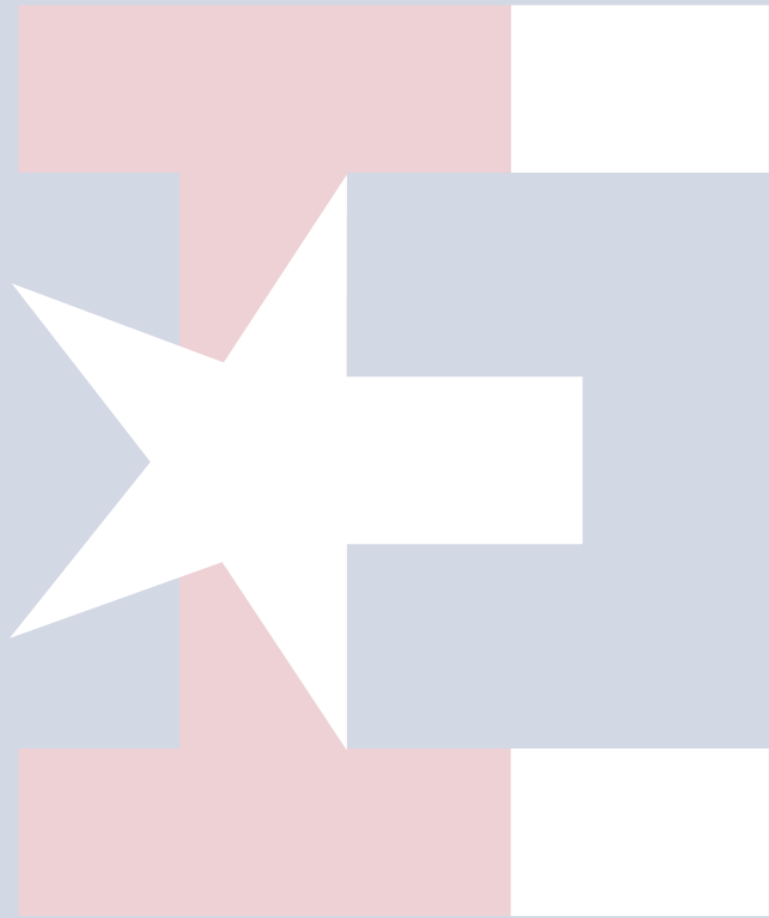


EANES ISD

2026-27

**DISTRICT
IMPROVEMENT
PLAN**



MEMBERS OF THE DISTRICT LEADERSHIP TEAM, *many of whom – in addition to others – reviewed and/or contributed to the plan*

ADMINISTRATION

Kirk Koennecke Superintendent
Molly May Assistant Superintendent
Dr. Chad Burnett Executive Director
Dr. Kristy Sailors Assistant Superintendent
Claudia McWhorter Chief Communications Office

BARTON CREEK

Brandis Smoland Administration
Traci Lepak Parent
Sylvia Smelcer Parent
Debbie Cannon Teacher
Hannah Ridden Teacher

BRIDGE POINT

Sheri Bryant Administration
Meredith Cataldo Parent
Jennifer Blackman Parent
Dawn Skonieczny Teacher

CEDAR CREEK

Ashley Riley Administration
Chandler Hatchett Parent
Maria Harkrider Teacher

EANES

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FOREST TRAIL

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Juhi Kachalia Parent
Kristina Bishop Teacher

HILL COUNTRY

Xuan Tran Parent
Christine Jones Teacher
Chuck Fischer Teacher

WEST RIDGE

Erika Bacon Administration
Traci Lepak Parent
Kelly Cummings Teacher

WESTLAKE

Casey Ryan Administration
Anne Grigg Parent
Meredith Jones Parent
Lindsey Stokes Teacher
Gideon Hock Student
Jill Jordan Student

COMMUNITY

Tim Marwill Business Member
Lalitha Hegde Community Member
Christie Schultz Community Member

INSTRUCTIONAL PRIORITY: SUCCESS FOR ALL STUDENTS				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Increase the percentage of classrooms demonstrating aligned Tier 1 instructional strategies as defined by district expectations	2026-2027	Teaching & Learning Department, Campus Administration, Instructional Coaches, Curriculum Writing Teams, Professional Learning Communities	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Instructional Rounds Data, Digital Data Collection Tool, Title II Funds	A 10% increase in the observable use of high-impact instructional strategies, as evidenced by K–12 walkthrough data from the 2026–2027 school year.
Increase two T-TESS high-priority growth dimensions: Differentiation and Monitor and Adjust	2026-2027	Teaching & Learning Department, Campus Administration, Instructional Coaches, Professional Learning Communities	T-TESS Resource documents, Campus and District Professional Learning Plans	5% growth from 2026 Summative Evaluations to 2027 Summative Evaluations
Increase the percentage of students demonstrating growth on district assessments (MAP/mCLASS) by the end of the year	2026 - 2027	Teaching & Learning Department, Campus Administration, Instructional Coaches, Curriculum Teams, Professional Learning Communities	MTSS Framework, Assessment data, Campus and District Professional Learning Plans, Progress Monitoring Tools, Tiered Programs	5% of students increase overall composite score and growth measure on mCLASS and MAP benchmarks.
Increase the percentage of Emergent Bilingual students meeting annual growth expectations on TELPAS and local language progress measures	2026 - 2027	Teaching & Learning Department, Campus Administration, Intervention, Professional Learning Communities	TELPAS Data, Language Proficiency Resources, Instructional Strategies for EB Students, District Curriculum. Title III, LAS Links, TELPAS, IOWA Test, ELPS, Region 13	3% of students increase TELPAS Composite score by at least one proficiency level
Reduce performance gaps between students receiving special education services and peers within the district as measured by growth and achievement data	2026 - 2027	Teaching & Learning Department, Campus Administration, Special Education Department, Instructional Coaches, Professional Learning Communities	IEPs, Progress Monitoring Tools, Co-Teaching Models, District Curriculum,	Increase the Meets Grade Level performance by 3 percentage points on STAAR with targeted support in reading and mathematics

INSTRUCTIONAL PRIORITY: SUCCESS FOR ALL STUDENTS				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Increase the level of technology integration within Tier 1 instruction to enhance students' ability to communicate, collaborate, think critically, and create	2026-2027	Teaching & Learning Department, Campus Administration, Instructional Coaches, 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 & SAMR Framework SAMR Walk-through Data Collection Form	5% increase of observed lessons integrating technology to enhance teaching or learning, as evidenced by SAMR-aligned data in Instructional Rounds.
Increase the percentage of students completing CCMR pathways beyond AP/testing (including dual credit course completion and CTE completers).	2026 - 2027	Teaching & Learning Department, Secondary School Counselors, Secondary Administration	CCMR Data Reports, Dual Credit Programs, CTE Programs of Study, 4-Year Plans	10% increase enrollment in dual credit courses for 2026-27
Increase student attendance and revenue generation	2026 - 2027	Teaching & Learning Department, Campus Administration, Staff, Counselors, Communications Department	On Data Suite, TEA resources, Social media/communication platforms	1% decrease in chronic absenteeism rate from 2026 - 2027
Increase student perception of relevance and engagement in learning, as measured by student climate survey results	2026 - 2027	Teaching & Learning Department, Campus Administration, Professional Learning Communities	Student Survey Data, District Curriculum, Instructional Best Practices, Project-Based Learning Resources	Increase in percentage of positive student responses on climate survey results from 2026 - 2027.
Increase student and parent awareness of post-high school pathways and financial aid opportunities that support college, career or military readiness	2026 - 2027	Teaching & Learning, School Counselors	USDE Information, College Partnerships, Scholarship information	Increase in percentage of both student and family positive responses based on climate survey results from 2026 - 2027.
Support 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	Increased satisfaction rating on climate survey

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Increase K-5 student mastery of competencies in growth mindset and goal setting; emotion management; empathy and kindness; and problem-solving.	2026-2027	Teaching & Learning Department, Campus Administrators, Elementary Teachers	Second Step digital curriculum, Title IV	Seventy percent of K-5 students' report cards will reflect SEL mastery or better in each quarter.
Utilize positive behavior support systems, Bullying Prevention Committees, explicit social-emotional learning, and restorative practices to increase student capacity in prosocial behavior, conflict resolution, and peer mediation	2026 - 2027	Teaching & Learning Department, Campus Administration, School Counselors, School-Based Therapists, Professional Learning Communities	MTSS framework, PBIS, Professional Development in Restorative Practices and Trauma Informed Practices, Referral and Intervention Protocols, PEIMS tracking	10% decrease in referrals related to bullying/student to student interactions from EOY 2026
Review, revise, and adopt district policies and administrative procedures related to student emotional and physical safety (including bullying, discrimination, harassment, retaliation, abuse, maltreatment, and trauma-informed practices), and ensure consistent implementation across all campuses.	2026 - 2027	Board of Trustees, Legal Department, Teaching & Learning Department, Campus Administration School Counselors, School-Based Therapists	Board Policies, District Regulations, Administrative Procedures Legislative Session Updates, SSHAC	100% of identified safety-related policies and administrative procedures reviewed and, if needed, revised and approved by the Board by [specific date].
Incorporate student voice in district strategic visioning process	2026 -2027	Superintendent, District & Campus Administration, Campus Staff	Surverys, focus groups, panels,	100% of designated student groups (organizations, clubs, grade levels) provided a mechanism for feedback
Incorporate student voice in refining campus counseling services	2026 - 2027	Teaching & Learning, School Counselors, School-Based Therapists	Texas Model, ASCA	Counseling teams at each campus will document at least one example in which a program or service was added, altered, or removed based on student
Provide psychoeducational or experiential activities for staff and parents on mental health, wellness and social-emotional learning.	2026 - 2027	Teaching & Learning, School Counselors, School-Based Therapists, Campus Administration	District personnel, community organizations, area mental health providers	Campus counseling teams will develop, deliver, or organize two programs, events, or activities and provide documentation of promotion, participation, and formal/informal feedback.
Develop, adopt, and implement a revised District Wellness Plan that promotes student physical health, nutrition, and overall well-being, and ensures consistent implementation across all campuses.	2026-2027	SSHAC Members, Child Nutrition, Teaching & Learning, Campus Administration	TASB Wellness Policy Resources, Texas Department of Agriculture, District personnel	Revised Wellness Plan approved and aligned with Texas Department of Agriculture requirements and Texas Association of School Boards guidance.

Eanes ISD

ESSA Title I, Part A District Plan & Family Engagement Policy

2026–2027

Title I Program Overview

Eanes ISD participates in the ESSA Title I, Part A program to provide supplemental academic support to students identified as most at risk of failing to meet state academic standards. The District operates Title I programs on Targeted Assistance (TA) campuses only. Title I, Part A funds are used to supplement, and not supplant, state and local funds.

Eanes ISD provides allocations for intervention specialists to Title I Targeted Assistance campuses to deliver intervention services aligned to identified student needs. These Tier II intervention services are supplemental services provided on campuses.

Student Identification Criteria

Eanes ISD determines Title I Targeted Assistance campuses by ranking each K–12 campus by the percentage of students identified as Economically Disadvantaged, as defined by income eligibility guidelines from the National School Lunch Program. Campuses with rates exceeding the district average are reviewed, and the two elementary campuses with the highest percentages above the district rate are designated as Targeted Assistance campuses. Title I, Part A funds are used to provide supplemental intervention services for eligible students on those campuses.

Supplement No Supplant

Eanes ISD will use Title I, Part A funds only to supplement, not supplant, state and local funds. The district allocated state and local resources to schools through a methodology that does not consider a school's Title I status.

Parent and Family Engagement Policy

(ESSA Section 1116)

Purpose

Eanes ISD believes that parents and families play an integral role in supporting student academic success. Meaningful collaboration between families and schools strengthens student achievement, promotes a sense of belonging, and supports the social, emotional, and academic growth of all students. Through participation in the ESSA Title I, Part A program, Eanes ISD commits to fostering strong, respectful partnerships with parents and families and ensuring opportunities for engagement in decision-making and educational support.

Title I Parent and Family Engagement Set-Aside

Eanes ISD is not required to reserve funds for parent and family engagement activities in accordance with ESSA Section 1116(a)(3).

Annual Title I Parent Meeting

Each Title I Targeted Assistance campus conducts an annual Title I parent meeting to inform parents of the school's participation in the Title I, Part A program. During this meeting, parents are provided information regarding program requirements, the use of Title I funds, parents' rights to be involved, and opportunities for engagement. Information is provided in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Building Capacity of Parents and Families

Eanes ISD builds the capacity of parents and families to support their child's academic achievement by providing assistance in understanding academic content standards, state and local assessments, and expectations for student performance. The District provides materials, training, and informational sessions designed to help parents support learning at home, including strategies related to literacy, mathematics, social-emotional development, and the effective use of instructional technology platforms.

Building Capacity of School Staff

Eanes ISD provides professional learning and ongoing support for teachers, principals, and other school staff to strengthen effective parent and family engagement practices. Training includes strategies for building respectful partnerships with families, improving communication, and recognizing parents as equal partners in supporting student achievement. Staff are encouraged to incorporate parent input into instructional planning and school improvement efforts.

Parent and Family Involvement Opportunities

Parents and families are encouraged to participate in campus and district-level activities, including back-to-school events, open houses, parent–teacher conferences, volunteer opportunities, campus leadership teams, district advisory committees, and parent organizations. Communication with families occurs through newsletters, ParentSquare, social media, and the District website.

School–Parent Compact

Each Title I Targeted Assistance campus develops a School–Parent Compact jointly with parents, school staff, and students, as appropriate. The compact outlines shared responsibilities for improving student academic achievement and is reviewed annually with parents. Parents are provided opportunities to discuss the compact during conferences or meetings, and copies are distributed to families of participating students.

Accessibility and Accommodations

Eanes ISD provides full opportunities for the participation of parents and family members with disabilities, parents with limited English proficiency, and parents with limited literacy. Information related to Title I programs and engagement activities is provided in accessible formats and languages, to the extent practicable. Translation, interpretation, and reasonable accommodations are provided upon request.

Coordination With Other Programs

Eanes ISD coordinates Title I parent and family engagement activities with other federal, state, and local programs, including programs serving Emergent Bilingual students, students receiving Special Education services, Dyslexia services, early childhood programs, and other applicable initiatives. This coordination ensures alignment, avoids duplication of services, and maximizes support for families and students.

Evaluation of Parent and Family Engagement Activities

Eanes ISD conducts an annual evaluation of the effectiveness of its Parent and Family Engagement Policy and activities. The evaluation identifies barriers to participation, particularly for parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are members of racial or ethnic minority groups. Evaluation data may include surveys, participation records, and feedback from meetings. Results are used to revise and improve engagement strategies.

Dissemination of the Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed to parents of participating students and made available on the District website. The policy is provided in an understandable and uniform format and, to the extent practicable, in languages parents can understand. Information regarding the policy is included in the Student Handbook.

Eanes ISD

District Parent and Family Engagement (PFE) Framework

2026–2027

Purpose and Beliefs

Eanes ISD believes that meaningful partnerships between families, schools, and the community are essential to student success. Parents and families are a child’s first teachers, and ongoing collaboration between home and school strengthens academic achievement, social development, and overall well-being. This District Parent and Family Engagement (PFE) Framework outlines the comprehensive ways Eanes ISD engages families across all campuses and programs, beyond specific federal grant requirements.

This framework reflects the District’s mission to unite, empower, and inspire every person, every day by fostering respectful relationships, promoting a sense of belonging, and creating opportunities for families to participate in their child’s educational experience. 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.

Relationship to Title I, Part A

Eanes ISD maintains a separate District Title I, Part A Plan and Parent and Family Engagement Policy to meet federal compliance requirements outlined in ESSA Section 1116. The activities and practices described in this District PFE Framework support and extend those Title I requirements and reflect districtwide engagement efforts that benefit all families. Title I parent and family engagement activities are aligned with and embedded within the broader district practices described in this framework.

Family Engagement at the Campus Level

Parents and families are encouraged to engage with their child’s campus through a variety of academic, extracurricular, and community-building opportunities. These include back-to-school events, open houses, parent–teacher conferences, performances, showcases, and volunteer opportunities. Teachers and campus administrators work collaboratively with parents to establish effective communication plans and respond to family questions or concerns related to curriculum, instruction, and student well-being.

Campuses host a wide range of events such as carnivals, fairs, cultural celebrations, and performances that promote family involvement, strengthen school–home connections, and foster a welcoming school climate.

District-Level Family Engagement and Leadership Opportunities

Eanes ISD provides numerous opportunities for parents and families to engage at the district level. Parents may participate in campus and district leadership and advisory groups, including Campus Leadership Teams, the District Leadership Team, PTOs, Booster Clubs, Special Education Parent Partners, the Bond Oversight/Advisory Committee, the Community, Accessibility, Respect and Engagement Committee (CARE), the Technology Advisory Committee, and the School Safety and Health Advisory Council. During the course of a year or at different times, focus groups or Task Forces may also be established such as the Long Range Facilities Planning Committee.

The District utilizes multiple communication platforms, including ParentSquare, newsletters, social media, the District website, Behind the scEANES communications, and ThoughtExchange surveys to share information and solicit feedback from families. These platforms allow parents to remain informed and engaged with district initiatives and decision-making processes.

Communication and Language Access

Eanes ISD is committed to ensuring families receive timely and accessible information. District and campus communications are shared through a variety of formats, including digital communications, newsletters, and letters. ParentSquare communications are translated into multiple languages, and the District website includes translation features. Families may request language interpretation or sign language services for district and campus events to support meaningful participation.

Parent and Family Events, Training, and Learning Opportunities

The District hosts informational sessions and trainings for parents and families across a range of student needs and developmental stages. These include events for families of Emergent Bilingual students, parents of students with Dyslexia, and families of students receiving Special Education services. Additional supports have been added to enhance language access during these sessions.

The Special Education Department hosts transition-focused events, including progression meetings and trainings related to the Individualized Education Program (IEP) process, behavior supports, and parent-to-parent networking opportunities.

Parents are also invited to participate in curriculum-related informational meetings, instructional materials adoption processes, and learning opportunities connected to district initiatives. The District offers technology resources to families, including guidance on digital citizenship, managing digital distractions, and accessing learning management systems.

Student Learning, Assessment, and Accountability Information

Eanes ISD provides parents with information related to student academic progress, state assessments, and accountability systems at both the campus and district levels. Families receive information regarding benchmark assessments, screening tools, and progress monitoring measures used to support student learning.

Parents of Emergent Bilingual students receive information regarding language proficiency assessments and academic progress. State and federal report cards are made available on the District website, and families are notified of their availability through district communication channels.

Health, Wellness, and Mental Health Engagement

Eanes ISD engages families in conversations and learning opportunities related to student health, wellness, and mental health. The District hosts parent discussions, speaker events, and informational sessions focused on student well-being, safety, and future readiness. School-based mental health professionals collaborate with families to provide resources and support, including access to bilingual counseling services through TCHAT in collaboration with Dell for students who qualify.

In the past few years the District has partnered with the following organizations and speakers: Crime Stoppers of Houston Safe School Institute, Dr. Soo Battle, Mr. Jeff Selingo, and the National Center for Exploited and Missing Children (NCMEC).

Community Partnerships and Resources

Eanes ISD collaborates with community organizations, businesses, and agencies to support students and families. District administrators and staff engage with local organizations such as chambers of commerce, service organizations, and faith-based groups to build partnerships that support student learning, safety, and community connection.

Community members contribute expertise through career days, STEAM events, cultural arts programs, internships, and mentorship opportunities. Parents and community volunteers support programs such as Senior Career Day, Business Incubator mentorships, robotics teams, and career and technical education initiatives.

The District seeks internships or job placements for Career and Technology programs and for our students served through Adult Transition Services campus.

Cultural Celebrations and Inclusive Practices

Many campuses host cultural celebrations and events that highlight the diversity of the Eanes ISD community and the global community. These events foster inclusivity, strengthen relationships among families, and help prepare students for engagement in an increasingly diverse world. The CARE Committee works on the district calendar to ensure no-homework nights are included for many faith-based and cultural holidays.

Staff Support for Family Engagement

Eanes ISD supports staff in developing effective family engagement practices. Campus administrators, mentor teachers, and instructional coaches provide guidance on communication strategies related to academic achievement, behavior, and social-emotional development. New teachers receive mentoring and support related to family collaboration, and Professional Learning Communities support consistent communication with families.

Continuous Improvement and Feedback

Eanes ISD values parent and family feedback as a critical component of continuous improvement. Feedback is gathered through surveys, meetings, leadership teams, and community discussions. This input informs district planning, program development, and family engagement practices and supports ongoing refinement of engagement strategies.

Alignment and Review

This District Parent and Family Engagement Framework is reviewed periodically to ensure alignment with district goals, community needs, and applicable state and federal expectations. The framework complements campus and program specific engagement plans and reflects Eanes ISD's ongoing commitment to meaningful family and school partnerships.