

GOALS

- Implement and align evidence-based instructional systems that drive continuous improvement, outcomes and access for all students
- Continue to advance and enhance special education services for students.



DISTRICT ACTION (what and when)

Teachers develop and evaluate scope and sequence documents, units of study, learning targets and common assessments to drive student achievement for all students. Professional learning communities help build teacher capacity for implementing curriculum, analyzing data, and integrating technology. Teachers use instructional resources that are high quality, representative, inclusive and accessible for a diverse population. Interventions are implemented with fidelity and student progress is monitored. Special education services and supports are provided to students with disabilities, both academically and in extracurricular activities, to ensure equitable access to opportunities.

DISTRICT ACCOUNTABILITY (who and how)

Eanes ISD provides targeted professional learning opportunities for staff to enhance their skills to maximize student learning. Data analysis enables staff to identify achievement gaps, and best instructional practices are utilized to address these gaps for special populations or other struggling learners. Systems and processes are in place for referral and intervention. Parents are provided resources and opportunities to be engaged in their child’s learning.

HILL COUNTRY MIDDLE SCHOOL ACTION (what and when)

To enhance student achievement and promote professional growth among teachers, our school has developed a comprehensive School-Level Professional Development plan with a focus on aligning goals and empowering educators in various stages of their careers.



For teachers in their first three years or new to teaching, we have established a New Teacher Cohort. Working closely with our Educational Partners, the administration has devised a monthly professional development plan tailored to address the specific needs of this group. The topics covered in these sessions will be directly aligned with the ongoing initiatives in the school or district. From August onwards, we will dive into areas such as improving PLCs, use of Data Driven instruction (formative and summative assessments), and the importance of using lead measures to attain the goal of student achievement. Skyward and Google Classroom utilization, Restorative Practices, Classroom Management, and other pertinent subjects will also be addressed.

We recognize the importance of teacher voice and choice in professional development. Throughout the academic year, educators will have the freedom to select PD sessions that directly relate to their content area or pique their personal interests. This approach will not only foster continuous learning but also contribute to the development of a robust School-Wide PLC culture. Additionally, teachers will have the opportunity to share their knowledge with their peers, further building capacity and collective expertise.

Year 2 brings the implementation of Leader in Me, a program designed to empower students with leadership skills and character development. The second half of the year will feature CORE 2 training for teachers to ensure a seamless integration of the program's principles. We are also excited to announce the launch of the Four Disciplines of Execution for Educators Book Club. This framework, known as 4DX, has proven to be a powerful tool for achieving strategic priorities effectively. With this book club, our educators will gain valuable insights on how to overcome distractions and maintain focus on the goals that truly matter, ultimately leading to outstanding outcomes.

Recognizing the importance of targeted professional learning, our school will provide support to teachers in areas determined either by the teachers themselves or in collaboration with the administration based on observations. This personalized approach will facilitate growth and improvement in specific domains.

Furthermore, we place significant emphasis on building a strong Professional Learning Community (PLC) within our school. Our commitment to PLCs centers on answering essential questions such as what we want all students to know and be able to do, how to measure their learning, how to address any learning gaps, and how to extend learning for those already proficient. We ensure that each content area follows a consistent scope and sequence, and data analysis remains a focal point during our weekly PLC meetings. To maintain consistency and equity in student experiences, we will norm and calibrate grading practices.

Additionally, we are deeply committed to addressing achievement gaps, especially among our economically disadvantaged and emergent bilingual learners, as well as students in special education. Our referral and intervention processes will be strengthened through Multi-Tiered Levels of Support, and we will actively work to enhance the collaborative model of instruction between special education and general education teachers, making data-driven decisions to improve outcomes.

HILL COUNTRY MIDDLE SCHOOL ACCOUNTABILITY (who and how)

Hill Country Middle School leadership team and EPs will provide targeted professional learning opportunities for staff to enhance their skills to maximize student learning. In PLCs, teachers and EPs will use data analysis to identify achievement gaps, and best instructional practices are utilized to address these gaps for special populations or other struggling learners. We will continue to implement systems and processes for referral and intervention, for both social-emotional and academic needs. Parents will be provided resources and opportunities to be engaged in their child's learning by our counseling, admin, and intervention teams.

GOALS

- Prioritize an inclusive environment of belongingness, social and emotional well-being and physical safety as a foundation for academic and co-curricular excellence.
- Optimize personal growth and learning for students, staff, administrators, and trustees to support diversity, equity, and inclusion
- Apply evidence-based approaches to support the mental health needs of students and staff



DISTRICT ACTION (what and when)

Eanes ISD provides direct instruction in topics related to safe and inclusive environments and has personnel resources and other available information to support students and families around mental health wellness including suicide prevention. The District encourages student voice and offers opportunities for college and exploration based on student interest.

DISTRICT ACCOUNTABILITY (who and how)

Eanes ISD addresses the physical, mental and emotional needs of our students so they feel safe and have a sense of belonging. The District makes mental health personnel available for students and develops procedures and policies to ensure students are treated with respect and care and have mechanisms to report concern. The District implements processes and programs to ensure students feel seen and heard.

HILL COUNTRY MIDDLE SCHOOL ACTION (what and when)

At Hill Country Middle School, we take a holistic approach to education, prioritizing the physical, mental, and emotional well-being of our students. Our leadership team and Educational Partners are committed to creating a safe and inclusive learning environment where every student feels a sense of belonging.



To address the physical needs of our students, we provide a secure and nurturing campus with appropriate facilities that foster a conducive learning environment. Our staff ensures that students' physical safety is a top priority, implementing protocols and measures to safeguard their well-being.

We recognize the importance of nurturing our students' mental and emotional health. In our Professional Learning Communities (PLCs), teachers and EPs actively collaborate to identify and address potential achievement gaps and challenges that may impact students' mental well-being. By fostering open communication and understanding, we create a supportive network that enables students to express themselves and seek help when needed.

Furthermore, our commitment to implementing systems and processes for referral and intervention extends to addressing not only academic but also social-emotional needs. We strive to identify and support students who may require additional assistance in managing their emotions or navigating challenging situations.

Central to our approach is the active involvement of parents in their child's education. Our counseling, administrative, and intervention teams work together to provide parents with valuable resources and opportunities to engage in their child's learning journey. This collaborative partnership ensures that the support provided at school extends to the home environment, creating a seamless support system for our students.

HILL COUNTRY MIDDLE SCHOOL ACCOUNTABILITY (who and how)

Hill Country Middle School will participate in continued training Leader in Me, as we enter Year 2 of its implementation. This program is designed to empower teachers to become effective leaders in their classrooms, schools, and broader education communities. It helps teachers develop the skills, knowledge, and confidence to take on leadership roles and contribute to positive changes in education. In addition, teachers will include and encourage student voice and choice throughout the year. The Hill Country Leadership Team will systematically seek out student and staff input and feedback to help drive ways to improve belongingness and mental health support for all. Lastly, mental health personnel will be available for students and staff. Hill Country School staff will ensure students are treated with respect and care and have mechanisms to report concern.

GOALS

- Maximize ongoing efforts to recruit, retain and resource top-quality staff for all positions
- Increase means of conversing with, listening to and soliciting feedback from employees, students, parents and community members.



DISTRICT ACTION (what and when)

Eanes ISD is committed to attracting and retaining high-quality educators and enlist our campus leadership to help in this process. We prioritize growth opportunities for both our campus and district leadership, providing professional learning to support their on-going development. We strongly encourage active participation and open dialog with our community valuing diverse perspectives as partners in education. The District provides clear and frequent communication to facilitate knowledge and engagement among stakeholders.

DISTRICT ACCOUNTABILITY (who and how)

The District seeks input from stakeholders on a range of topics including employee satisfaction, school culture and communication effectiveness. To gather this feedback, we use various methods such as surveys, exit interviews and committee or organization meetings. Additionally, we review newsletter and social media metrics to determine the reach of our communication efforts. We strive for continuous improvement regularly reviewing and adapting our policies and procedures to ensure the best possible outcomes for our students and community.

HILL COUNTRY MIDDLE SCHOOL ACTION (what and when)

We are committed to maximizing our ongoing efforts in recruiting, retaining, and resourcing top-quality staff for all positions. We recognize that our educators and staff are the heart of our school community, and their expertise and dedication play a crucial role in shaping the educational experience for our students. We will continue to implement comprehensive recruitment strategies, providing a welcoming and inclusive environment to attract talented professionals who share our passion for education.



Equally important to us is the establishment of open and transparent communication channels. We are dedicated to increasing the means of conversing with, listening to, and soliciting feedback from all stakeholders involved in our school community. This includes our valued employees, students, parents, and community members. We believe that fostering a culture of active dialogue and mutual respect allows us to gain invaluable insights, identify opportunities for growth, and collectively work towards the continuous improvement of our school.

HILL COUNTRY MIDDLE SCHOOL ACCOUNTABILITY (who and how)

Hill Country Middle School will seek input from stakeholders on a range of topics such as employee satisfaction, school culture and communication effectiveness. We will use various methods to gather this feedback. We will strive for continuous improvement by regularly reviewing and adapting our policies and procedures to ensure the best possible outcomes for our students and community.

GOALS

- Manage and efficiently use available maintenance and operations funds
- Ensure facilities and resources are managed, maintained and improved for the benefit of the present and future academic community
- Support long-range planning and programmatic review process



DISTRICT ACTION (what and when)

Eanes ISD is committed to upholding fiscal responsibility and effective oversight in the areas of budgeting, facilities management and technology integration. Our primary goal is to facilitate the education of our students, and we achieve this by collaborating on a shared vision of what is necessary for their future success, which we incorporate into our long-range planning. We involve students, parents, staff and community members as part of this process.

DISTRICT ACCOUNTABILITY (who and how)

District personnel conduct regular reviews of policies and procedures for effectiveness. To maintain the integrity of these systems, we engage with community stakeholders and third party experts for their feedback and recommendations. We take a data-driven approach to making decisions relying on multiple sources of information to guide our actions.

HILL COUNTRY MIDDLE SCHOOL ACTION (what and when)

At Hill Country Middle School, we prioritize responsible and efficient management of available maintenance and operations funds to ensure the optimal utilization of resources. Our commitment to fiscal stewardship enables us to sustain and improve our facilities, benefiting both the present and future academic community. We firmly believe that maintaining our school's infrastructure is essential for creating a safe, conducive, and inspiring learning environment for our students and staff.



To achieve this, we dedicate considerable attention to managing, maintaining, and enhancing our facilities and resources. Regular inspections, timely repairs, and proactive maintenance measures are implemented to safeguard the longevity and functionality of our campus. Additionally, we invest in improvements and upgrades that align with the evolving needs of our academic community, ensuring that we provide the best possible learning environment for our students.

Furthermore, we actively support long-range planning and engage in programmatic reviews to align our educational offerings with the changing demands of education. By critically assessing our programs and services, we continually strive to enhance the overall educational experience and ensure that every student receives a comprehensive and forward-thinking education.

HILL COUNTRY MIDDLE SCHOOL ACCOUNTABILITY (who and how)

The Hill Country School Leadership Team will conduct regular reviews of policies and procedures for effectiveness to maintain an awareness of where change may be needed. To maintain the integrity of these systems, we will engage with community stakeholders for their feedback and recommendations. We will take a data-driven approach to making decisions, relying on multiple sources of information to guide our actions.