



# EANES ISD

*2025 - 2026*

**DISTRICT  
IMPROVEMENT  
PLAN AND PARENT  
& FAMILY  
ENGAGEMENT  
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	Measurement, Evaluation, Documentation or Evidence
1A	Integrate a PLC Strategic Implementation Guide (SIG) into the PLC process to support teachers in instructional clarity, alignment and coaching support	2025-2026	Teaching & Learning Department, 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, Digital Data Collection Tool, Title II Funds	<b>Formative:</b> Annual Team Goals, PD Sign-In Sheets, PLC Agendas, Professional Development Rosters, SIG Anchor statements
					<b>Summative:</b> 60% of PLCs will demonstrate proficiency based on the SIG.
1B	Embed the thoughtful use of technology within the PLC process to enhance students' ability to communicate, collaborate, think critically, and create	2025-2026	Teaching & Learning Department, 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	<b>Formative:</b> The SAMR framework embedded into PLC discussions
					<b>Summative:</b> Campuses will demonstrate growth from BOY baseline as measured by SAMR walkthrough data collection form.
1C*	Effectively implement the Texas Teacher Evaluation and Support System (T-TESS) to foster teacher growth, improve instructional practices, and support student success through a collaborative and reflective evaluation process	2025 - 2026	Teaching & Learning Department, Campus Administration, Human Resources Department	Region 13 Training, T-TESS Resource documents	<b>Formative:</b> Walk-throughs, self-reflection and goal setting, PLC work, data analysis meetings
					<b>Summative:</b> EOY summative conferences, Student Growth Measures, Calibration Documentation, Teacher Self-Assessment, Teacher Incentive Allotment Funding
2A	Structure career exploration opportunities aligned with career development stages to prepare students for success beyond high school	2025 - 2026	Teaching & Learning Department, Coordinator of Counseling & SEL, School Counselors, CTE coordinator, WHS Administration	Values, interest, skills and/or personality-based assessments	<b>Formative:</b> Direct instruction, Career Days/Career Fairs, College Fairs, Military and Technical School Fair
					<b>Summative:</b> Program evaluation based on student input
2B	Strengthen systems for monitoring and tracking for Career, College and Military Readiness and Career and Technology Education	2025 - 2026	Teaching & Learning Department, Director of Assessment and Accountability, WHS Administration, WHS Counselors	Values, interest, skills and personality-based assessments	<b>Formative:</b> CCMR indicators, TEA reports
					<b>Summative:</b> Meet TEA CCMR target
2C*	Expand access to an learning opportunities at The Learning Center at WHS	2025 - 2026	Teaching & Learning Department, TLC Staff, WHS Administration, WHS Counseling	Application process, Course Catalog, Counseling Resources	<b>Formative:</b> Enrollment numbers, course offerings
					<b>Summative:</b> Transcripts, CCMR outcomes, attendance and graduation data

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2D	Provide education and resources for students and parents around higher education and financial aid opportunities	2025 - 2026	Teaching & Learning Department, Campus Administration, Counselors	USDE Information, College Partnerships, Scholarship information	<b>Formative:</b> College Fairs, FAFSA Support
					<b>Summative:</b> College acceptance rates, student/parental feedback
3A	Implement action steps from the ESSA Equity Plan to decrease achievement gaps in TEA defined target groups, specifically African-American students and those new to Eanes ISD	2025 - 2026	Teaching & Learning Department, Campus Administration, Instructional Coaches, Campus Teachers, Counselors	Title I, NSOE information, Region 13 Technical Assistance, Lead4ward, Instructional Best Practice Guidelines and UDL Guidelines	<b>Formative:</b> Benchmark assessments, progress monitoring measures, STAAR results
					<b>Summative:</b> 10% or less achievement gap in any TEA defined target group
3B	Standardize and align multi-tiered systems of support (SST, §504, Tier 2, Dyslexia) to improve the early identification and intervention	2025 - 2026	Teaching & Learning Department, Campus Administration, Instructional Coaches, General and Special Education Staff	SST Guidelines, Dyslexia Handbook, Teacher/Parent Feedback	<b>Formative:</b> Tier 1 and Tier 2 Progress Monitoring, Campus SST data, service logs
					<b>Summative:</b> Alignment between student need and intervention reflected in SST and RTI service logs
3C	Enhance academic and conversational language proficiency skills of Emergent Bilingual students through additional curricular resources	2025 - 2026	Director of Student Support Services, Campus Administration, ESL Specialists, Campus Staff	Title III, LAS Links, TELPAS, IOWA Test, ELPS Toolkit, Region 13 Professional Learning Community	<b>Formative:</b> Grades, TELPAS, benchmark assessments
					<b>Summative:</b> Increase percentage of students reaching Advanced High composite scores on TELPAS assessment
3D	Promote Parent/Family engagement for Emergent Bilingual and Economically Disadvantaged populations through enriching activities	2025 - 2026	Teaching & Learning 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	<b>Formative:</b> Zoom/in-person meetings, newsletters, flyers, website
					<b>Summative:</b> PEIMS Rosters, Sign-In Sheets, Parent Feedback
3E	Enhance the efficacy of special education services by aligning students' present levels to goals and schedule of services, ensuring targeted and meaningful interventions that optimize student learning and skill development	2025 - 2026	Special Education Administration, Teaching & Learning Department, Special Education Instructional Coaches, Campus Administration, Special Education Staff	FIE, TEKS, TEA/Region 13, IEP program resources, & PLCs,	<b>Formative:</b> Professional development focusing on best IEP practices and resources through new IEP platform
					<b>Summative:</b> 90% of IEPs through a self-audit have a documented sequence of alignment.
3F*	Develop and align procedures and strategies for implementing tiered systems of behavioral support services across general education classrooms	2025-2026	Teaching & Learning Department, Campus Administration, Instructional Coaches, Campus Teachers, Counselors	SST Flowchart, TEA/Region 13 resources, Emergent Tree, Teacher/Campus Administration Feedback	<b>Formative:</b> Staff survey and feedback; campus administration check-ins, region 13 guidance
					<b>Summative:</b> Decreased percentage of behavioral referrals, SST reviews for support plans
3G	Implement awareness activities, tracking systems, and interventions to address chronic absenteeism	2025 - 2026	Teaching & Learning Department, Campus Administration, Staff, Counselors, Communications Department	On Data Suite, TEA resources, Social media/communication platforms	<b>Formative:</b> Periodic campus monitoring checks, attendance plans
					<b>Summative:</b> Chronic absenteeism rate at 7% or lower

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools and Communities					
Strategic Objective 1: Educational experiences and a district culture based on positive character traits and personal skills					
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	Measurement, Evaluation, Documentation or Evidence
1A	Provide targeted on-demand professional learning aligned to UDL practices designed to reduce barriers in learning environments and educational experiences	2025 - 2026	Teaching & Learning Department, Campus Administration, Educational Partners, PLCs, Campus Staff	Mini-Lessons, PD Bites, lead4ward, TEA, State and National Organizations, vendor-provided PD	<b>Formative:</b> Needs assessment data, TGAP data, classroom observation data collection, and meeting agendas.
					<b>Summative:</b> Each campus completes at least two mini-lessons of the on-demand learning modules, campus selections on implementation and impact
2A	Utilize Bullying Prevention Committees and systems of supports to enhance staff awareness of best practices in mental health and behavior	2025 - 2026	Teaching and Learning Department, Campus Administration, Special Education Administration & Staff, Counseling Coordinator, Counselors, & School-Based Therapists	Campus Leadership Teams, Region 13 and TEA resources, Community partnerships, SSHAC	<b>Formative:</b> Professional development focusing on support students with mental health and behavioral needs, district PLCs, staff surveys
					<b>Summative:</b> Professional learning documentation, Assessment and CareTeam requests, discipline referrals, and risk assessment data
2B	Review and 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	2025 - 2026	Director of Counseling, School Counselors, School-Based Therapists	Board Policies, Legislative Session Updates, SSHAC	<b>Formative:</b> Updated policy, Safe Schools completion logs, State School Safety Report
					<b>Summative:</b> Discipline data, Westlake Watch tips, Gaggle Alerts, IEP Goals and Objectives, Stay Away Agreements, Bullying Documentation, ACT meeting agendas, Kaseware logs, DOE reports
3A	Incorporate student voice in refining campus counseling services	2025 - 2026	Director of Counseling, School Counselors, School-Based Therapists	Texas Model -ASCA	<b>Formative:</b> Annual required needs assessment
					<b>Summative:</b> Results from campus needs assessment, including comparison of student participation to previous needs assessment
3B	Educate staff, students and parents on mental health, wellness and social-emotional learning.	2025 - 2026	Director Counseling, School Counselors, School-Based Therapists, School Psychologists, Campus Administration	Title IV funds, district personnel, community organizations	<b>Formative:</b> Programs, events, or activities developed, delivered, or organized by campus or district staff or provided by third-party organizations, flyers, handouts, slide decks
					<b>Summative:</b> Estimated attendance counts, informal/formal survey results or exit tickets



## **Eanes ISD ESSA Title I, Part A 2025 - 26**

### **Plan**

Eanes ISD uses ESSA Title I, Part A funds to supplement intervention services for Targeted Assistance campuses (TA) in the District. An above base allocation of a Full Time Equivalent employee 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, Special Education Parent Partners, Bond Oversight Committee, Technology Advisory Committee, and the School Safety and Health Advisory Council. The Eanes ISD Behind the scEANES, social media vignettes, ParentSquare communications, and ThoughtExchange surveys also provide additional opportunities for information to be disseminated to parents and for them to directly interact with District administration.

Communication is shared with parents in various forms including newsletters, social media and letters from the district. Messages through ParentSquare are all translated into multiple languages, and the Eanes ISD website also features Google translate. Parents can also request language translators or sign language interpreters for campus and 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 2025.

### **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 2024 - 25 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 2024-25, parents were invited to attend an evening webinar about tween/teen mental health and suicide prevention awareness as well as a week-long lunchtime speaker series on topics including anxiety and depression, social media boundaries, healthy relationship with food, and communicating with teens.

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 Safe School Institute regarding safe internet use. Eanes ISD also hosted a parent information night regarding online violence and harm prevention provided by NEST and NCMEC.

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. Additionally, state and federal report cards are made available on the District website, and communication is sent to parents via newsletters and Parent Square regarding the availability.

### **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. 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. Parents with industry-specific experience serve as mentors to Business Incubator students and to our competitive robotics teams.

### **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 community meetings.

### **PFE Policy Process, Evaluation and Dissemination**

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 (DIP) also reviewed by 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 spring 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. 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 district held 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.