

GOALS

- Implement evidence-based practices that support instructional access for all students through Universal Design for Learning
- Create and align systems and processes to implement key elements of GVC
- Explore alternative learning opportunities at every level (e.g. blended learning, Career Technical Education and The Westlake High School Learning Center)



DISTRICT ACTION (what and when)

A Guaranteed and Viable Curriculum (GVC) is the construct that articulates how each student will receive a comprehensive, equitable, rigorous and standards-based education, across all grade-levels, in all subject areas, every year of enrollment in Eanes ISD.

DISTRICT ACCOUNTABILITY (who and how)

A Guaranteed and Viable Curriculum is the intersection of “Opportunity to Learn” and “Time.”

Guaranteed means all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content. **Viable** means the amount of content is teachable in the time available for instruction.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School will implement Universal Design for Learning(UDL) practices within content areas/Professional Learning Communities(PLC) for the 2022-2024 school years. Through the implementation of UDL practices in conjunction with design and implementation of common assessment, Westlake High School students will have shared educational experiences. Westlake High School will leverage available technology to enhance shared learning experiences for all students.



WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)

Westlake High School Administrators, Educational Partners, Educational Technologists, Counselors, and Teachers will collect feedback, both formal and informal, from stakeholders and review the data trends to ensure that the relevant needs are addressed and that staff will receive relevant training on best practices in Universal Design for Learning and shared educational experiences for students. Educational Partners will work with PLCs to help ensure a diverse approach to the curriculum is incorporated into the classrooms.

Westlake High School staff will participate in professional learning specific to student engagement within the classroom and UDL throughout the school year. This will be facilitated by EPs, Ed Techs and Administrators. In addition, PLCs, faculty meetings, Early Release Days also will be avenues for ongoing professional learning.

GOALS

- Create a shared understanding of DEI through leadership training to build capacity and support sustainability
- Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students
- Develop a system of equity-focused restorative practices in support of all learners
- Engage the broader community in a shared responsibility for DEI
- Provide a framework for curriculum and instructional resources that are representative, inclusive of and accessible to ALL students
- Increase personal growth and learning of students, staff, administrators and trustees to support DEI
- Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)



DISTRICT ACTION (what and when)

Eanes ISD continues to support campus-based Equity Leadership Teams, monitoring the district climate to ensure students and staff have a sense of belonging and inclusivity. Throughout the school year, Eanes ISD will clearly communicate staff and student expectations around what is needed to create district and campus environments that welcome and include all students, regardless of religion, orientation, culture or ethnicity, ability and/or economic differences.

DISTRICT ACCOUNTABILITY (who and how)

Eanes ISD leaders are responsible for building capacity. The ongoing measure of success is that leaders are moving DEI forward with staff, evidenced by a sustainable transition from a consultant model to local ownership. Surveys, focus groups and climate conversations will measure belonging and inclusivity for students and staff, also establishing and communicating that expectation.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School will promote a culture of diversity, equity and inclusion and create a climate of respect and acceptance for all. We will educate students and staff on diversity and inclusion, staff will look for ways to integrate diverse resources into their curriculum where it occurs naturally, and students will be educated about and held accountable for the zero tolerance policy regarding harassment based on race, religion, culture or sexual orientation. Further, the staff will address any and all infractions of this policy through restorative measures aimed at making our school community more accepting of all.



WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)

The Westlake High School Equity Action Team will collect feedback, both formal and informal from our stakeholders and review the data trends to ensure we are addressing the relevant needs around diversity, equity and inclusion on our campus. Educational Partners will work with PLCs to help ensure a diverse approach to the curriculum is incorporated into our classrooms.

GOALS

- Expand Counseling Services
 - Apply evidence-based approaches to support the mental health, social well-being, resilience and academic growth of all students
 - 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
 - Expand opportunities for families in the areas of academic and mental health support
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DISTRICT ACTION (what and when)

As described in Texas Education Code (TEC) §33.005 and §33.006, the school counselor will work throughout the year with faculty and staff, students, parents, and the community to expand, plan, implement, and evaluate a comprehensive school counseling program (CSCP). The school’s CSCP will focus on the following four components: Guidance curriculum, individual student planning, responsive services, and system support.

DISTRICT ACCOUNTABILITY (who and how)

School counselors will enhance services designed to increase student wellness, improve academic performance, and increase participation in postsecondary education. School counselors support students in their academic, career, and social-emotional development. They help students achieve success in school, pursue post-secondary opportunities, and lead healthy, fulfilling lives.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School Academic and Student Support Counselors will work throughout the year with faculty and staff, students, parents, and the community to expand, plan, implement, and evaluate a comprehensive school counseling program (CSCP) to focus on guidance curriculum, individual student planning, responsive services, and system support.



WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)

Westlake High School Academic and Student Support counselors will enhance services designed to increase student wellness, improve academic performance, and increase participation in postsecondary education.

GOALS

- Enhance Multi-Tiered Systems of Support
 - Streamline processes to increase consistency throughout the district in student support programs (SST, RTI, Dyslexia, §504, ESL) to promote early intervention
 - Incorporate data analysis into new screening and identification measures to better align instruction and services
 - Provide additional training for staff in supporting students with dyslexia, served through ESL and identified as twice exceptional



DISTRICT ACTION (what and when)

Multi-tiered systems of support are intended to meet the unique learning requirements and styles of all learners, including those with special needs. All students should receive Tier 1 supports. Tier 2 and Tier 3 supports are not intended to replace Tier 1 supports. At different points in their educational journey, any one student may need the supports in Tiers 2 and 3 and should have equitable access to these.

DISTRICT ACCOUNTABILITY (who and how)

All educators play a pivotal role in every aspect of multi-tiered systems of support. While multi-tiered systems of support are not a special education initiative, the framework supports all students, including students with unique needs. Therefore, all teachers, particularly special education staff, play an essential part in the design and development of the multi-tiered system of support across all grade levels in a student’s Eanes ISD experience.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School will enhance the student support processes (SST, 504, SPED, Dyslexia, GT and Counseling) to best meet the needs of all students through focused professional development on supporting stated targeted areas.



WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)

Westlake High School staff will participate in professional learning specific to student support processes throughout the school year in an effort to best support all students. This will be facilitated by Administrators, Counselors, 504 Coordinators, SPED staff, Teachers and district Student Support Staff. In addition, faculty meetings and Early Release Days also will be avenues for ongoing professional learning.

GOALS

- Uphold the Value of Special Education
 - Analyze and allocate resources, staff and instructional delivery models to promote efficiency within the special education program to ensure growth of students with disabilities
 - Expand curricular resources, research-based instructional strategies and assessment tools to enhance learning opportunities to ensure growth of students with disabilities
 - Address recommendations in the Special Education Department Action Plan
 - Provide opportunities in all extra and co-curricular activities for students with disabilities
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DISTRICT ACTION (what and when)

Special Education is alternative instruction, support and services provided for students who have academic, behavioral, health, physical, or other unique needs beyond those met by traditional educational techniques. The purpose of special education is to enable students to grow to their fullest potential by providing a free appropriate public education designed to fit their unique and special needs throughout their Eanes ISD experience.

DISTRICT ACCOUNTABILITY (who and how)

Exceptional learners are everyone’s responsibility. Educators should design structures and systems with exceptional learners at the forefront. Teachers and support staff who work exclusively with exceptional learners are included in school-wide decision-making. In classrooms with co-teachers, both should be seen as leaders, and all teachers are held accountable for the academic growth of exceptional leaders. In addition, all leaders should be responsible for the growth of all students.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School prioritizes and values high levels of learning for all students. Westlake High School staff will continue to build capacity in shared common and inclusive learning experiences with and for special education and general education teachers and students.



WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)

Westlake High School will support an inclusive educational experience for all students.

GOALS

- Attract, invest in and retain top talent in all staffing areas; develop leadership strengths to support these efforts
- Create opportunities and benefits for staff to access wellness programs and social-emotional resources for themselves
- Increase means for conversation with, listening to and soliciting feedback from staff, students and community members
- Connect with key constituencies
- Offer wellness opportunities for families and the community through education and resources

**DISTRICT ACTION (what and when)**

The school district will focus on culture and compensation to attract, invest in and retain valuable employees. Family-school-community partnerships promote community involvement in education, with districts encouraging parental involvement, providing leadership opportunities, forming partnerships with local organizations and more. When staff, families and community members collaborate on behalf of learning, students improve their academic performance and gain advocates that promote their success, thus fostering an environment of excellence.

DISTRICT ACCOUNTABILITY (who and how)

Community engagement is a multi-responsibility where the school, families and the community actively work together, creating networks of shared investment for student success. Public and parental engagement is a tool that promotes civic well-being and strengthens the capacity of schools, families and communities to support young peoples' full development.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School will continue to engage with its staff and community partners to ensure a positive and productive learning experience for all students. Building on symbiotic relationships and consistent communication to authentically engage all stakeholders.

**WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)**

Westlake High School will work directly with staff, students, families, and community through regular open communication.

GOALS

- Maintain a long-range plan for operational processes
 - Study potential budgeting and policy priorities
 - Analyze demographic, enrollment and transfer data to optimize resources, facilities and staffing
- Implement additional school safety and cyber-tech strategies to safeguard students, staff and resources
- Examine and re-evaluate budget priorities in preparation for or in response to evolving circumstances
 - Continue a multi-year strategic budgeting approach
 - Manage capital projects and plan for possible future bonds with community input
 - Explore collaborative or alternative fundraising and revenue generation strategies



DISTRICT ACTION (what and when)

Eanes ISD provides exceptional support to students, staff and community by maintaining schools, facilities and finances in a condition of operational excellence with responsibility to students, staff and stakeholders. The goal every year is to provide students with a physical learning environment that is safe, clean, attractive and functional, while supporting staff with exemplary resources - physical, fiscal and technological - thus promoting an overall commitment to excellence.

DISTRICT ACCOUNTABILITY (who and how)

Eanes ISD's operations and long-range planning process engages stakeholders – including students, parents, staff, business owners and community residents -- who are committed to the success of students as well as the school district. The ownership of those involved in the process yields both comprehensive plans grounded in educational next practice and the community's values, while also fostering partnerships to support the plan's implementation. Eanes ISD is a leading public educational institution because of this inclusive process and the resultant direction of continuous improvement efforts.

WESTLAKE HIGH SCHOOL ACTION (what and when)

Westlake High School will continue to work with our Assistant Superintendent of Operations, Jeremy Trimble, and our Maintenance and Operations team as we evaluate our current facilities and plans for improvements to current and future facilities in an effort to provide safe and clean learning environments for students and staff. We will continue to monitor our current projects as part of our current bond program and be proactive and progressive as we evaluate and plan for future bond opportunities and projects.



WESTLAKE HIGH SCHOOL ACCOUNTABILITY (who and how)

Westlake High School Administration through collaboration and consistent communication with the M & O staff.