

EANES ISD

2022-23

DISTRICT INSTRUCTION & OPERATIONS PLAN

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

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

ADMINISTRATION

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

BARTON CREEK

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

BRIDGE POINT

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

CEDAR CREEK

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

EANES

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

FOREST TRAIL

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

VALLEY VIEW

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

HILL COUNTRY

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

WEST RIDGE

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

WESTLAKE

Caroline Sweeney Parent
Lindsey Stokes Teacher
Sherry Crawford Assistant Principal

COMMUNITY

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

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

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

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2c.	Provide meaningful and authentic learning activities to further student achievement and engagement in the arts and humanities through reading, writing, literacy, speaking, listening and critical thinking, as well as in STEM through math and science	2022-2023	CIA, Campus Administration, Educational Partners, Curriculum Writing Teams, & Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Thoughtful Use of Technology, Lead4Ward Resources, & ESSER Funds	Formative: PLCs use identified process standards to design lessons and/or units engaging students in discipline-based communication tasks.
					Summative: Students engage in discipline-based communication tasks and receive feedback for growth via common rubrics.
2d	Provide additional supports and monitor progress for students considered economically disadvantaged to close the achievement gap and ensure growth	2022-2023	CIA, Campus Administration, Educational Partners, Teachers	ESSA (Every Student Succeeds ACT) Equity Plan	Formative: Class placement, benchmarking, progress monitoring measures
					Summative: STAAR data
3a.	Articulate the rationale for launching a program enrollment audit, review priorities for the program audit, and which indicators of the program quality matter most.	2022-2023	CIA, Secondary Campus Administration, Educational Partners, CTE Coordinator, TLC Staff	Skyward & Campus Enrollment/Course Selection Data, CTE Program of Study, TLC Enrollment Data	Formative: Review of current programs to note current enrollment and offerings.
					Summative: Post-review of audit to determine program strengths and area(s) for growth. Feedback from unique audiences using qualitative and quantitative metrics.
3b.	Articulate the rationale for a student's course interest survey, review priorities for the survey, and which indicators of the survey matter most.	2022-2023	CIA, Secondary Campus Administration, Educational Partners, CTE Coordinator, TLC Staff	Skyward & Campus Enrollment/Course Selection Data, CTE Program of Study, TLC Enrollment Data, & Survey Tool	Formative: Review of current programs to note current enrollment and offerings.
					Summative: Post-review of the survey to determine program strengths and area(s) for growth. Feedback from unique audiences using qualitative and quantitative metrics.

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

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3	Development of clear expectations around the way we interact with one another and how we handle situations where any such expectations are unfulfilled	2022-2023	Campus Principals, General Counsel, Student Representatives	Policy Documents, Restorative practices	Formative / Summative: Expectations and systems in place that support students and have a restorative practice approach
4	Continue to engage the community in the DEI work	2022-2023	CIA Department, Campus Principals	Time	Formative / Summative: Multiple opportunities for the community to participate in DEI-related topics and discussions through Small Group Conversations, book studies, speakers, etc.
5a.	Develop a plan for and begin the process of reviewing current curriculum through a DEI lens	2022-2023	CIA Department, Campus Administration, EPs, Adult Transition Services Center	District Curriculum Resources, Lessoncast	Formative: Leadership is engaging in curriculum conversations
					Summative: Existing curriculum and resources that a) support broader DEI goal of improving classroom and school climate and b) provide multiple perspectives
5b.	Develop a plan for the use of curriculum resources around DEI	2022-2023	CIA Department, EPs	Lessoncast	Formative / Summative: Development of a plan that provides guidelines for staff and Equity teams in the selection of resources supporting DEI work
6a.	Ongoing opportunities for learning for EISD Board of Trustees, district/campus leaders, staff, and all students	2022-2023	Curriculum Department, Campus Principals, Board of Trustees, Students	Community resources/organizations, Lessoncast	Formative / Summative: Evidence of book studies, speakers, etc., that deepen the learning of all constituents around DEI
6b.	Create an onboarding system for all new staff and Board members around DEI learning	2022-2023	Human Resources Department, CIA Department	Policy Documents, CIA Curricular Documents	Formative / Summative: New staff understand the district goals around DEI and are beginning to develop an understanding of DEI concepts

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Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
7a.	Work with General Counsel to review new and current campus and district policies and procedures to ensure they align with DEI goals	2022-2023	CIA Department, Campus Principals, General Counsel	Policy Documents, TASB	Formative / Summative: EISD Policies and Procedures are aligned with DEI goals
7b.	Continue to communicate the connections between the WHEEL and Graduate Profile to DEI goals to ensure alignment with DEI goals	2022-2023	CIA Department, Campus Principals	Time	Formative / Summative: Clear messaging and understanding by the community (https://www.eanesisd.net/district/graduateprofile), including families without children in our schools

INSTRUCTIONAL PRIORITY: Student Support

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

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

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

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

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

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

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

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

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

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

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Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
4b.	Continue engagement efforts to promote the 150-year legacy of quality public education in Eanes	2022-2023	Chief Communications Officer; individual school principals, and additional capacity if possible	Examples of projects or events to educate and engage the community in Eanes' history, PTO/Booster Clubs	Formative: Review of any events, media mentions, social media promotions, increased partnerships as a result of the campaign.
					Summative: Evaluation of final outcomes of the campaign.
4c.	Create purposeful connections to build a sense of community	2022-2023	Chief Communications Officer; individual school principals, and additional capacity if possible	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	Formative: Investigate any events and opportunities to expand and customize engagement and reconnect the community.
					Summative: Post-review to determine feedback and engagement from unique audiences using qualitative and quantitative metrics.
4d.	Enhance communications to promote opportunities for students, staff, alumni and stakeholders (e.g. student programs, community education, teacher recruitment, business partnerships)	2022-2023	Chief Communications Officer; individual school principals, program leaders and teachers, and additional capacity if possible	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	Formative: 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.
					Summative: Post-review that both quantifies and qualifies opportunities for news coverage and public engagement that helped stakeholders understand the objective story of challenges and achievements for public education in Eanes ISD.
5	Offer wellness opportunities for families and the community through education and resources	2022-2023	Chief HR Officer, Coordinator of Counseling, Counselors,SSHAC, Campus Administration or Program Coord., Chief Communications Officer	Community Partnerships and class offering, Speaker Series, Website Resources, Newsletters, Book Studies, PTO/Booster Clubs	Formative: Review of opportunities to enhance and build on current offerings possibly through community education classes.
					Summative: End of the year number of hits on the websites, and an evaluation of the total number of parents who participated in the offerings or hits to a website resource.

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

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

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



ESSA Title I, Part A

Plan:

Eanes ISD uses ESSA Title I, Part A funds to supplement intervention services for Target Assistance campuses (TA) in the District. An above base allocation of FTE is provided for Campus Support Specialists on these campuses.

Student Identification Criteria:

Eanes ISD determines the campuses that will be designated as Targeted Assistance (TA) campuses by ordering the Economically Disadvantaged rates (based on income eligibility guidelines from the National School Lunch Program) from least to greatest for each K-12 campus and comparing that to the district rate. The two campuses with the highest rates above the district rate are designated TA campuses. The ESSA Title 1 funds are then targeted to intervention services on those campuses assisting those students.

Parent and Family Engagement Policy 2022 - 23

Purpose:

In Eanes ISD, the mission is to unite, empower and inspire every person, every day. We believe we must unite our community through respectful relationships, creating a sense of belonging for all. Additionally, we must empower students by providing an exemplary education that develops curiosity, creativity, and individual talents, and we should inspire each other to lead purposeful lives of empathy, gratitude and compassion.

One way we can do this is by participating in the Every Student Succeeds Act (ESSA) Title I, Part A Program. This program provides funding for schools to support students considered to be economically disadvantaged by criteria set forth through the Texas Education Agency (TEA). Additionally, we receive funding through other federal grants to support our emergent bilingual population as well as students receiving special education services. Currently, the Title I Part A funds received by Eanes ISD are allocated to provide supplemental services, in



terms of additional Campus Support Specialists, to the two elementary campuses with the highest percentage of students considered economically disadvantaged.

In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education. The elements outlined in this Parent and Family Engagement (PFE) Policy will help us achieve our mission, creating partnerships with parents/guardians and families and creating opportunities for success for our students.

Objectives:

Parents and families are a child's first teacher. A mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:

- Enhance two-way communication between school and home
- Promote a sense of belonging and engagement for all parents and students
- Foster parent and family participation in school activities

Parent & Family Campus Involvement:

Parents and families are encouraged to attend Back to School events at each level in the district. Additionally, elementary campuses host Open Houses in the spring to showcase academic and non-academic achievements. Parent-teacher conferences are held annually in October at the elementary level. Parents are encouraged to contact staff members with questions or concerns regarding their child or other curricular issues. Teachers and administrators work with parents to develop effective communication plans. Parents are also afforded various volunteer opportunities on the campuses as a way to stay involved in their child's education. Additionally, each campus has activities such as carnivals, performances, fairs, etc. which promote family involvement.



Parent & Family District Involvement:

Various campus and district committees and organizations are open for parents to be involved including the Campus Leadership Team, District Leadership Team, PTOs, Booster Clubs, Diversity, Equity and Inclusion Advisory Committee, Special Education Parent Partners, Bond Oversight Committee, Technology Advisory Committee, and the School Safety and Health Advisory Council. The Eanes ISD CAFE series made up of Town Hall meetings, Listening Dinners, Staff & Parent Conversations and Social Media Vignettes scheduled for the 2022-23 school year provide additional opportunities for information to be disseminated and for parents to stay involved.

Communication is shared with parents in various forms including newsletters, social media and letters from the district. Messages through Skylert are all translated into Spanish. The EISD website has a translation feature whereby information can be translated into several languages. Parents can also request language translators or sign language interpreters for campus or district events.

Parent & Family Events and Training:

The District also hosts training and informational events for parents of Emergent Bilingual students and their families and also for parents of students with or suspected of having Dyslexia.

Through the Special Education Department, parents are encouraged to attend the annual Meet & Mingle and Progression Meetings to enhance their understanding of department and district initiatives. During these meetings, parents are also provided activities to enhance the parent to parent network.

The District also offers various events around mental health or other health related issues including a Speaker Series and a parent to parent support group through the National Alliance on Mental Illness (NAMI).

Eanes ISD provides resources for parents to help with the use of technology including a guide for raising digitally responsible youth and tips



on managing digital distractions at home. Elementary parents have access to other online systems allowing them to monitor student progress and keep in contact with teachers. Secondary campuses utilize Google Classroom as a Learning Management System which includes weekly summaries for parents to review.

STEAM events are also held on many campuses allowing parents to experience the curriculum and activities in which the students are involved. An art exhibit is held every year at the Central Administration building to highlight the creativity and artistic talents of students of all ages.

Student Information:

Information is presented at both the district and campus level regarding state assessments and state accountability. On the two Title I Targeted Assistance campuses, information is shared with families regarding the School-Family Compact and the PFE campus policy. Families are invited to attend elementary school conferences and are made aware of various benchmark testing and screening instruments to help monitor progress. Parents of our Emergent Bilingual students receive a student progress report documenting the student's TELPAS and STAAR results. STAAR family reports and MClass Home Connect letters are available in Spanish.

Community Organizations/Agencies:

Eanes ISD utilizes community members and partners to serve on various district committees as referenced under the Parent and Family District Involvement section. Administrative staff in Eanes are involved with organizations such as the Westlake Chamber of Commerce and Rotary. We are connected to all local law enforcement agencies and meet to discuss safety and security measures. Mental health professionals and organizations are invited to partner with our schools in terms of support or presentations. We have bilingual counseling available through the TCHAT collaboration with Dell for students who qualify. Lists of community resources are kept current for families on our website. We seek internships or job placements for



various Career and Technology Education programs and the Adult Transition Services campus.

Community members contribute their experience and expertise through career days, STEAM day, and cultural arts. At the high school, parent volunteers plan Senior Career Day where seniors are placed throughout the community to shadow professionals in various industries.

Teacher Support for the PFE process:

There are several layers of support for teachers to continue to develop or learn to build positive and strong school/parent relationships. Campus administration, mentor teachers and educational partners work with teachers on communication strategies around academic achievement, behavior, and social-emotional growth. New to the profession and new to district teachers are provided mentors who provide strategies for parental collaboration and communication. Professional Working Communities work on providing information to families on curricular topics and other class or departmental activities. Parent input is solicited from parents during feedback mechanisms such as surveys, back to school nights, or Town Halls.

PFE Policy Process, Evaluation and Dissemination

Starting in the 2022-23 school year, Eanes ISD will review and revise the PFE Policy yearly in the spring. The District Leadership Team (DLT) composed of parents and staff will have input on the activities outlined in the plan. The PFE Policy will be incorporated as part of the District Improvement Plan also reviewed by the DLT in the spring. In the 2022-2023 school year, the DLT will have input on the PFE policy in the fall to get the district on the current cycle as there was not a plan in the spring of 2022. The District Improvement Plan (DIP) is typically presented to the District Leadership Team (DLT) in the spring. The DLT is composed of a representative group of parents and staff. The parents provide recommendations to the district leadership regarding elements of the DIP and ultimately recommend the DIP for consideration to the Board of Trustees.



An evaluation of the PFE policy will be completed in the fall of each school year. The Curriculum, Instruction and Assessment Department will lead the evaluation in conjunction with DLT for consideration for review or revision of the current policy in the spring. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy to design strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policy. Data considered may include student, parent or staff climate surveys, event participation rosters, ARD process surveys, and information collected during CAFE series discussions. The PFE policy will be posted on the District website with the ability to translate into over a dozen languages. Information about the PFE Policy will be contained in the Student Handbook beginning in the 2023-24 school year.

In the late spring or early summer of each school year, information on the various grant programs EISD is a part of is presented to the School Board, and at that time, feedback is solicited from the community prior to the mid-late summer submissions of those grants for the upcoming school year. The presentation includes the amount of funding received for the upcoming school year along with recommendations for the use of those funds.