



2009-2010

District Improvement Plan

Eanes Independent School District

Eanes Independent School District

**District Improvement Plan
2009 - 2010**

Mission Statement: The Eanes community is vitally committed to educational excellence by engaging every student in rigorous academic experiences and enriching opportunities.

Objectives

- ◆ Each student will be prepared for college and career by completing a personally challenging academic program.
 - ◆ Each student will be an involved contributing member of the community, respecting others and self, and making healthy responsible decisions.
 - ◆ Each student will be prepared to accomplish evolving life-long goals.
-

District Long-Range Strategies

Strategy I: We will ensure engaging and enriching instruction and experiences for each student.

Strategy II: We will create and implement a model for building expertise in instructional and support staff.

Strategy III: We will unify the Eanes community to mobilize resources that support excellence for the greater good of the entire district.

Strategy IV: We will efficiently utilize basic funds while aggressively pursuing creative supplemental revenue sources.

Strategy V: We will establish systems to proactively lead the Eanes community in the accomplishment of our mission.

District Goals 2009/10 (DG 1-6)

Eanes ISD will have:

- 1.** More students achieving higher levels of performance than the previous year as measured by multiple indicators.
 - 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.** Increase the number of students achieving in the Commended range on TAKS tests.
 - C.** Increase the percentage of students who are determined to be college-ready.
 - D.** 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.
 - E.** Improve the use of instructional and assessment strategies to impact achievement.
- 2.** 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 innovative thinking, creativity, and other 21st century skills.
 - C.** Improve writing and communication skills that encompass multiple modes, including foreign language skills.
 - D.** Increase student opportunities to engage in relevant work in the community (i.e., mentorships, community service).
 - E.** Analyze and enhance middle school curricula, structures, and practices to better meet the needs of adolescents.
- 3.** A safe learning environment.
 - A.** Support students in making healthy decisions regarding abuse of alcohol and other drugs, eating disorders, and other at-risk behaviors.
 - B.** Implement an instructional and counseling plan to help students make appropriate decisions regarding electronic communication and the prevention of cyber-bullying.
 - C.** Improve emergency response through uniform procedures and practice to ensure the safety, security, and health of the students.
 - D.** Develop and practice a written district continuity of operations plan in case of widespread community emergency.

4. Exemplary employees who are actively committed to improving their practice.
 - A. Design and implement differentiated research-based professional learning experiences that reflect various career stages, job assignments and expertise levels, supported by an Instructional Coaching model.
 - B. Improve comprehensive, systematic teacher and administrator induction and mentoring program.
 - C. Improve the recruitment and retention plan to attract, employ and retain highly qualified, highly effective classroom teachers.
 - D. Create opportunities for employees to improve their practice and effectiveness, including methods for serving all students.

5. An effective and efficient allocation of resources to meet the district's prioritized needs.
 - A. Complete a long range vision for district facilities and properties.
 - B. Develop a 2010-11 budget that continues to focus on priorities of district, including new, innovative programs and courses, enhanced professional development, and safety.
 - C. Implement an assessment of capital needs and prepare for future bond programs, including possible restructure of current bonds.
 - D. Continue long-range planning of financial resources and needs, with careful management of fund balance.

6. The engagement of the community in meaningful ways.
 - A. Continue to enhance methods of communication to share Eanes ISD message and invite feedback, including use of technology-based tools
 - B. Hold community forums to gain input on key topics affecting the district such as the master plan, bond planning and instructional enhancements.
 - C. Promote two-way communications with the community through District/Campus Leadership Teams, EanesLink Network, and various committees and task forces.
 - D. Develop methods to reach out to community members who do not have children in EISD schools, including senior citizens.
 - E. Develop consistency of school websites to facilitate ease of use for parents and community.
 - F. Provide learning opportunities to build parental capacity to address social concerns such as drug and alcohol use and cyber safety.

- District Goal 1:** More students achieving higher levels of performance than the previous year as measured by multiple indicators.
- 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. Increase the number of students achieving in the Commended range on TAKS tests.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|---|---|--|---|
| 1. Build capacity for administrators and teachers to utilize data to group students for instruction and differentiation. | C & I Staff, Instructional Partners, Principals, RTI Student Support Team | Eduphoria Aware, AIMSWeb, DRA, TPRI Local Science Benchmarks AAIMS Algebra Probes Everyday Math EOY Dr. Andrea Ogonosky | Oct. 15 Capacity Aug. 18-Nov.24 Ongoing implementation | TAKS results, Benchmark results, Classroom Observations PGP's, Common Assessments |
| 2. Build capacity for administrators and teachers to utilize data to identify curriculum strengths and areas for improvement. | C & I Staff, Instructional Partners, Principals, RTI Student Support Team | Eduphoria Aware, AIMSWeb, DRA, TPRI, Local Science Benchmarks AAIMS Algebra Probes Everyday Math EOY Dr. Andrea Ogonosky | On-going | TAKS Results, Benchmark results, Classroom Observations PGP's, Common Assessments |
| 3. Improve instruction using differentiated strategies and other effective teaching practices for individual elementary students. | C & I Staff, Principals, Teachers Instructional Partners | Everyday Math Making Math Real, Odyssey Guided Reading Writing Workshop AIMS Science Education Smart Boards, Airliners and Other Tech Tools | On-going | Classroom observations, Lesson plans Individualized plans, increased student achievement on TAKS and common assessments |

| | | | | |
|--|--|--|------------------|---|
| <p>4. Build capacity for using differentiated instructional strategies among secondary teachers to ensure individual student success on End of Course Exams.</p> | <p>C & I Staff Instructional Partners, Principals RTI Student Support Team</p> | <p>Sheltered Instruction (SIOP) Implementation of ELPS Strategic Instruction Model Marzano’s Classroom Instruction that Works ASCD Conference AP Regional Training Jensen’s Teaching with the Brain in Mind Kagan’s Cooperative Learning</p> | <p>2009-2012</p> | <p>End of Course Exam scores indicating college readiness (beyond passing)</p> |
| <p>5. Improve instruction using differentiated strategies and other effective teaching practices for specific student subpopulations including ESL, GT, 504, Dyslexia, Special Education, At-Risk, Economically Disadvantaged and Title I.</p> | <p>Principals, Teachers,</p> | <p>English Language Proficiency Standards, Sheltered Instruction ALEKS, AP Regional Conference Wilson Reading Program, Basic Language Skills Making Math Real Odyssey</p> | <p>On-going</p> | <p>TAKS results, Benchmark results, TELPAS results AIMSWeb benchmark, screening and progress monitoring results</p> |
| <p>6. Improve early intervention reading and math programs in the elementary grades.</p> | <p>C & I Staff, Intervention Specialists RTI Student Support Teams</p> | <p>AIMSWeb, TMSDS Odyssey, Making Math Real, Wilson Reading Program Just Words Basic Language Skills Dr. Ogonosky</p> | <p>On-going</p> | <p>AIMSWeb, DRA TAKS Common Assessments</p> |

| | | | | |
|---|--|--|---|---|
| <p>7. Expand and Improve Tier II interventions at Secondary Campuses.</p> | <p>C & I Staff, Principals Learning Lab, Power Learning teachers Instructional Partners RTI Student Support Team</p> | <p>Odyssey, Making Math Real, AIMSWeb AAIMS Algebra Probes TMSDS Sheltered Instruction Strategies Dr. Ogonosky</p> | <p>On-going</p> | <p>TAKS results, AIMSWeb, AAIMS Algebra Probes Common Assessments</p> |
| <p>8. Update ARD decision making training and TAKS Accommodated, TAKS-Alt, and TAKS-M training for teachers, principals and campus testing coordinators</p> | <p>C. Martin, M. May, A. Boothe</p> | <p>State Assessment materials</p> | <p>Jan. 15, '08</p> | <p>Agenda</p> |
| <p>9. Facilitate vertical and horizontal teams in the analysis of student data to continually refine curriculum.</p> | <p>C & I Staff Principals, Teachers, Instructional Partners</p> | <p>Eduphoria, TEKS, Assessment data Building Academic Vocabulary by Marzano</p> | <p>On-going Building Academic Vocabulary integrated in curriculum in fall 2010</p> | <p>Notes from meetings Improvements in scope and sequence and activities Classroom Observations</p> |
| <p>10. Plan for implementation of Building Academic Vocabulary across core subject curricula, implement fall of 2010 and refine for guaranteed vocabulary across content in 2011.</p> | <p>C & I Staff Principals, Teachers, Instructional Partners Vocabulary Committee</p> | <p>Building Academic Vocabulary, Marzano Core Content Area TEKS Core Content Area Scope and Sequence curriculum documents Professional Learning- vocabulary instructional strategies</p> | <p>Academic vocabulary integration fall of 2010, guaranteed vocabulary fall of 2011</p> | <p>Designated guaranteed vocabulary as part of scope and sequence Lesson plans and observations Vocabulary benchmarks</p> |

| | | | | |
|---|--|--|--------------------------------------|--|
| 11. Develop a pacing chart and assessment rubric that is aligned with Every Day Math curriculum | J. LaMirand Principals Instructional Partners Teachers | Everyday Math materials Assessment Data | January 2010 | Chart and rubric Classroom observations |
| 12. Study options to compact math curriculum in grades 4-6 to prepare students for college readiness indicators on high school end of course exams in math and science. | J. LaMirand B. Bechtol Instructional Partners, Teachers | TEKS, Assessment Data including Everyday Math End of Course for 5 th grade and curriculum | 2009-2012 | Increased participation in advanced math courses in 6 th grade and in algebra at 8 th grade Performance on Algebra EOC |
| 13. Implement new ELA TEKS and adopt new instructional materials in reading/literature. | B. Keith Instructional Partners ELA teachers | TEKS. Region XIII, TCTELA, IRA, NCTE, State Adoption Process | On-going and adoption April '10 | Curriculum resources available in shared folder by grade level Revisions made each 9 weeks during implementation Final Curriculum in Eduphoria |
| 14. Plan for implementation of new science TEKS in 2009-2010; implement in 2010-2011. | J. LaMirand Instructional Partners Science Teachers | New TEKS, Region XIII, CCSR Gap Analysis | Plan 09-10 Implement fall 2010 | Curriculum resources available in shared folder by grade level Revisions made each 9 weeks during implementation Final in Eduphoria |

District Goal 1: More students achieving higher levels of performance than the previous year as measured by a multiple indicators.
C. Increase the percentage of students who are determined to be college-ready.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|---------------------------|--------------------------------------|----------|--|
| 1. Utilize High School Allotment funds 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. | L. Rawlings B. Bechtol | Tutors, Learning Labs, Odyssey | On-going | TAKS results, Benchmark results, AP enrollment and results |

| | | | | |
|--|--|--|----------|--|
| 2. 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 | Survey questions for WHS graduates | On-going | Survey results, 21st Century report |
| 3. Increase the number of math and science courses to meet the 4X4 requirements while differentiating for student needs and college plans. | B. Bechtol, J. LaMirand, L. Rawlings, and high school admin and counselors, Teachers | State recognized course options TEKS for Engineering, College Algebra, Algebra III | On-going | Increased number of students graduating under the distinguished achievement program |

District Goal 1: More students achieving higher levels of performance than the previous year as measured by a multiple indicators.

D. 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 course.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|---|--------------------|----------|---------------------------------|
| 1. Utilize High School Allotment funds to increase the number of students in Advanced Placement and Pre-AP Courses. | L. Rawlings | HS Allotment funds | On-going | Increased enrollment in '08-'09 |
| 2. Increase number of AP-trained High School teachers and Pre-AP Middle School teachers. | C & I Staff, L. Rawlings, K. Waggoner, K. Sullivan | AP funds | Aug. '09 | |

| | | | | |
|--|---|--|---------------------------------|--|
| 3. Add additional dual credit courses/sections through the CTE program and math department | L. Rawlings P. Betzner CTE Teachers | District funds University of Texas System-College Algebra | Aug. '09 and on-going additions | Increased number of students earning dual credit |
|--|---|--|---------------------------------|--|

District Goal 1: More students achieving higher levels of performance than the previous year as measured by a multiple indicators.

E. Improve the use of instructional and assessment strategies to impact achievement.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|---|---|-------------------------------------|---|
| 1. Investigate & identify best practices for assessment. | C& I Staff, Principals, Instructional Partners Teacher Leaders | Webinars on Assessment Marzano’s Classroom Assessment and Grading that Works | May 2010 | Report of data and prioritization of strategies for district |
| 2. Develop and implement common assessments over unit material. | C& I Staff Principals Instructional Partners Teacher Leaders | Webinars on Assessment Marzano’s Classroom Assessment and Grading that Works Teaching with the Brain in Mind Jensen | May 2011 | Professional learning agendas Classroom Observations Common Assessments |
| 3. Refine CBM benchmarks math and reading K-8 | B. Keith, J. LaMirand, A. Boothe, Teachers Instructional Partners | AIMSweb AAIMS Algebra Probes Early Literacy and Early Numeracy | Fall, Winter and Spring Assessments | CBM results including growth rate |

District Goal 2: 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 innovative thinking, creativity, and other 21st century skills.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|---|--|---|---|
| 1. Provide access to relevant technologies, tools, resources and services for teachers & student to learn content and skills. | C & I Staff, Teachers, Instructional Partners (all) Principals | EISD technology & software, and network Internet-Web Tools SMART Boards Darren Kuropatwa Howie DiBlasi Model Lessons and Activities | On-going and October 12 th professional learning | Classroom Observations of teaching strategies integrating technology Student products |
| 2. Use information and communication technologies to facilitate student collaboration and to construct knowledge, Guide students to apply that knowledge through increased opportunities to think critically, to innovate, and to collaborate to solve real-world problems. | C & I Staff, Teachers, Principals, Librarians, Instructional Partners | Marzano Classroom Instruction that Works Building Academic Vocabulary Jensen Teaching with the Brain in Mind Kagan Cooperative Learning EISD technology & software, and network Howie DiBlasi Darren Kuroptwa Model Lessons Time for Sharing | On-going | Observation of teaching strategies & learning processes, Increased collaboration and higher level of student interaction Student products |

| | | | | |
|--|---|---|-----------------|---|
| <p>3. 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.</p> | <p>C & I staff, Instructional Partners</p> | <p>Professional journals, Region 13, Recent legislation, Successful Schools Network, ASCD EISD technology & software, and network Internet-Web Tools SMART Boards</p> | <p>On-going</p> | <p>Report, analysis and selection of content to integrate into current curriculum</p> |
| <p>4. Continue exploration of 21st century successful secondary schools.</p> | <p>C & I staff , L. Rawlings, HS Teachers, Middle school administrators and teachers, MS Vision Committee</p> | <p>Membership in Successful Schools Network, School visits NMSA ASCD</p> | <p>On-going</p> | <p>Addition of high school courses, Observation of teaching strategies</p> |
| <p>5. Incorporate new learning environments and new courses that utilize technology as a flexible tool where learning is collaborative, interactive and customized.</p> | <p>L. Rawlings, High School Departments</p> | <p>Environments: Odyssey, NovaNet, Academic Learning, United Streaming, Study Learning Courses are to be determined</p> | <p>On-going</p> | <p>Board Approval for new courses</p> |

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

C. Improve writing and communication skills that encompass multiple modes, including foreign language skills.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|--|--|----------|---|
| 1. Effectively implement new ELA TEKS K-12. | B. Keith, Language Arts Committee Principals Teachers Instructional Partners | ELA TEKS Reading and Writing A-Z Odyssey Writer Successful Schools Network and International Center for Learning | On-going | Scope and Sequence Revisions Resources and Common Assessments in Curriculum |
| 2. Emphasize appropriate behavior, including Acceptable Use Guidelines, National Ed Technology Standards for Students & Teacher and avoiding plagiarism when using information and communications technology. | Teachers, Librarians Instructional Partners Principals | ELA TEKS Acceptable Use Guidelines Turnitin.com Honor Code (WHS) | On-going | Lesson plans Classroom observations Signed Acceptable Use Guidelines |
| 3. Model, teach, and monitor legal, ethical, and safe use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. | Teachers Librarians Instructional Partners Principals | ELA TEKS Acceptable Use Guidelines Turnitin.com Honor Code (WHS) | On-going | Lesson plans Classroom observations Signed Acceptable Use Guidelines |
| 4. Continue implementation of writing workshop strategies in ELA instruction and expand strategies across the curriculum. | B. Keith, ELA teachers, Core teachers Principals Instructional Partners | ELA Writing Kits, Regular Professional Learning and Collegial Dialogue Cross-curricular Teams Eduphoria, Forethought | On-going | Writing Workshop strategies embedded in core curricula Classroom Observations Lesson Plans TELPAS samples |

| | | | | |
|--|---|-----------------------------|--------------|----------------|
| 5. Finalize proposal for an elementary foreign language program. | N. Wellman, B. Bechtol, L. Hinojosa | Secondary Spanish teachers. | November '09 | Recommendation |
| 6. Study feasibility of online Mandarin course at the secondary schools. | B. Bechtol, L. Rawlings, K. Sullivan, K. Wagoner | TCG Global | Dec. '09 | Recommendation |

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

D. 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 | N/A | On-going | Campus community service activities |
| 2. Continue to promote Achieve Texas to increase relevance of core and elective course selections. | P. Murray, Counselors, Principals, CTE Staff | Curriculum Model | May '09 | All incoming freshmen of '09 have career strand selected and Texas Achievement Plan |

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

E. Analyze and enhance middle school curricula, structures, and practices to better meet the needs of adolescents.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|---|------------------|-----------|--|
| 1. Analyze current status and determine next steps for middle school improvement initiative. | C & I Staff, Middle School Principals, Superintendent, Joint MS Vision Committee | Vision Process | Fall 2009 | Plan for approaching middle school improvement |

| | | | | |
|---|--|---|------------------------|--|
| <p>2. Prepare members of middle school vision committee to facilitate discussions on Oct. 12th professional learning date.</p> | <p>C & I Staff, Middle School Principals, Vision Committee</p> | <p>Linda Robinson This We Believe, NMSA Meeting time</p> | <p>Sept.-Oct. 2009</p> | <p>Professional Learning Agenda and Activities</p> |
| <p>3. Read and discuss This We Believe to establish a common language and communicate understanding of the 14 characteristics of effective middle schools.</p> | <p>C & I Staff, Middle School Principals, Vision Committee, Teachers</p> | <p>This We Believe, NMSA Professional Learning format</p> | <p>Oct. 12, 2009</p> | <p>Consensus on middle school philosophy as guide for improvement Rating on status</p> |
| <p>4. Analyze feedback from October 12th faculty groups and organize subcommittees to study and make recommendations to improve target areas.</p> | <p>C & I Staff, Middle School Principals, Vision Committee, Teachers</p> | <p>Rating feedback on 14 characteristics Members for study committees Consensus Strategies NMSA Model Campuses, Curricula and Practices</p> | <p>2009-2010</p> | <p>Subcommittee reports and recommendations</p> |
| <p>5. Prioritize recommendations and implement strategies to improve middle school curricula, structures and practices to better meet the needs of adolescents.</p> | <p>C & I Staff Middle School Principals Vision Committee Teachers</p> | <p>Reports of Committees Consensus Strategies NMSA Action Plans for Implementation</p> | <p>On-going</p> | <p>Target area improvements evident in campus walkthroughs and dialogue among all stakeholders</p> |
| <p>6. Build capacity of staff in the 14 characteristic areas which define effective middle schools to become world class middle school models.</p> | <p>C & I Staff Middle School Principals Vision Committee Teachers</p> | <p>Members for study committees NMSA Model Campuses, Curricula and Practice</p> | <p>On-going</p> | <p>Culture reflects qualities of 14 characteristics evident in campus walkthroughs and dialogue among all stakeholders</p> |

District Goal 3: A safe learning environment.

A. Support students in making healthy decisions regarding abuse of alcohol and other drugs, eating disorders, and other at-risk behaviors.

| Action Step | Responsible Person | Resources needed | Timeline | Evaluation |
|--|---|---|----------|----------------------------|
| 1. Implement third year of service delivery model for student support counselors. | B. Bechtol, S. Feldman, Student Support Counselors | N/A | On-going | Report from Shore Research |
| 2. Manage the “Making Impact” Grant. | S. Feldman, B. Bechtol | Grant to reduce alcohol abuse | On-going | Report from Shore Research |
| 3. Continue Project Alert (Substance Abuse Prevention) Program at 7th Grade. | S. Feldman, R. Rowland, K. Sullivan, K. Waggoner | Project Alert curriculum | On-going | Pride Survey |
| 4. Continue Class Action Program to prevent binge drinking at WHS. | S. Feldman, K. Milosovich, L. Rawlings | Class Action curriculum | On-going | Pride Survey |
| 5. Continue Strengthening Families (Substance Abuse Prevention) program for parents. | S. Feldman | Strengthening Families curriculum, Trained parents | On-going | Pride Survey |
| 6. 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 | Pride Survey |

| | | | | |
|---|---|--------------------------|----------|----------------|
| 7. Continue contract with Palmer Drug Abuse Program. | B. Bechtol, K. Milosovich, | District funds | On-going | Pride Survey |
| 8. Conduct Pride survey to determine effect of drug/alcohol prevention program and as a needs assessment. | S. Feldman | Pride Surveys | May'09 | Survey results |
| 9. Implement Tobacco Compliance grant to reduce tobacco use. | S. Feldman, A. St. Clair | Tobacco Compliance Grant | On-Going | Pride Survey |
| 10. Implement social norming campaign at Westlake H.S. | Teen Teachers, K. Milosovich, M. Lasseter | Team Fort Collins | Oct. '09 | Pride Survey |

District Goal 3: A safe learning environment.

B: Implement an instructional and counseling plan to help students make appropriate decisions regarding electronic communication and the prevention of cyber-bullying.

| Action Step | Responsible Person | Resources needed | Timeline | Evaluation |
|---|--------------------|----------------------|----------|----------------|
| 1. Implement "Talk About It" program for online communication with counselors | EISD Counselors | AnnComm | Dec. 09 | Counselor logs |
| 2. Implement NetSmartz Curriculum, an internet safety curriculum | EISD Counselors | NetSmartz Curriculum | Dec. 09 | Survey |

District Goal 3: A safe learning environment.

C: Improve emergency response through uniform procedures and practice to ensure the safety, security and health of the students.

| Action Step | Responsible Person | Resources needed | Timeline | Evaluation |
|--|--|---|----------|-----------------------|
| 1. School administrators will stay current on the annual Capital Area Shelter Management Team Training. Those who have had the 6 hour training may complete the online Shelter Manager Refresher Training. | School Administrators | CASHP Shelter Management Training or www.atcemsce.net/hsem | 8.31.10 | Documentation |
| 2. Conduct a community Red Cross Shelter training in partnership with Eanes Cares to provide trained volunteers for the school district in the event of an emergency Red Cross incident. | Director of Safety and Risk Management, Eanes Cares | Red Cross Training | 10.31.09 | Sign In Documentation |
| 3. Provide school and community clinics for the HINI vaccine. | Director of Safety and Risk Management, School Nurses, Flu Busters | | 11.31.09 | Sign In Documentation |
| 4. Develop Emergency Operating Plans for all Eanes ISD support departments. | Director of Safety and Risk Management, Department Heads | Eanes ISD Emergency of Operations Plan | 5.31.10 | Written Plan |

District Goal 3: A safe learning environment.

D: Develop and practice a written district continuity of operations plan in case of widespread community emergency.

| Action Step | Responsible Person | Resources needed | Timeline | Evaluation |
|---|---|---|----------|---------------|
| 1. Complete the Recovery Team Risk Analysis Profile for each key district department as part of the Eanes ISD School Continuity of Operations Plan. | Director of Safety and Risk Management, Department Heads. | EISD School Continuity of Operations Plan | 11.13.09 | Documentation |
| 2. Conduct a district table top exercise to test the Eanes ISD SCOOP. | Director of Safety and Risk Management, District Administrators | EISD School Continuity of Operations Plan | 05.31.10 | Documentation |
| 3. Complete the Recovery Team Risk Analysis Profile for each key district department as part of the Eanes ISD School Continuity of Operations Plan. | Director of Safety and Risk Management, Department Heads. | EISD School Continuity of Operations Plan | 11.13.09 | Documentation |

District Goal 4: Exemplary employees who are actively committed to improving their practice.

A. Design and implement differentiated research-based professional learning experiences that reflect various career stages, job assignments and expertise levels, supported by an Instructional Coaching model.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|---------------------|--|----------------------|---------------------------------|
| 1. Update listing of mandated annual training requirements. | L. Wolff | Texas Education Code, EISD School Board Policy | Annual summer update | Listing of required trainings |
| 2. Refine job-specific professional learning topics for all positions. | B. Brace; L. Wolff | Planning time | On-going | Professional learning framework |

| | | | | |
|---|-------------------------------------|---|-----------------------|---|
| 3. Conduct focus group sessions to review professional learning topics. | C&I Staff, Teachers | Planning time Research on professional learning topics | On-going | Focus group sign-ins |
| 4. Identify internal and external providers for all professional learning topics. | C&I staff | Listing of available topics | On-going | List of providers |
| 5. Monitor and evaluate implementation of professional learning program for all employees. | B. Bechtol C&I Staff L. Wolff | PDAS, LCAP, Surveys | On-going | Sign-ins, Attendance information |
| 6. Design and deliver a 3-day instructional coaching academy | C&I Staff | Stipends for IPs Instructional Coaching by Jim Knight Taking the Lead by Killion & Harrison | June 09 | Sign-ins IP notebook |
| 7. Provide training to Instructional Partners to support campus-based beginning of the year professional learning | C&I Staff | Additional contract day for instructional partners Coaching materials | August 09 | Eduphoria attendance reports Handouts |
| 8. Provide ongoing training for IPs every other week. | C&I Staff | Materials Funding to attend outside conferences, etc. | August 09- June 10 | Calendar of meetings/training Training materials Eduphoria attendance reports |
| 9. Provide book study for principals and district administrators to build a common language & understanding of the Instructional Partner model. | Betty Brace | Instructional Coaching : A Partnership Approach to Improving Instruction by Jim Knight | September 09-March 10 | Eduphoria attendance reports |

| | | | | |
|---|--|--|--------------------|--|
| 10. Provide ongoing support, training, coaching and mentoring for classroom teachers through the Instructional Partnership model. | Bill Bechtol Betty Brace C&I Staff Instructional Partners | Additional contract days for partners Funding for partners to attend training & conferences | June09- June 10 | List of trainings Sign-in sheets Instructional Partner logs |
| 11. Evaluate the effectiveness of the IP model. | Betty Brace | Development of surveys/rubrics, etc. | Spring 10 | Instructional partners activity logs Feedback from all stakeholder groups |
| 12. Plan summer training based on program evaluation. | Betty Brace C&I Staff | Planning time | Spring 10 | Training calendars Agendas |

District Goal 4: Exemplary employees who are actively committed to improving their practice.

B. Improve comprehensive, systematic teacher and administrator induction and mentoring program.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|--------------------------------------|---|---------------------|--|
| 1. Conduct focus group sessions for first year teachers in the EISD. | L. Wolff | List of topics | Oct. '09 May '10 | Agendas Sign-in sheets |
| 2. Continue the annual EISD administrator retreat. | N. Wellman B. Bechtol L. Wolff | Local Superintendent budget | Aug. '09 | Agenda |
| 3. Update New Teacher Institute. | B. Bechtol L. Wolff | List of topics | Aug. '09 | Agenda |
| 4. Provide additional learning opportunities targeted to new teachers. | B. Brace | New Teacher survey, Research on needs of beginning teachers | Sept 09- May 10 | Agendas, Meeting handouts, Sign-in sheets, End-of-year survey |

| | | | | |
|---|----------|---|----------------------|--|
| 5. Continue the EISD mentor training program designed to train experienced teachers to mentor and provide ongoing support to first-year teachers. | B. Brace | Training materials, \$500 stipend for each mentor teacher, Release time for training and meeting, | Aug. '09- May '10 | Mentor handbooks, Training/meeting rosters & agendas, End-of-year evaluation |
|---|----------|---|----------------------|--|

District Goal 4: Exemplary employees who are actively committed to improving their practice.

C. Improve the recruitment and retention plan to attract, employ and retain highly qualified, highly effective classroom teachers.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|-------------------------------|--|---------------------|--|
| 1. Update listing of mandated annual training requirements. | Betty Brace, Lester Wolff | Texas Education Code EISD School Board Policy | July 2009 | List of required trainings |
| 2. Develop job specific professional learning topics for all positions. | Betty Brace, Lester Wolff | Planning time | Aug. – Dec. 2009 | Draft list of topics |
| 3. Identify internal and external providers for all professional learning topics. | Betty Brace, Lester Wolff | Listing of available topics | Feb. 2010 | List of providers |
| 4. Develop professional learning plan tracking system. | Bill Bechtol, Paula Murray | Eduphoria | On-going | Eduphoria Data |
| 5. Monitor and evaluate implementation of professional learning program for all employees. | Bill Bechtol, Lester Wolff | Eduphoria | Sept. 2009 | Sign-in sheets Attendance information |

| | | | | |
|--|---|--|----------|-------------------------------------|
| 6. Provide continuing instructional support for classroom teachers through the Instructional Partnership model | Bill Bechtol Betty Brace Instructional Partners | | On-going | List of trainings Sign-in sheets |
|--|---|--|----------|-------------------------------------|

District Goal 4: Exemplary employees who are actively committed to improving their practice.

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

| Action Steps | Persons Responsible | Resources Needed | Timeline | Formative Evaluation |
|---|-------------------------------|--------------------------------------|----------|---|
| 1. Promote and support teachers pursuing advanced degrees through the PTEP program | Lester Wolff Julia Footman | Meeting Time Recruitment Data | On-going | Number of Cohort IV Participants |
| 2. Develop strategies for supporting additional Master's degree programs through the PTEP Oversight Board | Lester Wolff Julia Fortman | Meeting Time Board Review Process | On-going | Meeting Agendas Application Documentation No. of Applicants |
| 3. Promote professional learning and growth through the Instructional Partner's Program | Instructional Partners | | On-going | Eduphoria |

District Goal 5: An effective and efficient allocation of resources to meet the district’s prioritized needs.

A. Complete a long range vision for district facilities and properties.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|---|---------------------------|----------|------------------------------|
| 1. 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. | Broaddus Associates, School staff persons | Staff and consultant time | July '10 | Documentation in Master Plan |
| 2. Study of possible uses for a Multipurpose Activities Center and/or a Natorium. | N. Wellman, Broaddus Associates, School staff persons | Staff and consultant time | July '10 | Documentation in Master Plan |

District Goal 5: An effective and efficient allocation of resources to meet the district’s prioritized needs.

B. Develop a 2010-11 budget that continues to focus on priorities of district, including new, innovative programs and courses, enhanced professional development, and safety.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|----------------------|----------------------------|----------|--|
| 1. Update and publish budget calendar and planning workbook for the 2010-11 budget development process. | L. Keiser, C. Hayden | Staff time | Feb. '10 | Budget planning timeline and reference document |
| 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. '10 | Use of Skyward software to prepare, compile, and report budget development for 2010-11 |

| | | | | |
|--|--|---|--------------------------------|--|
| <p>3. Develop recommended replacement and maintenance schedules for key district operations and activities such as computers, buses, roofs, painting, flooring, paving, etc.</p> | <p>L. Keiser, C. Hayden, L. Reddin, T. Wysong, K. Schwartz</p> | <p>Historical information regarding district facilities, equipment, and maintenance schedules, fixed asset and specific inventories, staff analysis and input</p> | <p>April '10</p> | <p>Replacement and maintenance schedules</p> |
| <p>4. Improve participation of budget managers, principals and department directors in the process of requesting, developing and managing the District Budget.</p> | <p>L. Keiser, C. Hayden</p> | <p>Skyward and budget training for principals and department directors by EISD Business Services staff</p> | <p>Mar. '10</p> | <p>Training provided and roles and responsibilities clearly defined and documented</p> |
| <p>5. Continue to use historical, current, and projected data with forecast assumptions in a comprehensive planning model for future budgets.</p> | <p>L. Keiser, C. Hayden</p> | <p>PEIMS data, AEIS data, FEISTIER data, EISD historical financial data, Legislative change models</p> | <p>May '10</p> | <p>Updated planning model and resulting projections</p> |
| <p>6. Determine staffing ratios, review current staffing, and implement staffing changes.</p> | <p>Dr. Wellman, L. Wolff, Various administrators</p> | <p>Enrollment and schedule information, Staffing FTE data, Program information</p> | <p>Mar. '10</p> | <p>Staffing ratios & plan</p> |
| <p>7. Analyze current year and prior year's budget and actual expenditures to identify potential areas for cost savings, reductions or efficiencies.</p> | <p>L. Keiser, C. Hayden, Cabinet</p> | <p>Prior year financial data and reports</p> | <p>Jan. '10</p> | <p>Report(s) of potential areas for cost reduction to Cabinet</p> |
| <p>8. Provide continual review and update of budget and projected revenues, expenditures, and estimated fund balance to the Board.</p> | <p>L. Keiser, C. Hayden</p> | <p>Data sources identified above</p> | <p>Nov. '09 - Aug. '10</p> | <p>Budget presentations</p> |

District Goal 5: An effective and efficient allocation of resources to meet the district’s prioritized needs.

C. Implement an assessment of capital needs and prepare for future bond programs, including possible restructure of current bonds.

| | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|--|--|----------|--|
| 1. Implement projects according to bond approved priorities, timelines, cash flows and action plans for bond projects. | L. Keiser, L. Reddin, Broaddus, J. Hanna | Staff time & program management consulting | Aug. '10 | Projects completed on time, on budget |
| 2. Coordinate with District’s financial advisors concerning bonds that might be candidates for refunding. | L. Keiser | Staff time | Aug.'10 | Interest savings of restructured bond issues |
| 3. 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 |

District Goal 5: An effective and efficient allocation of resources to meet the district’s prioritized needs.

D. Continue long-range planning of financial resources and needs, with careful management of fund balance.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|---------------------|------------------|----------|-------------------------------|
| 1. Develop future bond projects list. | L. Keiser | | Ongoing | Updated capital needs list |
| 2. Evaluate district facility and maintenance needs and develop multi-year plan for facility maintenance. | L. Reddin | N/A | May '10 | Completed evaluation and plan |

| | | | | |
|--|------------|--------------------------|----------|----------------|
| 3. Analyze energy usage and determine areas of conservation and efficiency; develop a plan for energy usage. | L. Reddin | Potential staff increase | Feb. '10 | Energy plan |
| 4. Develop energy policy. | N. Wellman | Staff time | Feb. '10 | Policy adopted |

District Goal 6: The engagement of the community in meaningful ways.

A. Continue to enhance methods of communication to share Eanes ISD message and invite feedback, including use of technology-based tools.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|---------------------|---|-------------------------------|--|
| 1. Continually evaluate methods of external communication for effectiveness and explore additional avenues. | D. Whitaker | Input from district-wide representatives | On-going | Completion of communication or addition of new methods |
| 2. Produce printed materials that support EISD mission and share accomplishments. | D. Whitaker | Printing costs | Periodic | Publications |
| 3. Explore opportunities for interactive features on website. | D. Whitaker | Web software | On-going | Website feature |
| 4. Add audio and video podcasts to website. | D. Whitaker | Assistance from district experts (depending on topic) | Ongoing starting in Fall 2009 | Posting of podcasts |
| 5. Publicize school/district events, honors and accomplishments to media. | D. Whitaker | None | On-going | Media contacts, resulting coverage |

District Goal 6: The engagement of the community in meaningful ways.

- B. Hold community forums to gain input on key topics affecting the district such as the master plan, bond planning and instructional enhancements.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|--|------------------|-------------------------|--|
| 1. Hold Q&A session in conjunction with State of the District presentations at each campus. | N. Wellman, D. Whitaker | None | Sept. 09 | Completion of events |
| 2. Hold community forums to share information and gain feedback on the future of district facilities. | L. Reddin, N. Wellman, D. Whitaker | Campus locations | Oct. 2009- Nov. 2009 | Completion of forums, compilation of FAQ |
| 3. Hold faculty meetings to share information and gain feedback on the future of district facilities. | N. Wellman | None | Oct. 2009- Nov. 2009 | Completion of nine meetings |
| 4. Gather feedback on future of facilities through survey and other methods. | D. Whitaker, K. Schwartz | Survey software | Fall 2009 | Survey results |
| 5. Plan forums on curriculum-based topics as appropriate. | B. Bechtol | None | As needed | Completion of forum(s) |

District Goal 6: The engagement of the community in meaningful ways.

- C. Promote two-way communications with the community through District/Campus Leadership Teams, EanesLink Network, and various committees and task forces.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|--|---------------------------|------------------|----------|-----------------------|
| 1. Ensure that the DLT and CLTs involve parents in the development of District and Campus Improvement Plans. | Principals, B. Bechtol | None | Oct. '08 | Postings, Newsletters |

| | | | | |
|--|-------------------------|------------------------------------|----------|-------------------------------|
| 2. Name parents to appropriate committees and task forces. | N. Wellman, Principals | None | On-going | Committee membership |
| 3. Share comprehensive information about district operations, and obtain feedback from EanesLink Key Communicator Network. | N. Wellman, D. Whitaker | None | Annual | Feedback from Network members |
| 4. Form Strategic Planning Team and develop plan. | B. Brace, N. Wellman | Facilitator, location for planning | 2009-10 | Completed strategic plan |
| 5. Develop and implement climate survey. | DLT, K. Schwartz | Survey software | 2009-10 | Survey results |

District Goal 6: The engagement of the community in meaningful ways.

D. Develop methods to reach out to community members who do not have children in EISD schools, including senior citizens.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|-------------------------|-------------------|------------|--|
| 1. Continue to share information about the district to the Summit senior residential center. | D. Whitaker | None | On-going | |
| 2. Revitalize Gold Star Senior program. | D. Whitaker | Printing of cards | 2009-10 | Announcement of program |
| 3. Connect with residents whose children have graduated from Westlake HS through various methods. | N. Wellman, D. Whitaker | None | Spring '09 | Campus Improvement Plan for WHS includes transition action steps |

District Goal 6: The engagement of the community in meaningful ways.

E. Develop consistency of school websites to facilitate ease of use for parents and community.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|--|-------------------------------------|--------------|---------------|
| 1. Define website organization and content expectations necessary to connect staff, parents, students, and community. | Paula Murray IS Principals Campus staff | SchoolFusion subscription, staff | Fall '09 | |
| 2. Train users and implement new campus websites by January, 2010 | Paula Murray TIPs Campus staff | Staff time | January 2010 | User feedback |

District Goal 6: The engagement of the community in meaningful ways.

F. Provide learning opportunities to build parental capacity to address social concerns such as drug and alcohol use and cyber safety.

| Action Steps | Persons Responsible | Resources Needed | Timeline | Evaluation |
|---|--|---------------------|----------|------------|
| 6. Conduct parent meetings on internet safety and cyber-bullying. | Technology Instructional Partners | Internet | May '10 | Survey |
| 7. Provide parent resources about internet safety and cyber-bullying on campus websites | Technology Instructional Partners, Counselors | Internet | Nov. '09 | N/A |
| 8. Provide six "Brown Bag" parent programs on alcohol and drug use prevention. | Student Support Counselors | Counselor Resources | On-going | Evaluation |