



EANES

ELEMENTARY SCHOOL

2024-25

Campus Improvement Plan

Eanes Elementary Campus Improvement Plan					
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	Increase instructional alignment and improve learner engagement through work in Professional Learning Communities (PLCs) through use of the PLC Strategic Implementation Guide (SIG) for team self-assessment and goal-setting.	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers	SIG, District Curriculum, Scope and Sequence, Unit Guides, Instructional Expectations, Instructional Best Practice Guidelines	Formative: TGAP Team Goals, PLC Agendas, Professional Development Rosters, SIG Anchor statements, PLC conference registration, common assessments, common assessment data, classroom observation data
					Summative: 50% of PLCs will demonstrate proficiency based on the SIG.
1B	PLCs will continue developing common assessments (formative and summative) and analyze student outcomes and data to inform instructional decisions for growth.	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers	District Curriculum, Scope and Sequence, Unit Guides, Instructional Expectations, and Curriculum Resources for Common Assessment Development	Formative: Common Assessments, Common Assessment Data, Classroom/PLC Observation Data, PLC Agendas, Kid Talks Data Review Quarterly Meetings
					Summative: 50% of PLCs will demonstrate proficiency based on the SIG.
2A	Structure career exploration to support students' exposure to careers post secondary through a the annual implementation of the EE, campus-wide Career Talk specific to each grade level. This includes a variety of careers within each grade level.	2024 - 2025	School Counselor, Campus Administration, Instructional Coach, and Classroom Teachers	Schedule of Career Rotations, DEI committee input, variety of parents, careers and pathways to those careers.	Formative: Student, Staff and Parent input on participants, careers, and interests
					Summative: Post career talk survey sent to staff and 4th & 5th grade students to determine engagement and areas of opportunity
3A	Intentionally and proactively support TEA defined target groups, specifically students new to Eanes ISD through holistic approaches that focus on family outreach, early academic assessment and intervention, and social-emotional	2024-2025	Campus Administration, Instructional Coach, Teachers, Counselor, School-Based Therapist	NSEO Information, Lead4Ward, Instructional Best Practice Guidelines, UDL Guidelines, Family Ambassador PTO Outreach, Student Ambassador Program	Formative: Benchmark assessments, progress monitoring measures, STAAR results, mClass results, Fountas & Pinnell reading assessment results, MAP results, Kid Talks Data Review Quarterly Meetings
					Summative: 10% or less achievement gap in any TEA defined target group
3B	Improve student outcomes by implementing best practices for WIN (What I Need) time.	2024 - 2025	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers	WIN Task Force Recommendations, Best Instructional Practice Guidelines, Instructional Expectations	Formative: Benchmark assessments, progress monitoring measures, STAAR results, mClass results, Fountas & Pinnell reading assessment results, MAP results, WIN Task Force Recommendations, Kid Talks Data Review Quarterly Meetings
					Summative: 15% or less EE students identified as "below grade level"
3C	Communicate attendance policies and importance in campus-wide communication quarterly, implement tracking procedures and interventions for students with chronic absenteeism, or attendance concerns.	2024 - 2025	Campus Administration, Teachers, Counselor, School-Based Therapist, Attendance Clerk	Skyward, Google Sheets, SmartTag, TEA resources, social media, communication platforms, and personalized attendance information and letters	Formative: Periodic monitoring checks, attendance plans, and family outreach, Kid Talks Data Review Quarterly Meetings
					Summative: Chronic absenteeism rate at 5% or lower

Eanes Elementary Campus Improvement Plan

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

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1A	Utilize the campus Equity Leadership Team as a forum for equity based discussions and problem solving and provide targeted professional learning aligned to UDL practices emphasizing diversity, equity, and inclusion within the curriculum.	2024 - 2025	Campus Administration, Instructional Coach, PLCs, Teachers, Equity Leadership Team	Lessoncast Mini-Lessons, PD Bites, lead4ward, TEA, State and National Organizations, vendor-provided PD, Start Here Start Now book	<p>Formative: Needs assessment data, TGAP data, classroom observation data collection, and meeting agendas.</p> <p>Summative: Equity Leadership Team documents issues and problems addressed and each PLC completes at least two mini-lessons of the on-demand learning modules from LessonCast.</p>
2A	Digital Citizenship and Interpersonal safety lessons are taught in each classroom K-5. School Safety officer provides campus wide-support throughout the year on this safety initiative.	2024-2025	Counselor, School Based Therapist, SRO, Classroom Teachers, and Campus Administration	SEL Lesson, Crime Stoppers Presenters, Small Group Lessons	<p>Formative and Summative: Counselor Referrals, Office Referral Data, Specialist intervention data (SPED or Tier 2)</p>
2B	Continue to implement Positive Behavior Intervention System, PBIS (Lend a Hand) to explicitly teach students school-wide expectations for behaviors to create a positive and safe school environment in all common areas and in all learning environments. Restorative practices will be implemented to support students as they reintegrate to classroom environments after unexpected and undesired behaviors	2024-2025	Teachers, Counselor, School-Based Therapist, School Psychologists, Campus Administration	PBIS Framework & Resources, School Wide Announcements, Assemblies, Newsletters, DBRC Toolkit	<p>Formative and Summative: Counselor Referrals, Office Referral Data, Specialist intervention data (SPED or Tier 2)</p>
3B	Provide education about mental health and wellness and social, emotional learning topics for staff, students, and/or parents.	2024 - 2025	Counselor, School-Based Therapist, School Psychologists, Campus Administration	Community organizations, Employee Assistance Program,	<p>Formative: Programs, events, or activities developed, delivered, or organized by campus or district staff or provided by third-party organizations.</p> <p>Summative: Flyers, handouts, slide decks, estimated attendance counts</p>