



EANES ISD

2024 -25

**DISTRICT
IMPROVEMENT PLAN
AND PARENT &
FAMILY ENGAGEMENT
PLAN**

DRAFT: INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS

Strategic Objective 1: Academic growth through high-quality instruction

Strategic Objective 2: Exploratory opportunities and a variety of pathways to increase post-secondary options

Strategic Objective 3: Targeted identification, intervention and supports based on student need

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Embed a PLC Strategic Implementation Guide (SIG) within the PLC process to provide teacher support in identifying instructional clarity, alignment and coaching support.	2024-2025	CIA, Campus Administration, Instructional Coaches, Curriculum Writing Teams, & Professional Learning Communities	SIG, District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Instructional Rounds Data, & LessonCast	Formative: TGAP Team Goals, Sign-In Sheets, Agendas, Professional Development Rosters, SIG Anchor statements, PLC conference registration Summative: 50% of PLCs will demonstrate proficiency based on the SIG.
1B	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	2024-2025	CIA, Instructional Coaches, 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 SAMR Walk-through Data Collection Form	Formative: The SAMR framework embedded into PLC discussions Summative: Campuses will demonstrate growth from BOY baseline as measured by SAMR walkthrough data collection form.
2A	Structure career exploration opportunities that align with stages of career development to prepare students for success beyond high school	2024-2025	Coordinator of Counseling & SEL, School Counselors, CTE coordinator	Values-, interest-, skills- and/or personality-based assessments	Formative: Direct instruction, Career Days/Career Fairs, College Fairs, Military and Technical School Fair Summative: Program evaluation based on student input
2B	Enhance systems for monitoring and tracking students for Career, College and Military Readiness	2024-2025	Coordinator of Assessment, CIA Department, WHS Academic Dean, WHS Counselors	Values-, interest-, skills- and personality-based assessments	Formative: CCMR indicators, TEA reports Summative: Meet TEA CCMR target
2C	Provide education and resources for students and parents around higher education and financial aid opportunities	2024-2025	CIA Department, Campus Administration, Counselors	USDE Information, College Partnerships, Scholarship information	Formative: College Fairs, FAFSA Support Summative: College acceptance rates
3A	Follow the action steps outlined in the ESSA Equity Plan to decrease achievement gaps in TEA defined target groups, specifically African-American students and students new to Eanes ISD	2024-2025	CIA, Campus Administration, Instructional Coaches, Campus Teachers, Counselors	Title I, NSOE information, Region 13 Technical Assistance, Lead4ward, Instructional Best Practice Guidelines and UDL Guidelines	Formative: Benchmark assessments, progress monitoring measures, STAAR results Summative: 10% or less achievement gap in any TEA defined target group

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3B	Align and standardize multi-tiered systems of support (SST, §504, Tier 2, Dyslexia) to improve the early identification process	2024-2025	CIA, Campus Administration, Instructional Coach, Campus Staff	SST Guidebooks, SST Flowchart, Dyslexia Handbook, Teacher/Parent Feedback	Formative: Tier 1 and Tier 2 Progress Monitoring, Campus SST data, service logs
					Summative: Alignment between student need and intervention reflected in SST and RTI service logs
3C	Increase academic and conversational language proficiency skills of Emergent Bilingual students utilizing additional curricular resources	2024 - 2025	Director of Student Support Services, Coordinator of Multilingual Education, Campus Administration, ESL Specialists, Campus Staff	Title III, LAS Links, TELPAS, IOWA Test, ELPS Toolkit, Region 13 Professional Learning Community	Formative: Grades, TELPAS, benchmark assessments
					Summative: Increase percentage of students reaching Advanced High composite scores on Telpas assessment
3D	Provide enriching activities to promote Parent/Family engagement for our Emergent Bilingual and Economically Disadvantaged populations	2024-2025	CIA Department, Campus Administration, ESL Specialists, Campus Staff	Title I & 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
3E	Enhance the efficacy of special education services by aligning students' present levels to goals and schedule of services, thereby ensuring targeted and meaningful interventions that optimize student learning and skill development	2024-2025	Special Education Administration, CIA Department, Special Education Instructional Coaches, Campus Administration, Special Education Staff	FIE, TEKS, TEA/Region 13, IEP program resources, & PLCs,	Formative: Professional development focusing on best IEP practices and resources through new IEP platform
					Summative: 90% of IEPs through a self-audit have a documented sequence of alignment.
3F	Develop and align procedures for supporting inclusive opportunities and growth in the areas of unified champion and extracurricular activities.	2024-2025	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
3G	Implement awareness activities, tracking procedures, and interventions for students with chronic absenteeism	2024-2025	CIA Department, Campus Administration, Staff, Counselors, Communications Department	On Data Suite, TEA resources, Social media/communication platforms	Formative: Periodic campus monitoring checks, attendance plans
					Summative: Chronic absenteeism rate at 7% or lower

DRAFT:INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools and Communities					
Strategic Objective 1: Educational experiences and a district culture based on the principals of diversity, equity and inclusion					
Strategic Objective 2: Safe physical and online environments					
Strategic Objective 3: A district culture of lifelong wellness and balance through cultivation of healthy habits, personal responsibility and resilience					
Ed	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Provide targeted on-demand professional learning aligned to UDL practices emphasizing diversity, equity, and inclusion within the curriculum.	2024 - 2025	CIA, Campus Administration, Educational Partners, PLCs, Campus Staff	Lessoncast Mini-Lessons, PD Bites, lead4ward, TEA, State and National Organizations, vendor-provided PD	Formative: Needs assessment data, TGAP data, classroom observation data collection, and meeting agendas.
					Summative: Each campus completes at least two mini-lessons of the on-demand learning modules from LessonCast.
2A	Implement Bullying Prevention Committees and system of supports to increase staff knowledge and awareness of best practices to support mental health and behavior.	2024-2025	CIA Department, Campus Administration, Special Education Administration & Staff, Counseling Coordinator, Counselors, & School-Based Therapists	Campus Leadership Teams, Region 13 and TEA resources, Community partnerships, SSHAC	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
2B	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, trauma-informed care	2024-2025	Board of Trustees, Superintendent, Campus Administration, General Counsel, CIA Department, Board of Trustees	Board Policies, Legislative Session Updates, SSHAC	Formative: Updated policy, Safe Schools completion logs, 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, DOE reports
3A	Solicit student voice in refining counseling-related services provided by counselors on their campus(es)	2024-2025	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists	Texas Model, ASCA	Formative: Annual required needs assessment
					Summative: Results from campus needs assessment, including comparison of student participation to previous needs assessment
3B	Provide education about mental health and wellness and social, emotional learning topics for staff, students, and/or parents.	2024-2025	Coordinator of Counseling & SEL, School Counselors, School-Based Therapists, School Psychologists, Campus Administration	Title IV funds, district personnel, community organizations	Formative: Programs, events, or activities developed, delivered, or organized by campus or district staff or provided by third-party organizations.
					Summative: Flyers, handouts, slide decks, estimated attendance counts



Eanes ISD ESSA Title I, Part A 2024 - 25

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 used for 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, cultural celebrations 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 long range facilities planning meetings which began in

2023 and continued into 2024.

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 were added to support our families during the EB informational meetings. Additionally, informational nights are hosted for parents of children in special education progressing to a new school level in the District.

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.

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. In 2023 - 24, the District hosted a discussion by Denise Pope from Challenge Success. A suicide awareness and prevention presentation was also provided by the American Foundation for Suicide Prevention.

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.

Certain campuses also provided parents training from Crime Stoppers of Houston regarding safe internet use.

STEAM and career 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 within the greater global community in 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 instructional coaches work with teachers on communication strategies around academic achievement, behavior, and social-emotional growth. New to the profession and new to district teachers have 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.

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.