Campus Data, Progress Monitoring, Intervention program	<b>Formative:</b> Tier 2 Progress Monitoring, Intervention tracking and monitoring system
					<b>Summative:</b> District and Tier 2 Benchmarks, MAP, mCLASS data, Reading Inventory (7th)

2	Continue to systematize processes and procedures around data collection and analysis to guide SST and §504 Committees	2021 - 22	Chief Student Support Officer, Director of Student Support, CIA Directors, Campus Administration, Counselors, Educational Partners, CSS Staff	SST Flowchart, §504 Google Site, §504 Meeting Workflow documents, teacher/parent feedback	<b>Formative:</b> Quarterly §504 Coordinator meetings, CSS Meeting, Campus Data
					<b>Summative:</b> Updated process documents, PEIMS Student Rosters, Referral logs
3	Enhance and expand positive behavioral support strategies (e.g., Solid Roots)	2021-22	Chief Student Support Officer, Chief Learning Officer, CIA Directors, Campus Administration, Behavior Specialists, Counselors, LSSPs	Daily Behavior Report Cards, Self-Monitoring Systems, Social Skills Lessons/Activities, Check-in/Check-out	<b>Formative:</b> Data collection logs, Embedded instructional activities including social skills
					<b>Summative:</b> Incident reports, restraint reports, office referrals, IEP progress reports
4a	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)	2021-22	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
4b	Continue to implement, monitor and update District policies around emotional safety of students (Bullying, Discrimination, Harassment, Relation, Abuse and Maltreatment)	2021 -22	Campus Administration, General Counsel, CIA Directors	Specific Board Policies FFH, FFI & FFG Safe Schools Modules: Bullying, Discrimination Awareness, 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> Restorative skills for students and staff through review of bullying complaints and investigations. Office referrals, Disciplinary Placements

5	Provide the four elements of the Texas Model for Comprehensive School Counseling in the domains of Guidance, Individual Planning, Responsive Services and System Support	2021-22	Director of Counseling, Campus Counselors and Support Counselors	Counseling Resource materials	<b>Formative:</b> Direct student lessons, accessible materials/resources for students and families
					<b>Summative:</b> Counseling Guidance program for K-12
II					
1	Analyze instructional delivery models and staffing patterns across campuses and within the district	2021-22	Campus Administration, Special Education Administration, Special Education Staff, CIA Department, Human Resources	Master Schedules, Campus Projection Matrix, Related Services Caseloads, TAPR	<b>Formative:</b> Staffing documents from each campus and content area.
					<b>Summative:</b> Campus student to staff ratios; contracted services
2a	Continue ongoing professional development and alignment of curriculum resources in math and ELA	2021-22	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, Lead 4ward resources, PLCs, curricular resources	<b>Formative:</b> Focused professional development focusing on supporting targeted areas.
					<b>Summative:</b> Professional learning documentation, progress monitoring data, progress reports, curriculum sub-committee, University studies
2b	Continue development and professional learning of alternate TEKS scope and sequences	2021- 22	Special Education Administration, Special Education Educational Partners, Life Skills PLC	TEKS vertical alignment documents, Scope and Sequence Documents, Lead 4ward resources, PLCs, curricular resources, TEKS/software-based curriculum resource	<b>Formative:</b> Focused professional development focusing on supporting targeted areas, PLCs.
					<b>Summative:</b> Professional learning documentation, lesson plan design, IEP goal development, progress reports, STAAR Alternate data

2c	Continue ongoing professional development and curriculum alignment of transitional courses/programs, such as Study Skills, MAPS/PATH, ECSE, and ATS	2021- 22	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> Focused 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
3	Review, enhance and/or develop action plans, policies, or procedures to meet recommendations	2021-22	Special Education Administration, CIA Department, Campus Administration, Special Education & General Education Staff, Inclusive Culture Sub-committees. SPWG	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, report from Cyclical Review from TEA

INSTRUCTIONAL PRIORITY: Social-Emotional Learning (SEL) and Wellness					
1	Focus on student wellness and resilience by using best practices, curricular resources and community partners to improve social-emotional development				
2	Create opportunities for staff to access wellness programs and social-emotional resources for themselves				
3	Offer wellness opportunities for families and the community through education and resources				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1a.	Continue to support GVC for SEL for grades through embedded instruction.	2021-22	CIA Directors, Campus Administration, Educational Partners, Counselors	Class Curriculum, SEL Lessons, Social skills materials, PTO/Booster Clubs	<b>Formative:</b> Instructional plans
					<b>Summative:</b> Climate/need surveys, counselor/admin/parent referrals
1b.	Examine additional ways to tap into community partners to support student wellness.	2021-22	Chief Student Support Officer, Director of Counseling Counselors, SSHAC	Community vendors/agencies, PTO/Booster Clubs	<b>Formative:</b> Communication options, outlets and messaging
					<b>Summative:</b> Increased opportunities for community partners to support student wellness
2a.	Determine staff needs in terms of physical and mental wellness support	2021-22	Human Resources, Campus Administration	Online survey, Employee Benefits, Community Partnerships (Gold's Gym), PTO/Booster Clubs	<b>Formative:</b> Administer survey and analyze participation/responses
					<b>Summative:</b> Understanding and responding to staff needs
2b.	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.)	2021-22	Human Resources, Campus Administration, Counselors, CLT	Community Partnerships, PTO/Booster Clubs	<b>Formative:</b> Numbers of participants, post-activity surveys or responses, and staff attendance
					<b>Summative:</b> End of year post survey
2c.	Expand district-wide wellness opportunities for all staff (e.g. discounts for gym, health-food stores, etc., EAP, etc.)	2021-22	Human Resources, Chief Communications Officer	Community Partnerships, PTO/Booster Clubs	<b>Formative:</b> List of digital wellness resource providers
					<b>Summative:</b> Evaluate effectiveness through numbers of staff participating and staff survey at the end of the school year.

<p>3</p>	<p>Promote wellness activities offered in the community to Eanes families and community members</p>	<p>2021-22</p>	<p>Chief Student Support Officer, Director of Counseling, Counselors, SSHAC, Campus Administration, Chief Communications Officer</p>	<p>Community Partnerships, Speaker Series, Website Resources, Newsletters, Book Studies, PTO/Booster Clubs</p>	<p><b>Formative:</b> Number of hits on podcast, websites and parents who attend meetings.</p> <hr/> <p><b>Summative:</b> End of the year number of hits on the websites, and total number of parents who attended the presentations.</p>
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OPERATIONAL PRIORITY: Community Engagement					
1 Connect with key constituencies					
<i>1a Honor the 150-year legacy of quality public education in Eanes to enhance community engagement</i>					
<i>1b Customize information for unique audiences (e.g., alumni, residents without students, business partners, etc.)</i>					
<i>1c Ensure transparency, clarity, frequency and proactivity of all messages and reports</i>					
<i>1d Authentically engage parents, residents, community members and business partners</i>					
<i>1e Foster dynamic relationships to promote student learning experiences and strengthen a common culture</i>					
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1a.	Honor the 150-year legacy of quality public education in Eanes to enhance community engagement	2021-22	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.
1b.	Customize information for unique audiences (e.g. alumni, residents without students, business partners)	2021-22	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> Review of district and school communication to note unique audiences and need for customized communication.
					<b>Summative:</b> Post-review to determine clarity, consistency and inclusivity of content. Feedback from unique audiences using qualitative and quantitative metrics.
1c.	Ensure transparency, clarity, frequency and proactivity of all messages	2021-22	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> Review of district and school communication to note unique audiences and need for greater consistency, clarity and inclusivity.
					<b>Summative:</b> Post-review to determine clarity, consistency and inclusivity of content. Feedback from unique audiences using qualitative and quantitative metrics.
1d.	Increase opportunities for authentic engagement of parents, residents, community members and business partners	2021-22	Chief Communications Officer, and additional capacity if possible	Examples of engaging active adults without children in the schools as well as business partners and service organizations, PTO/Booster Clubs	<b>Formative:</b> Review of increased partnerships and engagement through events, promotions, social media, etc.
					<b>Summative:</b> Number of successful messages and communiques with identified stakeholders that lead to engagement.
1e.	Foster dynamic relationships and a common culture to enrich student learning experiences and strengthen the community	2021-22	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.

OPERATIONAL PRIORITY: Operations and Long-Range Planning					
<b>1</b>	<b>Maintain a long-range plan for operational processes</b>				
<i>1a</i>	<i>Study potential budgeting and policy priorities as a result of, or in preparation for, legislative deliberations</i>				
<i>1b</i>	<i>Analyze demographic, enrollment and transfer data to optimize resources, facilities and staffing</i>				
<b>2</b>	<b>Safeguard students, staff and resources by securing schools and cyber technologies</b>				
<b>3</b>	<b>Examine and re-evaluate budget priorities in preparation for or in response to evolving circumstances</b>				
<i>3a</i>	<i>Continue a multi-year strategic budgeting approach</i>				
<i>3b</i>	<i>Manage capital projects and plan for possible future bonds with community input</i>				
<i>3c</i>	<i>Explore collaborative or alternative fundraising and revenue generation strategies</i>				
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1a.	Study potential budgeting and policy priorities as a result of, or in preparation for, legislative deliberations	2021-22	Deputy superintendent, Chief Financial Officer and General Counsel	Financial forecast models, multi-year budgeting and planning, conversations with trustees and legislators	<p><b>Formative:</b> Monitor legislative developments at state and local levels, considered in the context of Board priorities.</p> <p><b>Summative:</b> Define specific legislative priorities and develop a communications plan to articulate position statements to state legislators and local stakeholders.</p>
1b.	Analyze demographic, enrollment and transfer data	2021-22	Deputy superintendent, Chief Operations Officer, PEIMS coordinator and other staff	Skyward reports, Registrars' data, District Demographic Study and Enrollment Projections	<p><b>Formative:</b> Monitor attendance for the school year.</p> <p><b>Summative:</b> 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.</p>
2	Safeguard students, staff, and resources by securing schools and cyber technologies	2021-22	Chief Operations Officer, Director of Safety and Security, Chief Communications Officer; Chief Technology Officer	Gaggle reports, protective intelligence data, technology cybersecurity infrastructure, resources from the Texas School Safety Center and other	<p><b>Formative:</b> Initial assessments of security practices 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>
3a.	Continue a multi-year strategic budgeting approach	2020-21	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>
3b.	Manage current capital projects and plan for possible future bonds	2020-21	Chief Operations Officer, Chief Financial Officer, Chief Technology Officer, Bond Oversight Committee, Envision Eanes	Monitoring progress of current bond projects, assessment of future bond needs	<p><b>Formative:</b> Oversight of 2019 bond projects and evaluation of continued or future capital project needs.</p> <p><b>Summative:</b> Develop a precursory decision timeline that furthers conversation about future capital project needs, with input from Board-appointed advisory committees</p>
3c.	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	<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>