EANES
ELEMENTARY SCHOOL

2025-26
Campus Improvement Plan

INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS	Eanes Elementary 2025 2026

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	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.	2025–2026	Campus Administration, Instructional Coach, PLCs, and Teachers	SIG, District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practices, UDL Guidelines	Formative: Annual Team Goals, PD Sign-In Sheets, PLC Agendas, Professional Development Summative: 60% of PLCs demonstrate SIG proficiency
1B	Embed thoughtful use of technology in PLCs to enhance student communication, collaboration, critical thinking, and creativity.	2025–2026	Campus Administration, Instructional Coach, PLCs, and Teachers	SAMR Framework, Digital Data Tools, UDL Guidelines	Formative: SAMR Framework used in PLCs Summative: Growth from BOY baseline via SAMR walkthroughs
1C	Implement T-TESS with fidelity to foster teacher growth and improve instructional practice through reflection and coaching	2025–2026	Campus Administration, Instructional Coaches, and Teachers	T-TESS Rubric, Region 13 Training, Teacher Self-Assessment Tools	Formative: Walk-throughs, self-reflection and goal setting, PLC work, data analysis meetings Summative: EOY summative confrences, Student Growth Measures, Callibration Documentation,Teacher Self-Assessment, Teacher Incentive Allottment Funding
2A	Structure campus Career Talks aligned with development stages, including varied pathways and post-secondary opportunities.	2025–2026	Counselors, Campus Administration, Instructional Coach, and Teachers	Schedule of Career Rotations, vertical and belonging committees' input, variety of parents, careers and pathways to those careers.	Formative: Student/Staff Input Summative: Post-event surveys (4th & 5th grade students and K-5 staff members)
3A	Implement ESSA Talent Plan action steps to reduce gaps in target groups (African-American, new students).	2025–2026	Campus Administration, Instructional Coach, Teachers, and Counselors	NSOE Info, Lead4Ward, UDL Guidelines	Formative: Progress monitoring, benchmark data Summative: ≤10% achievement gap

3B	Align SST/504/Tier 2 supports for earlier identification and services	2025–2026	Campus Administration, SST Team, and Teachers	SST Guidelines, Dyslexia Handbook	Formative: SST logs and team meetings
					Summative: Intervention match data
3C	Support EB (Emergent Bilingual) students through additional academic language supports.	2025–2026	Campus Administration, ESL teacher, and general education teachers	ELPS Toolkit, TELPAS Data, Region 13 PLC	Formative: Benchmark data
					Summative: Increased TELPAS "Advanced High" scores
3D	Reduce chronic absenteeism through tracking and communication strategies.	2025–2026	Attendance Clerk, Campus Administration, Counselor, and Teachers	SmartTag, Skyward, TEA Data, Family Contact Tools, and Social Media media/communication platforms	Formative: Monitoring logs
					Summative: Chronic absenteeism ≤5%
3E	Develop and align procedures and strategies for implementing tiered systems of behavioral support services across all learning environment settings	2025–2026	Teachers, campus administration, staff, counselors, and instructional coaches	SST FLowchart, Region 13 Resources, Emergent Tree, Responsive Classroom Resources, Discipline Referal Data, SST Referral Data, and Kid Talk Meeting Data	Summative: Staff survey and feedback; campus administration check-ins, region 13 guidance; student support services (via counseling and school-based therapist) MTSS meetings; Kid Talk Data Spreadsheet for student tiered supports
3F	Improve student outcomes by implementing best practices for WIN (What I Need) time.	2025–2026	Teachers, campus administration, staff, counselors, and instructional coaches	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"

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	Deliver targeted, on-demand professional learning aligned to UDL to reduce learning barriers.	2025–2026	Campus Administration, CARE Leadership Team, Instructional Coaches	Mini Lessons, Start Here Start Now, Region 13 Resources	Formative: Observation and T-TESS data Summative: complete at least two mini-lessons of the on-demand learning modules, campus relections on implementation and impact
2A	Teach Digital Citizenship and Interpersonal Safety K-5 and Use Bullying Prevention Committees and systems of supports to enhance staff awareness of best practices in mental health and behavior	2025–2026	Counselors, Teachers, Campus Administration	SEL Lessons, Positive Behavior Intervention Systems Resources, Second Step	Formative/Summative: Referral and incident data
2B	Continue PBIS (Lend a Hand) and restorative practices to reinforce expectations and reintegration.	2025–2026	All Staff	PBIS Toolkit, DBRC Resources, Second Step, SEL Lessons	Formative/Summative: Office referrals, student support data
3A	Elevate mental health education and SEL for students, staff, and parents.	2025–2026	Counselor, School-Based Therapist, and Campus Administration	Community partners, Second Step, Responsive Classroom, Employee Assistance Program	Formative: Flyers, sign-in sheets, presentations Summative: Participation counts, exit surveys