

EANES ISD

2023-24

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*

ADMINISTRATION

Dr. Jeff Arnett Superintendent
 Molly May Assistant Superintendent
 Jeremy Trimble Assistant Superintendent
 Claudia McWhorter Chief Communications Officer
 Richard Mallard Director of Child Nutrition
 Dr. Kristy Sailors Chief Technology Officer

BARTON CREEK

Nique Mayo Parent / SPED Rep
 Maryam Tager Parent
 Eddie Dauernheim Teacher
 Kali Peichoto Teacher

BRIDGE POINT

Avani Vije Parent
 Kristin Aldred Parent
 Emily Holden Teacher
 Sheri Bryant Principal

CEDAR CREEK

Melissa Hijjar Parent/Alternate
 Jennifer Grammer Parent
 Laurence Moore Parent
 Irene Hidalgo Teacher
 Laura Coaxum Principal

EANES

Wendi Hundley Parent
 Diana Graham Parent
 Whitney Braden Parent
 Reshmi Johnson Teacher
 Annie Simmons Teacher

FOREST TRAIL

Michelle Brandl Parent
 Veronica Hernandez Parent
 Emily Silvia Teacher
 Holly Reid Principal

VALLEY VIEW

Tammy Kingley Parent
 Lacey Baldwin Parent
 Stephanie Brock Teacher
 Christine Stueve Teacher
 Jennifer Dusek Principal

HILL COUNTRY

Jolyn Peden Parent
 Nicole Maurici Parent
 Lisa Palmer Teacher
 Courtney Carter Teacher

WEST RIDGE

Erin Ludwig Parent
 Kelly Inmon Parent
 Kelly Cummings Teacher
 Brett LaBissoniere Teacher

WESTLAKE

Amity Garwood Parent
 Bibi Maddox Parent
 Lindsey Stokes Teacher
 Casey Ryan Assistant Principal
 Steve Ramsey Principal

COMMUNITY

Mike McDonell Business Member
 Lalitha Hegde Community Member
 Christie Schultz Community Member
 Diane Hern Community Member
 Arya Sharma WHS Student

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS					
Implement and align evidence-based instructional systems that drive continuous improvement, outcomes and access for all students					
Optimize personal growth and learning for students, staff, administrators and trustees to support diversity, equity and inclusion					
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Align Professional Learning Community practices to ensure consistency across campuses to improve collaboration and increase levels of teacher support	2023-2025	CIA, Campus Administration, Educational Partners, Grade Level/ Department Professional Learning Communities	Mapping and Planning Document, PLC Guiding Questions, Curriculum Connect, Professional Learning Protocols	Formative : TGAP Team Goals, Sign Sheets, Agendas, Professional Development Rosters, Building Schedules, PLC Look Fors & Calendars
					Summative : State and local benchmarks and assessments, PLC Team Assessment Tool, Building Schedules, PLC Look Fors & Calendars, Instructional Rounds Data, Required Instructional minutes reflected in building schedules
2	Build the capacity of teachers to utilize the district's curriculum, which includes the scope and sequence, units of study, learning targets, and common assessments	2023-2025	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, Instructional Rounds Data, Lead4Ward Resources, & ESSER Funds	Formative PLC Agendas that reflect the use/application of curriculum documents
					Summative : State and local benchmarks and assessments, Instructional Rounds Data, formal and informal data from campus/grade level data meetings
3	Embed the thoughtful use of technology within the PLC process to promote and support improving students' usage of technology in order to communicate, collaborate, think critically, and create	2023-2025	CIA, 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, Instructional Rounds Data & SAMR Framework	Formative : The SAMR framework will be embedded into PLC discussions to ensure instructional planning provides students with opportunities for enhancing and transforming learning with technology.
					Summative PLC Agendas that reflect the use/application of SAMR Framework, State and local benchmarks and assessments, Instructional Rounds Data
4	Embed a framework within the PLC process for evaluating and developing curriculum and instructional resources to be more representative, inclusive, and accessible to ALL students	2023-2025	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, Instructional Rounds Data, & LessonCast	Formative : TGAP Team Goals, Sign Sheets, Agendas, Professional Development Rosters
					Summative : State and local benchmarks and assessments, PLC Team Assessment Tool. Evidence within curriculum documents and resources promotes the inclusion of authentic student voice and offer more choice within diverse learning opportunities.
5	Implement research-based strategies that promote student agency through the inclusion of cross-linguistic connections and embedding classroom language support.	2023-2025	CIA, Campus Administration, Educational Partners, Coordinator of Multilingual Education & Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Thoughtful Use of Technology, Instructional Rounds Data & AAPPL assessment	Formative : TGAP Team Goals, Sign Sheets, Agendas, Professional Development Rosters.
					Summative : State and local benchmarks and assessments, AAPPL assessment data, and PLC Team Assessment Tool. Evidence within curriculum documents and resources promotes the inclusion of authentic student voice and offer more choice within diverse learning opportunities.
6	Provide targeted professional learning to increase fidelity of implementation of best instructional practices, high quality assessment, guaranteed viable curriculum, and student learning environment to have maximum impact on student learning	2023 - 2024	CIA, Campus Administration, Educational Partners, PLCs, Campus Staff	Region 13, Lessoncast, lead4ward, TEA, State and National Organizations, vendor provided PD	Formative : Needs assessment data, TGAP data, classroom observation data collection
					Summative : Benchmarks data, STAAR scores, AP/SAT scores, Student Climate Surveys, Teacher Climate Surveys, TGAP data

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS					
7	Utilize best instructional practices, high-quality assessment, and guaranteed viable curriculum to increase acquisition and application of science skills and concepts in grades K-5	2023 - 2025	CIA, Campus Administration, Educational Partners, PLCs, Campus Staff	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, STEMScopes, Instructional Rounds Data, Lead4Ward Resources, & ESSER Funds	Formative: Common assessments data, classroom observation data collection, and district benchmarks
					Summative: State and local benchmarks and assessments, PLC Team Agenda, and STAAR Scores.
8	Provide additional teacher and student supports to reduce the achievement gaps for special population students (EB, Special Education, and Economically Disadvantaged)	2023-2024	CIA, Campus Administration, Educational Partners, CSS Staff and Professional Learning Communities, Campus Teachers	Accountability Report, MAP data, MClass data, Benchmark data, and classroom assessment data, Student Data Talks, Title I Part A Program Plan, Title I Part A Targeted Assistance Campus Meetings, Title III Parent &	Formative: progress monitoring data, STAAR scores. MAP data, MClass data, District benchmark data, common assessments, and classroom assessment data
					Summative: STAAR scores, ESSA Equity Plan, TAPR, A-F District and Campus Accountability Ratings
9	Improve training procedures for the §504 Homebound process	2023-2024	Director of Student Support Services, Campus Administration, Campus Staff	§504 Homebound Guidelines, Homebound Needs Assessment document, §504 Homebound Supplement Forms, TEAL	Formative: Homebound Needs Assessments document, §504 Homebound Supplement Forms
					Summative: Updated process documents, Database logs, weekly Homebound instruction and attendance logs
10	Develop and train on shared expectations for §504 meetings	2023-2024	Director of Student Support Services, Campus Administration, Educational Partners	§504 Guidebooks, §504/IDEA eligibility, §504 Google Site, Teacher/Student/ Parent feedback	Formative: Quarterly §504 Coordinator meetings, Campus data
					Summative: Peims Rosters, Section 504 Reports
11	Align Student Support Team (SST) documents across campuses to enhance the early identification process	2023-2024	Director of Student Support Services, Campus Administration, Educational Partners, Campus Staff	SST Guidebooks, SST Flowchart, Teacher/Parent Feedback, Skyward	Formative: Tier 1 and Tier 2 Progress Monitoring, Campus SST data
					Summative: Benchmarks data, STAAR scores, Skyward Referrals, Campus Referral Logs, SST Notes
12	Increase fidelity of Tier 2 Interventions (Dyslexia, reading, ESL, math) to close academic gaps	2023-2024	Director of Student Support Services, Campus Administration, CSS Staff, SST Teams	Intervention programs, Progress Monitoring, Dyslexia Screeners, Reading Inventories, Campus Data	Formative: Tier 2 Progress Monitoring, Peims Rosters, monthly CSS meetings, campus SST meetings
					Summative: District and Tier 2 Benchmarks, MAP, Reading Inventories: mCLASS (K-2)/TMFSA (7th)
13	Build capacity for staff serving Emergent Bilingual students through a procurement of materials and staff training	2023-2024	Director of Student Support Services, Coordinator of Multilingual Education, Campus Administration, ESL Specialists, Campus Staff	LAS Links, TELPAS, IOWA Test, ELPS Toolkit, 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, TEA Certifications
					Summative: LAS Links, TELPAS, & STAAR scores; EB Reclassification Data, student growth in second language acquisition, district expectation of ESL certified staff
14	Provide additional activities to promote Parent/Family engagement for our Emergent Bilingual and Economically Disadvantaged populations	2023-2024	Director of Student Support Services, Coordinator of Multilingual Education, Campus Administration, ESL Specialists, Campus Staff	Title III, District Parent & Family Engagement Plan, Targeted Assistance Campuses - Parent & Family Engagement Plan and Parent Compacts	Formative: Zoom/in-person meetings, newsletters, flyers, website
					Summative: PEIMS Rosters, Sign-In Sheets

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS					
Continue to advance and enhance special education services for students.					
Optimize personal growth and learning for students, staff, administrators and trustees to support diversity, equity and inclusion.					
Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
15	Continue the practice of hiring strategies that diversify the channels of outreach to a wider pool of candidates to mitigate staff shortages in order to increase the fidelity of IEP implementation.	2023-2024	Special Education and Human Resources Department	Career Fairs, Social Media Promotion, Alternative Certification Programs, and University Preparation Programs	Formative: Staffing rosters; contract costs; sub expenditures
					Summative: IEP progress reports; Parent Post-ARD Survey; complaint resolution process; retention rates
16	Leverage the growth of LSSP internship program and systematize the teaching assistant to teacher program to build on highly qualified candidates.	2023-2024	Special Education Administration, LSSP Leadership Team, University Partnerships, Alternative Certification Program Advisors, Human Resources Team	University Partnerships, Recruitment flyers & sessions, New Eanes Staff Support Training, TA to Teacher Coordinated Set of Activities	Formative: BOY staffing vacancies; number of position filled by contract agency
					Summative: State Performance Plan 11 & 12; LSSP Retention Rates; Teacher vacancy/fill rates
17	Build on existing professional learning opportunities for new and veteran teachers to provide a scope and sequence of support for the entire school year and enhance leadership opportunities within the special education team.	2023-2024	Special Education Administration, Educational Partners, & Mentor Teachers	Special Education Administration, Educational Partners & Mentors, Institute for Excellence, and Region 13 & TEA	Formative: Staff and parent surveys; campus administration feedback and evaluation data; and institute for excellence data
					Summative: Staffing retention rates and EOY survey; increased job knowledge and independence; and additional department resources
18	Refine curriculum alignment and professional development in the areas of transitional courses/programs such as Study Skills, MAPS/PATH, ECSE, and ATS	2023-2024	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
19	Implement a Bullying Prevention Committee and other systems of support to increase staff, student, and community knowledge and awareness of best practices to support mental health and behavior.	2023-2024	CIA Department, Campus Administration, Special Education Administration & Staff, Counseling Coordinator, Counselors, & School-Based Therapists	Emergent Tree, Region 13 and TEA resources, NAMI, Integral Care, & PLCs,	Formative: Professional development focusing on support students with mental health and behavioral needs, district PLCs, staff surveys
					Summative: Professional learning documentation, assessment and care team requests, discipline referrals, and risk assessment data
20	Review, enhance, and develop curriculum resources for students accessing modified/alternate math curriculum.	2023-2024	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

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS					
21	Develop and align procedures for supporting inclusive opportunities and growth in the areas of unified champion and extracurricular activities.	2023-2024	Special Education Administration, Campus Administration, Special Education Educational Partners, Special Olympics Texas, General Education Staff, Parent Volunteers, & SEPP	Inclusive Culture Subcommittees work, Program Review Action Plan, Special Olympics/Unified Champions, Teachers/Coaches	Formative: Student and parent surveys; SEPP guidance; Staff feedback and availability
					Summative: Extra-curricular participation rates; climate surveys
22	Provide increased opportunities and resources availability for parent partnerships between current and new to special education and/or Eanes parents and staff.	2023-2024	Special Education Administration, Campus Administration, Special Education Staff, and SEPP	Inclusive Culture Subcommittees work, Post-ARD Survey, SEPP Feedback, & TEA Parent Engagement Strategies	Formative: Parent to Parent feedback; post-ARD survey; SEPP guidance; and staff input
					Summative: Increased attendance at parent engagement events, increased presence on social media, attendance at resource fairs; feedback from new to Eanes parents

INSTRUCTIONAL PRIORITY: FOSTER SAFE AND INCLUSIVE ENVIRONMENTS

Prioritize an inclusive environment of belongingness, social and emotional well-being and physical safety as a foundation for academic and co-curricular excellence.

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Implement a K-5 health education curriculum emphasizing a skills-based approach to help students practice and advocate for their health needs	2023-2024	CIA Department, Elementary PE teachers, school counselors, school-based therapists, teachers, nurses, LSSPs and campus administrators	Health Curriculum	Formative: Professional development, lesson plans, class discussions
					Summative: Counseling visit logs, discipline data, survey results
2	Solicit student voice in refining counseling-related services provided by counselors on their campus(es)	2023-2024	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists	Texas Model, ASCA	Formative: Needs assessment instrument
					Summative: Results from campus needs assessment
3	Implement, monitor and/or update District policies related to emotional and physical safety of students including training and instructional requirements including but not limited to bullying, discrimination, harassment, retaliation, abuse and maltreatment)	2023-2024	Board of Trustees, Superintendent, Campus Administration, General Counsel, CIA Department	Board Policies, 88th Legislative Session Updates	Formative: Updated policy, Safe Schools roosters, State School Safety Report
					Summative: Discipline data, Westlake Watch tips, Gaggle Alerts, IEP Goals and Objectives, Stay Away Agreements, Bullying Documentation, ACT meeting agendas, Kaseware logs

Optimize personal growth and learning for students, staff, administrators, and trustees to support diversity, equity, and inclusion

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
4	Expose students to a full spectrum of postsecondary options for education and careers through guaranteed viable college and career experiences	2023-2024	Coordinator of Counseling & SEL, School Counselors, CTE coordinator	Community members, post-secondary institutions, military, BigFuture, Texas Career Check, My Next Move, Naviance	Formative: Direct instruction, Career Days/Career Fairs, College Fairs, Military and Technical School Fair
					Summative: List of participants (representatives from college, career, military; volunteer speakers and their careers; community locations accepting student shadows), annual college admissions report to the Board
5	Assess and promote activities, events, curricular resources and discussions to increase understanding and acceptance for ALL students to highlight the value that diversity brings to our school and broader community	2023 - 2024	Cabinet, CIA, Board of Trustees, Campus Administration, Campus and district staff, DEI advisory committee	Instructional materials, Lessoncast training, campus/district and community events, conferences, DEI advisory meetings, calendars	Formative: Lesson plans, event flyers, CAFÉ series attendance Summative: Event participation, student, parent and staff surveys
6	Support the needs of diverse student groups by providing professional development on mental wellness, school connectedness and belongingness to build capacity for staff	2023-2024	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists	Toolkits from state and local organizations and agencies, NCTSN, Child Mind Institute, SAMHSA, Region 13	Formative: Direct instruction to small groups of administrators and staff
					Summative: List of attendees; increase in sense of connectedness on climate survey

INSTRUCTIONAL PRIORITY: FOSTER SAFE AND INCLUSIVE ENVIRONMENTS

Apply evidence-based approaches to support the mental health needs of students and staff

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
7	Implement research-based programming to educate students about mental health and wellness, including suicide prevention awareness	2023-2024	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists, LSSPs, Campus Administration	Texas Model, ASCA, A Friend Asks app, Erika's Lighthouse, Second Step, Title IV	Formative: Direct instruction, reinforcing themes indirectly (i.e. announcements, posters), individual counseling as needed
					Summative: Data from suicide risk screening; documentation of counselor visits in Skyward, calendar/schedule
8	Continue to pilot CloseGap as a classroom check-in tool to screen for student wellbeing	2023-2024	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists, Campus Administrators, Campus Teachers	CloseGap site; student, parent, and staff feedback	Formative: Promote this tool to elementary teachers to solicit interest
					Summative: Number of participating teachers, CloseGap data from dashboard
9	Increase awareness of the roles of school counselors and school-based therapists and ways to access services	2023 - 2024	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists, Campus Administrators, Campus Teachers	Website, Social media, Back to School Nights, PTO/Booster meetings	Formative: Student interviews, counseling logs
					Summative: Survey results

OPERATIONAL PRIORITY: ENGAGE STAFF & COMMUNITY

Maximize ongoing efforts to recruit, retain and resource top-quality staff for all positions

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Review and adapt to changing hiring trends applied to district processes in attracting and retaining top talent in all areas of education	2023-2024	Chief of Human Resources, Director of Human Resources, individual school principals and additional capacity if possible	Job Fairs, Media outlets, and the voice of our own teachers and staff	Formative: Provide feedback measures to evaluate results and ideas, then assess feasibility and cost-effectiveness of responding to data.
					Summative: Post-review of our past and current hiring practices and measuring our success. Utilize metrics for common recruitment and selection methods.
2	Review district benefits and community partnerships	2023-2024	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	Formative: Review of opportunities to enhance and build on current offerings in both programs and content to support the wellbeing of staff.
					Summative: Post-review receive feedback from employees on current needs, strengths of programs and future interest.
3	Common Leadership - Professional learning and leadership development training aligning teachers, Assistant Principals and Principals	2023-2024	Chief of Human Resources, Director of Human Resources, I.E. and other district leaders	Leadership conferences, I.E. and district administrators	Formative: Enhance and build on leadership development opportunities with the philosophy that many leaders exist within a school. The theory supports the teacher as a classroom leader and the principal as the leader of leaders with other layered leader supports such as Educational Partner and Assistant Principal.
					Summative: Post-review receive feedback from employees on strengths of programs and future interest.

Increase means of conversing with, listening to and soliciting feedback from employees, students, parents and community members.

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
4	Enhance and expand communications to promote conversations and engagement opportunities for students, staff, alumni and stakeholders to increase understanding and acceptance to highlight the value diversity brings to our school and broader community	2023-2024	Chief Communications Officer; individual school principals, board/admin leadership and EEF.	Best practices in school communications from the Texas and National School Public Relations Associations, PTO/Booster Clubs	Formative: Review of district and school communications including website, newsletters, surveys, town halls and events (e.g., "CAFÉ series") to assess frequency, inclusiveness and effectiveness. Review and assess 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 feedback and engagement from various audiences, news coverage and public engagement that helped stakeholders understand the objective story of challenges and achievements for public education in Eanes ISD.
5	Ensure transparency, clarity, frequency and proactivity of all messages	2023-2024	Chief Communications Officer; individual school principals.	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 note unique audiences and need for greater consistency, clarity and inclusivity.
					Summative: Post-review to determine clarity, consistency and inclusivity of content. Feedback from unique audiences using qualitative and quantitative metrics.

OPERATIONAL PRIORITY: MANAGE FINANCES, FACILITIES, ASSETS

Manage and efficiently use available maintenance and operations funds

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Continue a multi-year strategic budgeting approach	2023-2024	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	2023-2024	Assistant Superintendent of Operations, Chief Financial Officer, Chief Technology Officer, and Bond Oversight Committee	Monitoring progress of 2019 bond projects, conduct assessment of infrastructure requirements and district needs for future bond planning.	<p>Formative: Oversight of 2019 bond projects and evaluation of continued or future capital project needs.</p> <p>Summative: Develop and begin implementation of a timeline and process that furthers conversation about future capital project needs, with input from associated committees and stakeholders.</p>
3	Explore external funding opportunities to supplement district and department funding	2023-2024	Assistant Superintendent of Operations, Chief Financial Officer, and Chief Technology Officer	Explore, identify and apply for supplemental funding solutions including E-Rate and third party grants.	<p>Formative: Review external funding opportunities to support district needs.</p> <p>Summative: Research and identify alternative funding methods for supplementing district funding needs.</p>
4	Prioritize and monitor balances obtained through bond and external funding solutions	2023-2024	Assistant Superintendent of Operations, Chief Financial Officer, and Chief Technology Officer	Monitor department funds and projects, supported by bond or external sources with fidelity and oversight.	<p>Formative: Review and monitor budgets for transparency, accuracy and fidelity.</p> <p>Summative: Develop and maintain checks and balances for budget oversight and project management.</p>

OPERATIONAL PRIORITY: MANAGE FINANCES, FACILITIES, ASSETS

Ensure facilities and resources are managed, maintained and improved for the benefit of the present and future academic community

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
5	Evaluate and maintain technologies and instructional resources for effective use, function, and feasibility.	2023-2024	Chief Technology Officer and Director of Educational Technology	Inventory of instructional resources, subscriptions and technologies currently utilized by students and staff.	Formative: Review instructional resources used by students and staff.
					Summative: Final inventory of technologies, resources and applications used by students and staff and supported by the district.
6	Assess technologies, including audiovisual equipment, installed in instructional or staff spaces for updates and function.	2023-2024	Technology Services	Inventory of technologies and AV equipment, including campus locations, with detailed information about model, support requirements and features.	Formative: Detailed inventory of technologies and AV equipment.
					Summative: Up to date inventory of all technologies and AV equipment, including details, support documentation and vendor contact information.
7	Review warranty, support model, and identify life cycle of technologies and equipment.	2023-2024	Technology Services & Maintenance and Operations Departments	Relying on warranty of application of technologies and equipment for support, warranty and replacement cycle.	Formative: Catalog and document warranty details, support agreement and life cycle of all technologies and equipment.
					Summative: Develop replacement cycle and support model for technologies and equipment.
8	Monitor, maintain and implement cybersecurity applications, processes and procedures that govern critical systems.	2023-2024	Technology Services	Applying safeguards and security measures to all critical applications, accounts and systems.	Formative: Partner with cyber security experts to monitor systems for potential vulnerabilities.
					Summative: Develop maintenance cycle to ensure security measures are implemented.
9	Assess and upgrade all network equipment in district data centers to provide infrastructure for all technology based systems.	2023-2024	Technology Services	Meet industry standards for equipment necessary for an environment our size, and continually implement best practices for software and hardware	Formative: Partner with district network consultants to determine long-term equipment upgrades for the district.
					Summative: Develop plans for routine system maintenance and upgrades for best possible functionality
10	Maintain and expand the web presence of Technology Services and Educational Technology resources.	2023-2024	Chief Technology Officer, Director of Educational Technology, Educational Partners, Technology Services	Technology Services website, Educational Technology support page, New Teacher onboarding	Formative: Maintain and update resources and support documents made available to teachers for appropriate and thoughtful use.
					Summative: The number of resources available to the staff and the community will be updated.
11	Audit, review and remove technologies and digital resources no longer supported or utilized by instructional staff and/or students or at the end of life for service or warranty	2023 - 2024	Chief Technology Officer, Director of Educational Technology, Educational Partners, Technology Services	Audit rubric	Formative: Partner with campus staff to evaluate technologies and identify those items to be removed from campus or district resources.
					Summative: The number and types of technologies removed from inventory at each campus.

OPERATIONAL PRIORITY: MANAGE FINANCES, FACILITIES, ASSETS

Support long-range planning and programmatic review process

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
11	Study potential budgeting and policy procedures	2023-2024	Superintendent, Assistant Superintendent of Operations, 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 context of Board priorities.
					Summative: Update projections and amend budget as legislative and local policies are adopted.
12	Progress monitor goals and objectives identified in the long-range technology plan	2023-2024	Chief Technology Officer, Director of Educational Technology, Educational Technologists and Technology Advisory Committee	Monitor goals and implement projects identified by the long-range technology plan.	Formative: Monitor progress towards goals and projects as identified in the long-range technology plan.
					Summative: Develop and publish progress monitor documentation highlighting current status of goals and projects identified in the long-range technology plan.
13	Analyze demographic, enrollment and transfer data for themes, growth and areas of focus to maximize capacity	2023-2024	Superintendent, Assistant Superintendent of Operations, District Registrar and other staff	Skyward reports, Registrars' data, District Demographic studies, and enrollment projections.	Formative: Monitor attendance for the academic year.
					Summative: Maintain K-4 classes as close to possible to an average 22:1 ration while also balancing the budgetary need to adjust FTE. Keep fifth grade and secondary classes at reasonable levels. Efficiently manage Transfer student enrollment
14	Begin Long-Range Facility Planning Process	2023-2024	Assistant Superintendent of Operations, Chief Technology Officer, Director of Capital Improvements,	Campus usage analysis, educational adequacy studies, District Demographic studies, and enrollment projections.	Formative: Evaluate campus facility long-range needs an planning
					Summative: Develop long-range planning strategies through campus committee dialogues and reviews.
15	Evaluate and update department governance documentation as systems are updated or changed	2023-2024	Chief Technology Officer and Technology Services	Department governance manual and system documentation.	Formative: Evaluate and update documentation for all critical systems, processes and procedures.
					Summative: Maintain an up-to-date governance manual documenting processes and procedures on all critical systems.



Eanes ISD ESSA Title I, Part A 2023 - 24

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 elementary campuses with the highest rates above the district rate are designated TA campuses. The ESSA Title I funds are then targeted to intervention services on those campuses assisting those students.

Parent and Family Engagement Policy ESSA Section 1116

Purpose:

In Eanes ISD, our 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 and respectful 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 join 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 also 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.

During the course of the year or for a certain period of time, there may be a need to convene a group of parents to focus on a specific issue. This may take the form of a limited time Task Force, such as Spanish Immersion during the 2022 - 23 school year or long range facilities planning meetings beginning in 2023 and continuing the next year.

Parent & Family Events and Training:

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

Dyslexia. During the 2023 - 24 school year, additional language supports will be provided during the EB informational meetings.

Depending on the school year and curricular initiatives or adoptions, parents are invited and encouraged to learn about curricular changes or provide input on instructional materials adoptions. During the 2022 - 23 school year, webinars were held to address the new sequencing for math in Eanes ISD so parents could make informed decisions about entry and/or exit points for acceleration. Parents were also provided opportunities to view and give feedback on instructional materials related to SB 9 and dating violence and elementary health curriculum.

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.

Additionally, many campuses host cultural celebratory events showcasing the diversity within our own community and also within the greater global community in which our students will interact which brings our families together, strengthens connectedness and helps prepare students for a more complex, diverse world.

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 TCHATT 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. Eanes ISD has also made a very concerted effort to reach out to a diverse group of faith leaders of the local congregations where our families attend services to look for opportunities to partner in a variety of ways.

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 Learning 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 and the Diversity, Equity and Inclusion (DEI) Advisory Committee composed of parents, staff and students will have input on the activities outlined in the plan. The PFE Policy will be incorporated as part of the District Improvement Plan (DIP) also reviewed by the DLT in the spring. The (DIP) is typically presented to the (DLT) in the spring. 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 (CIA) 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, have disabilities, have limited English proficiency, have limited literacy, or are of a racial

or ethnic minority. 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.