

District Improvement Plan 2011-2012

Mission Statement: The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.

Objectives

- Each student will be prepared for advanced learning opportunities and careers by completing a personally challenging academic program.
- Each student will engage in integrative thinking and creative, collaborative problem solving.
- Each student will process and evaluate information, and communicate effectively.
- Each student will be an involved contributing member of the school and global community while respecting others and self.
- Each student will be prepared to accomplish goals, adapt to change and be resilient to challenges.

District Long-Range Strategies

Strategy I: We will ensure effective, engaging and enriching instruction and experiences for each student in a safe, supportive environment.

Strategy II: We will encourage students to explore, identify and develop their strengths and passions.

Strategy III: We will prepare students for responsible citizenship in a global society.

Strategy IV: We will promote and support a robust digital-age learning environment to inspire students learning and creativity.

Strategy V: We will provide time and support for relevant and innovative professional learning to ensure ongoing improvements in teaching and student learning.

Strategy VI: We will actively engage the Eanes community to strengthen partnerships that support the evolving needs of students and the district.

Strategy VII: We will prioritize our needs to accomplish the district's mission using resources effectively and efficiently.

District Goals 2011/12 (DG 1-6)

Eanes ISD will have:

1. **All students achieving higher levels of performance through improved instruction and assessment.**
 - A. Prepare students for the new STAAR and End of Course tests and improve achievement for all students and all subpopulations in reading/language arts, math, science, and social studies so that all campuses and the district are rated Exemplary.
 - B. Exceed the current margin between EISD averages and state/national averages on higher measures of performance including commended/advanced academic performance on state assessments and results of PSAT, SAT and ACT.
 - C. Provide more opportunities for students to earn college credit.
 1. Increase the number of students taking AP and advanced courses.
 2. Increase the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5.
 3. Increase the number of students taking appropriately rigorous dual credit courses.
 - D. Improve student learning through use of differentiated assessment strategies to inform instruction and motivate students.

2. **Differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.**
 - A. Engage students and reinforce knowledge and skills for future education and work in the global economy.
 - B. Increase opportunities for students to demonstrate communication, collaboration, critical thinking and creativity.
 - C. Advance student learning by modeling, promoting, and supporting the use of digital tools for communication, collaboration, critical thinking and creativity.
 - D. Incorporate/integrate the newly developed graduate profile as a guide for district and campus planning.
 - E. Increase student opportunities to engage in relevant work within the district and the community (i.e., mentorships, community service).
 - F. Continue to analyze and implement middle school curricula, structures, and practices to better meet the needs of adolescents.

- 3. A technologically-rich educational environment that enhances individual learning.**
 - A. Improve instruction and increase student engagement by implementing anytime, anywhere access to digital tools.
 - B. Implement an online learning environment that fosters communication, collaboration, critical thinking and creativity among administrators, parents, teachers, and students.
 - C. Create a systematic district process to support current and future technology needs of all stakeholders.
 - D. Continue to upgrade and improve a reliable and flexible infrastructure that embraces anywhere, anytime, any device access.
 - E. Instruct students to use digital tools in an ethical and responsible manner.

- 4. A safe, secure and supportive learning environment that allows students to be productive, creative and successful.**
 - A. Educate and empower students in making healthy decisions regarding abuse of alcohol and other drugs and other at-risk behaviors.
 - B. Continue to provide appropriate instruction and counseling to help students make appropriate decisions regarding social networking, safety and prevention of cyber-bullying.
 - C. Enhance school emergency plans through uniform procedures and practice to ensure the safety, security, and health of the students.
 - D. Refine and practice a written district continuity of operations plan, in case of widespread community emergency.

- 5. Exemplary employees who are actively committed to and supported in improving their practice.**
 - A. Implement and refine the Professional Learning Guide to train, empower and support teachers through sustainable, differentiated, research-based experiences that support district, campus, and individual goals.
 - B. Optimize time and structures for professional collaboration guided by the Instructional Partner and Educational Technologist models.
 - C. Create opportunities for employees to improve their practice and effectiveness, including methods for serving all students.
 - D. Refine the district recruitment and retention plan to attract, employ, and retain highly qualified, highly effective classroom teachers and other district staff.

6. An effective and efficient allocation of resources to meet the district's prioritized needs.

- A. Develop a 2012-13 budget that continues to focus on district priorities, including innovative programs and courses, safety, and enhanced professional learning.
- B. Develop a process to identify areas for budget reductions.
- C. Continue long-range planning of financial resources and needs, with careful management of fund balance.
- D. Implement a process to evaluate program value, evolution and asset life cycle.
- E. Implement systems and products that reduce our usage of energy and consumable resources.

7. The engagement of the community in meaningful ways.

- A. Enhance ongoing methods of communication to share Eanes ISD messages and invite feedback including community forums, parent groups, surveying, social media and district publications.
- B. Increase community participation in Eanes Education Foundation sponsored campaigns and events to support EISD.
- C. Increase participation in parent organizations to directly support campus and district needs.
- D. Offer community forums and presentations to gather input and share information on key topics affecting the district such as legislative updates, bond program updates and instructional enhancements and budget updates.
- E. Increase community knowledge in progress of the 2011 Bond Program through the formation of a board – appointed Bond Oversight Committee.

District Goal 1: All students achieving higher levels of performance.

- A. Improve achievement for all students and all subpopulations in reading/language arts, math, science, and social studies so that all campuses and the district are rated Exemplary.
- B. Exceed the current margin averages and state/national averages on higher measures of performance including commended/advanced academic performance on state assessments and results of PSAT, SAT and ACT.
- C. Provide more opportunities for students to earn college credit.
 - 1. Increase the number of students taking AP and advanced courses.
 - 2. Increase the number of AP exams taken and the number of exams receiving scores of 3, 4, or 5.
 - 3. Increase the number of students taking appropriately rigorous dual credit courses.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Monitor, revise, and refine a cohesive, articulated scope and sequence 12-K in each core area that provides clear learning targets and assessment evidence.	CIA Staff, Content Area Curriculum Teams, IPs	TEKS, Scope and Sequence Documents, District Syllabus, Curriculum Unit Templates, STAAR Categories; Readiness and Supporting Standards, Lead4Ward	Aug. 2013	Scope and Sequence Documents District Syllabus completed in math 12-K, science 12-K, ELA 12-K; social studies to be done 2012-13
2. Optimize time and structure to collaboratively analyze and refine scope and sequence documents to strategically align with STAAR Readiness and Supporting Standards.	CIA Staff, Content Area Curriculum Teams, Instructional Partners, Ed Techs	TEKS, Scope and Sequence Documents, District Syllabus, Curriculum Unit Templates, Assessments including STAAR models, STAAR Categories; Readiness and Supporting Standards, Lead4Ward	On-Going	Refined Scope and Sequence Documents, common assessments, District Syllabus posted

<p>3. Provide professional learning opportunities to help teachers differentiate instruction and assessment to inspire student interests and build upon strengths.</p>	<p>CIA Staff, Instructional Partners, Principals, Ed Techs</p>	<p>Professional Development Plan, Conference registration fees, Eduphoria Workshop, Virtual Learning, Lead Forward, Differentiation Resources-Tomlinson, Wormeli, Jensen, Marzano, model for peer observation and feedback</p>	<p>On-going</p>	<p>Eduphoria workshops posted, professional development plan, attendance at conferences, sign-in sheets, PLC records including book studies, collegial observation records</p>
<p>4. Optimize time and structure, to collaboratively share instructional and assessment strategies, to ensure consistency of curriculum implementation and differentiation of instruction.</p>	<p>CIA Staff, Instructional Partners, Principals, Ed Techs</p>	<p>IP Meetings, training, core leadership team meetings, horizontal & vertical team meetings, Project Share, Eduphoria, STAAR Resources, Lead4Ward, Lead Forward, Differentiation Resources-Tomlinson, Wormeli, Jensen, Marzano, model for peer observation and feedback</p>	<p>On-going</p>	<p>Classroom observations and feedback from supervisors and colleagues, lesson plans, PLC meeting notes, Eduphoria Workshop and Forethought, IP planning and feedback notes,</p>
<p>5. Ensure the curriculum is taught with fidelity across grade levels and campuses to guarantee access to quality instruction for every student.</p>	<p>CIA Staff, Instructional Partners, Principals, Department Chairs, Team Leaders</p>	<p>TEKS, STAAR and assessment results</p>	<p>On-going</p>	<p>Classroom observations and assessment results</p>
<p>6. Monitor the progress of all student groups to ensure mastery of the curriculum.</p>	<p>CIA Staff, Instructional Partners, Principals, Department Chairs, Team Leaders</p>	<p>TEKS, STAAR and assessment results</p>	<p>On-going</p>	<p>Classroom observations and assessment results</p>

<p>7. Advance student learning by modeling, promoting and supporting the use of digital tools for critical and creative thinking, collaboration and communication.</p>	<p>CIA Staff, Instructional Partners, Principals, Ed Techs</p>	<p>BLC/ASCD, Technology Application TEKS, Project Based Learning models, 8th Grade State Technology Assessment, Acceptable Use Guidelines including BYOT policy</p>	<p>Ongoing one-to-one access to digital educational tools and resources May 2013</p>	<p>published projects, one to one ratio for digital devices and students</p>
<p>8. Promote and support the infusion of technology into teaching and learning by providing resources and support for professional learning.</p>	<p>CIA Staff, Instructional Partners, Principals, Ed Techs</p>	<p>TIP Ed Tech meetings, training, hardware, software, Eduphoria, PLCs, newsletters, conference registration fees, virtual learning, online doc sharing</p>	<p>On-going</p>	<p>Workshops posted in Eduphoria, projects displayed in newsletters, observation of student activities and projects</p>
<p>9. Strengthen the Response to Intervention Student Support processes and services by cross training to provide multiple services to better address individual student needs.</p>	<p>CIA Staff, Principals, Center for Academic Training MS labs Instructional Partners, RTI Student Support Team, Training opportunities</p>	<p>Odyssey, Making Math Real, AIMSWeb, AAIMS Algebra Probes, TMSDS, Sheltered Instruction Strategies ESL Academy Wilson Language Read Naturally Basic Language Skills</p>	<p>On-going</p>	<p>TAKS results, TELPAS DRA, AIMSWeb, AAIMS Algebra Probes, Common Assessments, Classroom Teacher Observation and Evidence Special Education Referrals Campus Master Schedules reflecting appropriate time for intervention and/or enrichment Intervention Logs-time and type of intervention, RTI SST meeting logs</p>

10. Utilize professional collaboration through the RTI Process to improve instruction at each tier.	CIA Staff, Principals, Center for Academic Training Instructional Partners, Ed Techs RTI Student Support Team	Odyssey, Making Math Real, Wilson Language, AIMSWeb, AAIMS Algebra Probes, TMSDS, Sheltered Instruction, Strategies, Data Meetings	On-going	TAKS results, AIMSWeb, DRA, AAIMS Algebra Probes, Common Assessments
11. Support the implementation of new Social Studies TEKS through curriculum alignment, engaging instructional strategies, and differentiated assessments.	B. Keith Instructional Partners, Ed Techs Soc.Stud. Teachers	New TEKS, Region XIII, CCSR, Gap Analysis	Aug 2012	Curriculum resources available in shared folder by grade level, Revisions made each 9 weeks during implementation, Final version in Eduphoria 2012
12. Continue to provide underachieving students with programs that provide academic support and instruction to prepare them for college and to encourage all students to take academically rigorous courses.	All Principals, B. Bechtol, Intervention Specialists, Teachers CIA Staff	Tutors, Learning Labs, Odyssey, Assessment for Learning and Differentiation Training	On-going	TAKS results, Benchmark results, AP enrollment and results, Evidence of Differentiation in the classroom along with classroom support
13. Continue to increase the number of students in Advanced Placement and Pre-AP Courses. (Goal – 75% taking an AP course with 70% scoring 3 or above)	L. Rawlings, WHS Counselors, Middle School Counselors, AP and Pre-AP Teachers	EXPLORE and PLAN Test Results, Sophomore Conferences, PLAN/PSAT Conferences, PGPs, Assessment for Learning Conference	On-going	Increased completion of AP and Pre-AP courses
14. Increase number of AP-trained High School teachers and Pre-AP Middle School teachers.	CIA Staff, L. Rawlings, K. Waggoner, K. Sullivan	AP funds	Aug. 2012	Documentation of attendance at AP workshops

<p>15. Increase the percentage of students served through special education who graduate under the Recommended Plan. (Goal – 95% of seniors on Recommended or Distinguished Achievement graduation plans)</p>	<p>C. Martin M. May WHS Counselors WHS Administrators WHS Teachers/Special Ed</p>	<p>Align curriculum Analysis of student performance Identify barriers Develop supports</p>	<p>Aug 2012</p>	<p>Increased completion of Recommended Plans</p>
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District Goal 1: All students achieving higher levels of performance.

D. Improve student learning through use of differentiated assessment strategies to inform instruction and motivate students.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
<p>1. Improve assessment literacy of all teachers and administrators by providing professional learning opportunities which develops common assessment language and supports common goals about using assessment.</p>	<p>CIA Staff, Principals, Instructional Partners, Ed Techs, Teacher Leaders</p>	<p>CASL Book and Assessment for Learning conference by Stiggins, Myron Dueck from AFL Mindset by Dweck Lead4Ward-Ervin Knezek Assessment For Learning – Summer 2012</p>	<p>On-going</p>	<p>Evidence that data is used to inform instructional decisions and encourage students to try to learn such as: Lesson plans, PLC, team meeting notes, agendas, assessment probe data, etc.</p>

<p>2. Develop and implement common assessments based on learning targets.</p>	<p>CIA Staff, Principals, Instructional Partners, Teacher Leaders</p>	<p>Webinars on Assessment, Marzano’s Classroom Assessment and Grading that Works, and Classroom Instruction that Works; Teaching with the Brain in Mind Jensen; Differentiation sources Carol Ann Tomlinson STAAR Readiness and Supporting Standards, Rubrics, Lead4Wards Late Start Professional Learning</p>	<p>Aug 2012</p>	<p>Professional learning agendas, PLC and core area leader documents, Classroom Observations, Common Assessments</p>
<p>3. Provide time, structure, and guidance to collaboratively analyze state and common assessment results to improve instruction for meaningful learning.</p>	<p>CIA Staff, Principals, Instructional Partners, Ed Techs, Teacher Leaders</p>	<p>CASL Book and Assessment for Learning conference by Stiggins, PLCs, Team Planning, ASCD Late Start Professional Learning</p>	<p>On-going</p>	<p>PLC and team meeting minutes, conference and book study activities</p>
<p>4. Continue EISD-University of Texas Data-Informed District Partnership Plan of Work.</p>	<p>Dr. Jeff Wayman and staff, CIA Staff, Principals, Instructional Partners</p>	<p>Plan of Work from University of Texas, Computer Data systems, Leadership for data Use, Professional Learning Calibration Meetings, Articulation of Plan, Data from campuses</p>	<p>June 2010-June 2012</p>	<p>Calibration Meeting Minutes, Documented Data-Informed Decisions, Feedback from UT Research Team</p>
<p>5. Pilot grading practices that motivate (rather than harm) student learning including Zeros Aren’t Permitted (ZAP)</p>	<p>CIA Staff, Principals, Instructional Partners, Teacher Leaders</p>	<p>CASL Book and Assessment for Learning conference by Stiggins, PLCs, Team Planning, ASCD, Ken O’Connor, Mindset by Dweck, Myron Dueck from AFL</p>	<p>Aug 2012</p>	<p>PLC and team meeting minutes, conference and book study activities, core leadership meeting agendas and products</p>

District Goal 2: Differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.

- A. Engage students and reinforce knowledge and skills for future education and work in the global economy.
- B. Increase opportunities for students to demonstrate communication, collaboration, critical thinking and creativity.
- C. Advance student learning by modeling, promoting, and supporting the use of digital tools for communication, collaboration, critical thinking and creativity.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Pilot programs to increase access to relevant technologies, tools, resources and services for teachers & students to learn content and skills.	CIA Staff, Teachers, Instructional Partners (all), Ed Techs, Principals, IS Dept.	EISD technology & software, and network Internet-Web Tools Model Lessons and Activities, Process iPads	Pilot Program including implementation and review On-going professional learning	Classroom Observations of teaching strategies integrating technology, Student products, Review of Pilot Programs
2. Systematic expansion of successfully piloted programs.	CIA Staff, Teachers, Instructional Partners (all), Ed Techs, Principals, Teachers, IS Dept.	Funds, results of the Pilot studies, PDAS	On-going	Program evaluation, feedback from staff, surveys, observations University of Texas Research study on BYOT pilot published global collaboration projects

3. Provide students with ongoing opportunities to collaborate globally.	CIA Staff, Instructional Partners, Principals, Teachers, Ed Techs	Global partnerships, ePals, Consortium, Bugil Academy Partnership, Skype, Nobility Project, Project Share, Virtual Learning, Social Networks, PDAS, establish expectation for teachers to participate in a minimum of one global collaboration project annually	May 2011	Debriefing notes from global travel events, communication (email, chat, discussion boards, blogs, wiki, etc.) published global collaboration projects
4. Continue participation with 21st Century Consortium to improve secondary professional development and determine dispositions for college, career, and life success.	N. Wellman, B. Bechtol, L. Rawlings, K. Schwartz	Survey questions for WHS graduates, EISD hosted site	On-going	Survey results, 21st Century report, Documents housed on the website
5. Incorporate new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized into all applicable courses.	Principals, IPs, Ed Techs, Teachers, CIA Dept, IS Dept	Environments such as: Odyssey, NovaNet, Academic Learning, United Streaming, Learning Management Systems, pilot of hybrid learning environment, iPad initiative at WHS, expansion of Google	On-going	Evidence of collaboration and learning through technology tools

6. Incorporate emerging content areas including global awareness, financial and economic literacy, civic literacy, and health and wellness awareness into curricula and instruction via technology tools.	CIA staff, Instructional Partners	Professional journals, Region 13, Recent legislation, Successful Schools Network, ASCD, EISD technology & software, and network Internet-Web Tools, SMART Boards, Technology Conferences	On-going	Report, analysis and selection of content to integrate into current curriculum
7. Increase the number of participants in both ensemble and individual performances who achieve the highest rating through UIL or ranking at sponsored competitions.				

District Goal 2: Differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.

D. Incorporate/integrate the graduate profile as a guide for district and campus planning.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Share the graduate profile with all district teachers, students and parents.	District Graduate Profile Committee, Community	Completed Graduate Profile	2011-2012	Teachers, students and parents view completed graduate profile

2. Develop social skill competencies throughout the curriculum to support development of graduate profile descriptors.	CIA Staff, Principals, Teachers	Graduate Profile, Love and Logic, PBIS, Community services programs and opportunities, global collaboration, recognition system for community service participation	2012 - 2013	Rubric developed to measure growth of social competencies, professional learning implemented, process evaluation
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District Goal 2: Differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.

E. Increase student opportunities to engage in relevant work in the community (i.e., mentorships, community service).

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Provide multiple opportunities at each campus for students to participate in community service activities.	Principals, Counselors, Teachers	Community information, global collaboration, recognition system for community service participation	On-going	Campus community service activities
2. Continue the partnership with the Nobility Project and the Mahiga Hope High School.	Eanes Principals, Teachers, Student Council, Turk Pipkin, Mahiga Staff and Students	Time, Financial Support, Collaboration tools	On-going	Evidence of contributions to the Nobility project and Mahiga Hope High School

District Goal 2: Differentiated learning opportunities that prepare students for the future and inspire them to realize their highest personal and educational potential.

F. Continue to analyze and implement middle school curricula, structures, and practices to better meet the needs of adolescents.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Implement prioritized strategies to improve middle school curricula, structures and practices to better meet the needs of adolescents.	CIA Staff Middle School Principals Teachers	Reports of Committees Consensus Strategies NMSA Action Plans for Implementation, PBIS, SIM	On-going	Target area improvements evident in campus walkthroughs and dialogue among all stakeholders, RaiseUp Texas grant evaluation
2. Continue to implement Positive Behavior Intervention Support (PBIS).	Middle School Principals and PBIS teams	Region XIII consultants, PBIS	On-going	Campus visits by Region XIII consultants, climate surveys, evidence of posted rules and procedures
3. Continue study of effective use of instructional and planning time for possible revision of master schedule.	Middle School Principals, Teachers, CIA dept.	Models of master schedules from other district Middle schools, Feedback from 6 th grade implementation	On-going	Revised master schedules, review of the study
4. Implement Strategic Instruction Model at HCMS	HCMS Principal Instructional Partners (additional support) Region 13 CIA University of Kansas Literacy Leadership Team	2 training days per year Common planning time by department Late Start Professional Learning Region 13 SIM Team E3 Alliance Meadows Center	On-going	Implementation of unit organizers Increased student performance on common assessments, state measures, and district screeners

5. Eliminate the use of zeros based on student behavior rather than mastery of student learning targets.	CIA Principals Instructional Partners PBIS Leadership Teams Teachers	ZAP Program Myron Dueck Ken O'Connor – 15 Fixes for Grading Tom Schimmer – Focus John Medina -Brain Rules	On-going	Book studies Analyze student grades by course and teacher
6. Study the effective use of homework as a meaningful learning tool.	CIA Principals Instructional Partners Teachers Students	ZAP Program Myron Dueck Ken O'Connor – 15 Fixes for Grading Tom Schimmer – Focus John Medina – Brain Rules	2011-12	Surveys Book studies

District Goal 3: Have a robust student learning environment to inspire student learning and creativity.

Action Step	Responsible Person	Resources Needed	Timeline	Evaluation
1. Train, empower, and support teachers to use current and emerging technology to support their curriculum. (I-1)	CIA, IS, Ed Techs, Instructional Partners, Core instructional leaders	Technology Tools, Time and Structure for professional learning and collaboration	Ongoing	Infusion of current technology in instruction, PDAS, PLC's, student proficiency and adaptability to emerging technology

<p>2. Develop a system of collaboration among teachers across levels and subjects to ensure consistency and relevancy of curriculum. (I-8)</p>	<p>CIA, Instructional Partners, Ed Techs, Principals, Core Team Leaders</p>	<p>models of collaboration consortium and LTISD; STAR protocol criteria, EISD Professional Learning Guide</p>	<p>Final system in place fall 2012</p>	<p>Feedback on models of collegial observation and practice of those models, final product of expectations concerning observations and collaboration.</p>
<p>3. Increase student engagement by implementing anytime, anywhere access to digital tools through instruction and an infrastructure that embraces device access. (IV-1 and 8)</p>	<p>CIA, Instructional Partners, Ed Techs, Principals, Core Team Leaders</p>	<p>BYOT policy, access of emerging and existing technology, digital educational resources and distribution system, reliable and flexible infrastructure</p>	<p>May 2013</p>	<p>effective one-to-one engagement through digital tools, increased student understanding and motivation from common assessments and surveys</p>
<p>4. Implement an online learning environment that allows communication and collaboration among administrators, parents, teachers, and students. (IV-2)</p>	<p>CIA, Instructional Partners, Ed Techs, Principals, Core Team Leaders</p>	<p>Online learning tools, personal learning communities, local, national, and global connections</p>	<p>May 2013</p>	<p>log-ins for online learning environment, surveys, feedback from local, national and global connections</p>
<p>5. Include staffing and training resources for instructional and administrative technology as part of the technology adoption process. (IV-4 and 7)</p>	<p>CIA, Ed Techs, Instructional partners, Principals, Core Team Leaders</p>	<p>Time and structure for professional learning and application of technology tools, assessment of teacher proficiency and infusion of technology.</p>	<p>May 2013</p>	<p>accessed support for technology learning and collaboration, assessment of teacher technology proficiencies, collaboration and infusion into instruction</p>
<p>6. Promote and support the infusion of technology into teaching and learning. (IV-5)</p>	<p>CIA, Instructional Partners, Ed Techs, Principals, Core Leaders</p>	<p>Time and structure to collaborate to plan, develop and assess digital experiences</p>	<p>May 2013</p>	<p>published digital projects, district, campus and teacher websites, collegial observations and collaboration</p>

7. Use technology tools to reduce our use of energy and consumable resources.	CIA, Instructional Partners, Ed Techs, Principals, Core Leaders, Maintenance and Operations	Cost analysis of paper consumption, use of virtualization to extend life of hardware, evaluations of energy consumption, effective use of remote assistance tools	May 2013	reduced carbon footprint, increased productivity, reduced cost for maintenance and operations.
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District Goal 4: A safe, secure and supportive learning environment that allows students to be productive, creative and successful.

A. Educate and empower students in making healthy decisions regarding abuse of alcohol and other drugs and other at-risk behaviors.

Action Step	Responsible Person	Resources needed	Timeline	Evaluation
1. Continue Project Alert (Substance Abuse Prevention) Program at 7th Grade.	S. Feldman, R. Rowland, K. Sullivan, K. Waggoner	Project Alert curriculum	On-going	Survey
2. Continue Class Action Program to prevent binge drinking at WHS.	S. Feldman, K. Milosovich, L. Rawlings	Class Action curriculum	On-going	Survey
3. Continue Strengthening Families (Substance Abuse Prevention) program for parents.	S. Feldman	Strengthening Families curriculum, Trained parents	On-going	Survey
4. Implement “Keepin’ it R.E.A.L.” for at-risk students.	S. Feldman, Teen Teachers, R. Rowland, K. Dunn	Keepin’ It R.E.A.L. Curriculum	On-going	Survey
5. Continue contract with Palmer Drug Abuse Program.	B. Bechtol, K. Milosovich,	District funds	On-going	Survey

6. Conduct survey to determine effect of drug/alcohol prevention program and as a needs assessment.	S. Feldman	Pride Surveys	May' 12	Survey results
7. Implement 3 rd year of social norming campaign at Westlake H.S.	Teen Teachers, K. Milosovich, M. Lasseter	Social Norming materials	On-going	Survey
8. Implement District-Wide "No Homework" nights	Principals	N/A	On -going	Survey

District Goal 4: A safe, secure and supportive learning environment that allows students to be productive, creative, collaborative, and successful.

B. Continue to provide instruction and counseling to help students make appropriate decisions regarding the prevention of bullying, especially cyberbullying, and social networking safety.

Action Step	Responsible Person	Resources needed	Timeline	Evaluation
1. Revise the Acceptable Use Guidelines and educate teachers & students.	C. Hooker A. Collins	Other district AUGs, TASB	Aug. 2011	Updated AUG posted and presented to staff and students.
2. Continue training on professional use of Social Networks and acceptable personal use of email.	C. Hooker A. Collins ET's	Network access, Project Share, Time, Eduphoria	Nov. 2011	Training posted and attended
3. Continued and improved use of the internet safety curriculum including cyberbullying.	EISD Counselors	NetSmartz Curriculum	On-going	Survey
4. Enable Google Apps for Education	C. Hooker, ETs, I.S. Dept	ongoing funding for licensing, substantial training on use and new parameters	Summer 2011- Ongoing	Student use of collaborative tools

5. Provide guidance and training to teachers to proactively recognize and address bullying.	EISD Counselors	TEA, ???	On-going	Discipline referrals Teacher surveys
6. Provide parenting workshops to help parents raise children with character	K. Coulter P. Freeman B. Bechtol	The Biggest Job We'll Ever Have Workshop	Oct. 2011	Parent Feedback

District Goal 4: A safe, secure and supportive learning environment that allows students to be productive, creative and successful.

C. Enhance school emergency plans through uniform procedures and practice to ensure the safety, security, and health of the students.

Action Step	Responsible Person	Resources needed	Timeline	Evaluation
1. Demonstrate a commitment to safety and security through multi-hazard preparedness activities, plans, and programs. (TUSSSS 2.1) Continue implementing Emergency Operating Plans for all Eanes ISD support departments.	Director of Safety and Risk Management, Department Heads	Eanes ISD Emergency of Operations Plan	2/01/2011	Written Plan – in progress
2. Develop and implement a comprehensive multi-hazard exercise/drill program and schedule, to include off-site evacuation. (TUSSSS 2.8)	Director of Safety and Risk Management, School Administrators	EISD EOP	5/30/2011	Documentation
3. EOPs should address process for notification, accounting for all persons, student reunification, and release procedures. (TUSSSS 2.6)	Director of Safety and Risk Management, School Administrators	Campus EOP	5/30/2011	Documentation

District Goal 4: A safe, secure and supportive learning environment that allows students to be productive, creative and successful.

D. Review and update a written district continuity of operations plan, in case of widespread community emergency.

Action Step	Responsible Person	Resources needed	Timeline	Evaluation
1. The school district should implement adopted policies, plans and procedures for a Continuity of Operations to resume school functions during and after an incident. (TUSSSS 4.1)	Director of Safety and Risk Management, School Administrators	EISD SCOOP	On-going	Documentation
2. Include site assessment and initiatives to “harden” administration building and key offices as well as implement safety and security initiatives to provide extra security, (U.S. of Education OSDFS REMS, #4 review and updating emergency management plan and COOP).	Director of Safety and Risk Management, School Administrators	EISD Department and Campus EOPs	On-going	Documentation
3. Provide training to educate all Stakeholders about the school safety and emergency programs, including to train school and district staff to approach unauthorized or unidentified school visitors to redirect them to register at school or office front desk. (TUSSSS 2.7)	Director of Safety and Risk Management, School Administrators	EISD Department and Campus EOP	5/30/2011	Documentation

4. Implement adopted policies, plans, and procedures for After Action Reviews and corrective action plans following an exercise/drill or incident. (TUSSSS 4.4)	Director of Safety and Risk Management, School Administrators	EISD Department and Campus EOP	5/30/2011	Documentation
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District Goal 5: Exemplary employees who are actively committed to and supported in improving their practice.

- A. Implement and refine the Professional Learning Guide to train, empower and support teachers through sustainable, differentiated, research-based experiences that support district, campus, and individual goals.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Refine the Professional Learning Guide to reflect changing federal, state and district guidelines.	CIA	Needs Assessment	On-going	Updated and published Framework
2. Develop a process for evaluating professional learning activities.	CIA	Learning Forward Revised Professional Learning Standards	2011-12	Completed Criteria
3. Monitor individual Professional Learning Plans.	CIA Department Teachers Principals	Campus and District Improvement Plans PDAS	On-going	Individual Professional Learning Plans

District Goal 5: Exemplary employees who are actively committed to and supported in improving their practice.

B. Provide improved professional learning opportunities that allow for creative and effective use of time and resources enhanced by the Instructional Partner and Educational Technologist models.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Provide opportunities for the Instructional Partners to develop and model skills and strategies for professional collaboration.	CIA	CASL Book and Assessment for Learning conference by Stiggins, PLCs, Team Planning, ASCD	On-going	Training Agenda
2. Establish a district calendar that supports ongoing and job-embedded professional learning.	CIA	District Calendar of Late Start Dates	On-going	Completed Calendar
3. Develop a structure, including guiding questions to ensure meaningful collaboration across levels and subjects.	CIA, Principals, Core Academic Leaders	NSDC, ASCD, EISD Professional Learning Guide, Star Protocol, Critical Conversations system for campus and classroom visits across subjects and grades	May 2013	Completed structure for collaboration, standard expectations for peer/collegial observations and critical conversations, evaluation of system for campus and classroom visits

District Goal 5: Exemplary employees who are actively committed to and supported in improving their practice.

- C. Create opportunities for employees to improve their practice and effectiveness, including methods for serving all students.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Promote and support expanded opportunities for teachers pursuing advanced degrees through the PTEP program.	Lester Wolff, Julia Fortman	Meeting Time Recruitment Data	On-going	Number of Cohort VI participants
2. Provide time, structure and guidance for professional learning collaboration among teachers serving specialized student groups.	CIA Staff, Principals, IPs, Ed Techs	Planning/ Training Time, Collegial Observation Expectations, PLC's	Aug – Oct Ongoing	Agendas, Session feedback, IP Meetings
3. Provide time, structure and guidance for collaboration among specialized and general education teachers to meet the needs of all students.	CIA Staff, Principals, IPs, Ed Techs	Planning /Training Time	Aug – Oct On-going	Agendas, Session feedback, IP meetings
4. Promote and support training opportunities for non-exempt staff.	Directors, Principals, Laurie Lee	Training Time 2010-11 Salary Schedule; funds for auxiliary stipends	On-going	Sign-in sheets, Attendance certificates
5. Continue to provide annual mandatory training as required by law.	Lester Wolff Laurie Lee Laura Santos- Farry Carl Hooker	Texas Education Code EISD School Board Policy	Aug. – Sept., 2011	List of required trainings

District Goal 5: Exemplary employees who are actively committed to and supported in improving their practice.

D. Refine the district recruitment and retention plan to attract, employ, and retain highly qualified, highly effective classroom teachers and other district staff.

Action Steps	Persons Responsible	Resources Needed	Timeline	Formative Evaluation
<p>1. Conduct recruitment activities to ensure highly qualified and highly effective teachers are staffed in all teaching assignments.</p> <p>a. Expand recruiting efforts by attending a variety of job fairs around the state.</p> <p>b. Continue to develop relationships with colleges and universities, as well as alternative certification programs.</p>	Lester Wolff, Campus Principals	Local Funds-HR Budget	Feb-June 2012	School Recruiter-number of completed applications, Letters of interest/resumes received at various job fairs
<p>2. Continue to offer employee benefits such as the open transfer policy and day care for employee's children.</p>	Lester Wolff	Local	On-going	New Hire Orientation lists
<p>3. Offer a competitive salary structure and employee benefits.</p>	EISD Board of Trustees Superintendent	Local	On-going	Analysis of teacher turnover rate/reasons

District Goal 6: An effective and efficient allocation of resources to meet the district’s prioritized needs.

- A. Develop a 2012-13 budget that continues to focus on district priorities, including innovative programs and courses, safety, and enhanced professional learning.
- B. Develop a process to identify areas for budget reductions.
- C. Continue long-range planning of financial resources and needs, with careful management of fund balance.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Update and publish budget calendar and planning workbook for the 2012-13 budget development process.	L. Keiser, C. Hayden	Staff time	Feb. '12	Budget planning timeline and reference document
2. Review previous Master Plan; modify Master Plan for adoption by Board of Trustees.	L. Keiser, L. Reddin, B. Cervi,	Staff time	March '12	Adoption by Board of Trustees
2. Establish consistent budget planning and preparation processes utilizing the Skyward software applications for budget, general ledger, and human resources.	L. Keiser, C. Hayden	Staff time, Training funds	Feb. '12	Use of Skyward software to prepare, compile, and report budget development for 2012-13
3. Improve participation of budget managers, principals and department directors in the process of requesting, developing and managing the District Budget.	L. Keiser, C. Hayden	Skyward and budget training for principals and department directors by EISD Business Services staff	Mar. '12	Training provided and roles and responsibilities clearly defined and documented
4. Continue to use historical, current, and projected data with forecast assumptions in a comprehensive planning model for future budgets.	L. Keiser, C. Hayden	PEIMS data, AEIS data, EISD historical financial data, Legislative change models	May '12	Updated planning model and resulting projections

5. Determine staffing ratios, review current staffing, and implement staffing changes.	Dr. Wellman, L. Wolff, Various administrators	Enrollment and schedule information, Staffing FTE data, Program information	Mar. '12	Staffing ratios & plan
6. Analyze current year and prior year's budget and actual expenditures to identify potential areas for cost savings, reductions or efficiencies.	L. Keiser, C. Hayden, Cabinet	Prior year financial data and reports	Jan. '12	Report(s) of potential areas for cost reduction to Cabinet
7. Provide continual review and update of budget and projected revenues, expenditures, and estimated fund balance to the Board.	L. Keiser, C. Hayden	Data sources identified above	Monthly	Budget presentations
8. Annual review of existing facilities, with emphasis on the best use of the various spaces and what remodeling might be needed in the various facilities. Part of this study will include a projection of future technology needs.	Program manager, School staff persons	Staff and consultant time	On-going	Documentation in Master Plan
9. Develop recommended replacement and maintenance schedules for key district operations and activities such as computers, buses, roofs, painting, flooring, paving, etc.	L. Keiser, C. Hayden, B. Cervi, T. Wysong, K. Schwartz	Historical information regarding district facilities, equipment, and maintenance schedules, fixed asset and specific inventories, staff analysis and input	April '12	Replacement and maintenance schedules
10. Develop future bond projects list.	L. Keiser		Ongoing	Updated capital needs list

11. Implement projects according to bond approved priorities, timelines, cash flows and action plans for bond projects.	L. Keiser, B. Cervi, Program manager, Bond Accountant	Staff time & program management consulting	Aug. '12	Projects completed on time, on budget
12. Coordinate with District's financial advisors concerning bonds that might be candidates for refunding.	L. Keiser	Staff time	Aug.'12	Interest savings of restructured bond issues
13. Invest and manage bond proceeds for the safety and security of the funds and maximum interest earnings over the life of the bond program.	L. Keiser, C. Hayden	Staff time	On-going	Interest earnings
14. Continue to fine tune new routing system to maximize service levels and minimize operating costs.	T. Wysong,	Transfinder	On-going	New routes
15. Identify and capitalize on opportunities for additional financial efficiencies through continuing operational reviews and sourcing of outside grant funding.	T. Wysong	N/A	On-going	

District Goal 6: An effective and efficient allocation of resources to meet the district’s prioritized needs.

D. Implement a process to evaluate program value, evolution and asset life cycle

Action Steps	Persons Responsible	Resources	Timeline	Evaluation
1. Develop guidelines that are dynamic for research, evaluation and implementation of instructional technology tools.	IS, CIA, Ed Techs	Criteria for effectiveness, district models	May 2012	Guidelines in use
2. Develop and implement a process for evaluating exceptions to standard technology practices.	IS, CIA, Ed Techs	Criteria for effectiveness	May 2012	
3. Review and update guidelines and regulations related to technology use.	IS, CIA, Ed Techs, Principals, Teachers	Survey, observation of process, general feedback	May 2012	Evaluated guidelines made standard practice
4. Review existing technologies to determine use and relevance on recurring basis	IS, CIA, Ed Techs, Principals, Teachers	Sunset process	On-going	Use of existing technology is verified as effective
5. Develop a proof-of-concept lab to test emerging technologies	IS, CIA, Ed Techs	Lab models	On-going	Lab used as part of review process
6. Construct an efficient time from for prospective technologies to be reviewed and adopted	IS, CIA, Ed Techs, Principals, Teachers	Experience with guidelines and determination made	On-going	Time line in place

7. Utilize data to evaluate efficiency of work load and response times on a per-campus level and increase budgeted support as needed.	IS, CIA, Ed Techs	Data, Surveys, Anecdotal	On-going	Regular efficiency of workload review.
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District Goal 7: The engagement of the community in meaningful ways.

A. Enhance ongoing methods of communication to share Eanes ISD messages and invite feedback including community forums, parent groups, surveying, social media and district publications.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Promote thorough understanding of the district mission and strategic plan as a basis for prioritization and decision making.	All Staff and EISD Board	EISD Website, Booster Club Presidents, State of the District, Meetings, School Board Meetings, Campus and District Leadership Teams	On-going	Culture of reference to strategic plan and district mission for effective decision making Modeling use of mission statement and strategic plan by district leadership Decisions supported by contents of mission and strategic plan
2. Improve section on EISD web site for information about current topics and events.	Claudia McWhorter, Pamela VanDyke	EISD website	Dec. 2011 On- going	Analysis and discussion with key stakeholders.
3. Hold State of the District meetings to address parents at the start of the school year at each of the 9 schools.	Claudia McWhorter, Superintendent Cabinet	Time to implement, gather feedback, analyze feedback and use the feedback.	School principals & facilities	Analysis and discussion of State of the District with the booster clubs, principals and Cabinet.
4. Hold additional informational meetings for parents during the second semester.	Claudia McWhorter, Superintendent, Cabinet	Time to implement, gather feedback, analyze feedback and use the feedback.	Beginning Jan. 2012	Schedule of meetings

5. Investigate methods such as surveying or forums to engage the community in District issues, evaluate current messaging, evaluate and measure communication methods.	Claudia McWhorter, Superintendent,	Funds to hire firm(s), Time to implement, gather feedback, analyze feedback and use the feedback.	Nov. 2011	Reports analyzing the survey results.
6. Improve frequency with relevance of communication via social media sites (Facebook and Twitter) for the community to receive updates and information.	Claudia McWhorter, Carl Hooker	Facebook, Twitter, EISD Website	Nov. 2011	Weekly reports of numbers of followers.

District Goal 7: The engagement of the community in meaningful ways.

B. Increase community participation in Eanes Education Foundation sponsored campaigns and events to support EISD.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Grow the # of trained EEF volunteers on each campus.	EEF staff & Teacher Fund Committee	Time for staff & volunteers to recruit & train	On-going	EEF Records
2. Improve messaging of EEF's case for support.	EEF staff & marketing committee	Attract marketing professionals to lend their expertise	On-going	EEF Records
3. Increase attendance at all EEF events.	EEF Staff & events committees	Effective marketing materials & trained volunteers	On-going	EEF Records
4. Implement \$365/\$1 a day annual giving program to attract non-donors and \$83.33/mo./\$1,000 annual gift to promote increased giving.	EEF Staff	Effective marketing materials & reply pieces	EEF	EEF Records
5. Enhance Corporate Giving Society and Leadership Society giving programs.	EEF Staff, CGS & LS Chairs & committees	Effective marketing materials & trained volunteers	EEF	EEF Records

6. Develop giving programs targeting Eanes alumni, grandparents of current students, and current and former Eanes District staff.	EEF Staff, campaign committees and other volunteers	Effective marketing materials, Facebook presence & trained volunteers	EEF	EEF Records
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District Goal 7: The engagement of the community in meaningful ways.

C. Increase participation in parent organizations to directly support campus and district needs.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Provide creative means to increase participation in meetings and events. Possible options include a) tutoring and homework support for students, b) provide child care for children ages 3-5, c) special events for children (i.e. movie, magic show, craft).	Principal and staff	Classrooms, Volunteer teachers	On-going	Analyze the effectiveness through number of students using service.
2. Hold information meetings during the day and evenings (principal coffee w/parents).	Principal	Time for planning and preparation of significant issues and information to share and discuss	On-going	Analyze the effectiveness through number of parents attending and the feedback received.
3. Set meetings and events after work hours (6:30) and sell dinner plates (fundraiser) so that parents can eat and feed their children.	Principals, staff, booster club	Space, preparation	On-going	Analyze the effectiveness through number of parents attending the meetings and the number of dinner plates sold.

District Goal 7: The engagement of the community in meaningful ways.

D. Increase community knowledge in progress of the 2011 Bond Program through the formation of a board-appointed Bond Oversight Committee.

Action Steps	Persons Responsible	Resources Needed	Timeline	Evaluation
1. Post 2011 Bond Program updates on District website and social media sites, if applicable.	Claudia McWhorter	Bond Updates	On-going	Posted documents
2. Meet regularly with parent groups to provide updated information.	Dr. Wellman		On-going	Meeting minutes
3. Create 2011 Bond Program update materials for distribution at community events, campus meetings, etc.	Claudia McWhorter	Funds to print materials.	On-going	Printed materials