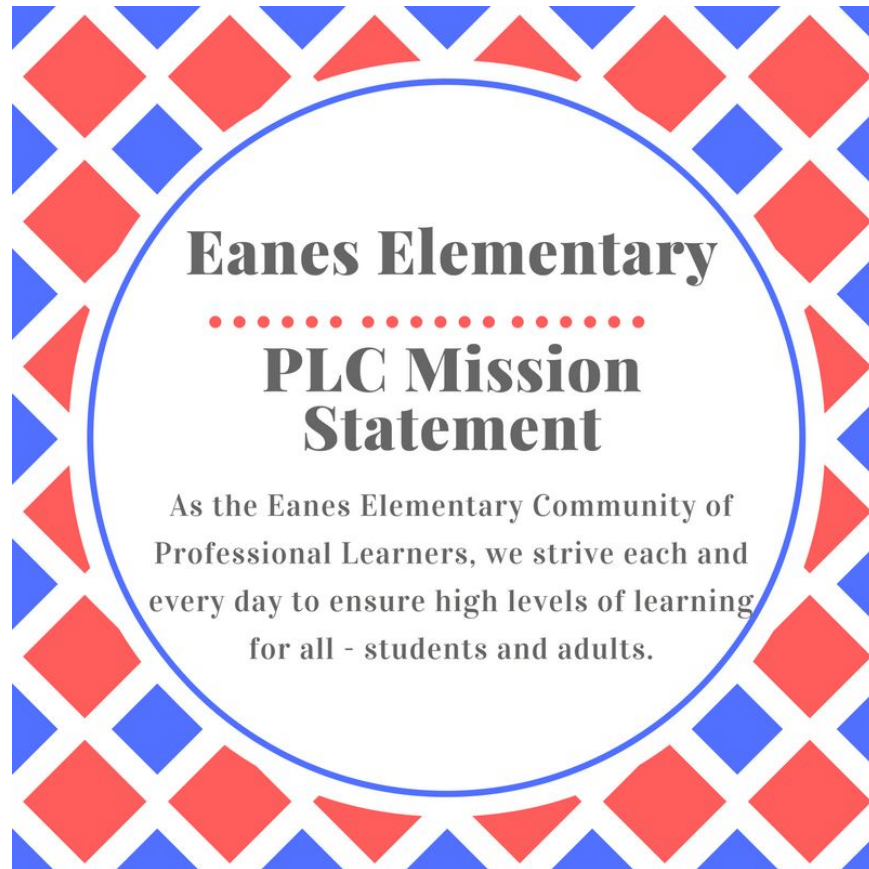




**2016 - 2017  
Campus Improvement Plan  
Eanes Independent School District  
Eanes Elementary School**



## **EANES ELEMENTARY'S VISION STATEMENT**

As the Eanes Elementary's Professional Learning Community (PLC) members, we strive to:

Inspire a vision, working towards a common goal of high levels of learning for all, students and adults - thus, working for the greater good;

Build capacity, empowering staff to learn and grow together as a campus-wide PLC; and

Model our campus mission, communicating with a common language to guide and support one another.



# Eanes Elementary's Campus Improvement Plan 2016 – 2017

## Campus Leadership Team

Lesley Ryan – Principal  
Amanda O'Daniel – Assistant Principal  
Michelle Corbett – School Counselor  
Kelly VanMeter – Instructional Partner  
Debbie Smith – Educational Technologist  
Katie Geras – Primary Teacher (*Kindergarten*)  
Carol Tinney – Primary Teacher (*2<sup>nd</sup>*)  
Brigette Walters – Intermediate Teacher (*4<sup>th</sup>*)  
Elizabeth Dodge – Intermediate Teacher (*5<sup>th</sup>*)  
Julie Burgess – Special Education Teacher  
Tracey Aycock – Music Teacher  
Jeff Arnett – Central Administration Representative  
Meredith Bagan – PTO President  
Marley Paige – PTO President Elect  
Trent Hunt – Local Business Owner (*Texas Honey Ham*)  
Suzanne Wilson – Parent  
Mindy Dimetrescu - Parent  
Katie Ohlmeyer -Parent  
Cathy Miller – Community Member



## Eanes Elementary - Campus Improvement Plan 2016 - 2017

---

**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 student 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.*



## Eanes Independent School District

# Eanes Elementary Campus Improvement Plan 2016 – 2017

### EISD District Goals – Approved by Board of Trustees

Eanes ISD will have:

#### **District Goal 1: Guaranteed Viable Curriculum**

- I. **All students achieving higher levels of performance in a safe, supportive and technologically-rich environment through a guaranteed viable curriculum delivered through best instructional practices including strategic assessment.**
- II. Develop a vertically & horizontally aligned curriculum in all content areas.
  1. Clearly define common vocabulary and expectations for the GVC.
  2. Communicate through professional learning the GVC expectations to all administrators and teachers. Practices to be held tight will include shared ownership and responsibility for implementation, continual iteration based on feedback, and evidence of mastery in authentic ways.
  3. Create a 3-5 year plan mapping development of vertically and horizontally aligned GVC in all core subject areas.
  4. Analyze existing common assessments and revise for appropriate level of rigor which may include a shift to a project or the addition of open responses ensuring authentic literacy in the discipline. Create common assessments in gap areas.
  5. Implement a horizontally aligned guaranteed and viable curriculum.
  6. Develop and implement a process to monitor/measure curriculum implementation. A curriculum guide which outlines, by grade level and subject, completed GVC components will be provided to teachers and administrators to communicate expectations.
  7. Analyze vertical alignment of targets and assessment evidence within a content area and make necessary adjustments to scaffold student learning across grade levels.
- B. Develop a vertically & horizontally aligned curriculum focused on effective written and oral communication that encourages risk-taking and authentic experiences.

1. Review and map current ELA curriculum documents and tasks/products/performances which focus on informational and persuasive communication.
  2. Isolate and analyze the current communication tasks/products/performances for overlaps and gaps.
  3. Design and align ELA communication tasks with specific grade level expectations and examples that create a through line and ensure vertical alignment.
  4. Provide professional learning for ELA teachers and campus leadership in best instructional practices engaging communication skills in authentic applications.
  5. Develop lessons in PLCs to support units of study and implementation of authentic performances, tasks, and products.
  6. Monitor implementation of the communication-focused instructional practices and student performance.
  7. Review and modify communication tasks in ELA curriculum based on implementation data.
- C. Continually improve best instructional practices including use of technology and high quality assessments.
1. Clearly define expectations for the use of Best Instructional Practices, and communicate these expectations to all administrators and teachers.
  2. Develop student technology skills/expectations rubrics vertically and horizontally aligned K-12.
  3. Create/Review/Refine list of Best Instructional Practices and exemplar lessons/tasks.
  4. Create/Review/Refine High Quality Assessments by revisiting key characteristics and district expectations.
  5. Provide Professional Learning and ongoing support for all administrators and teachers on Best Instructional Practices.
  6. Implement and Monitor Best Instructional Practices through the EISD Growth and Appraisal System.
  7. Implement and Monitor High Quality Assessments through the EISD Growth and Appraisal System.

## **District Goal 2: Student Centered Learning Environment/Social Emotional Learning**

- III. **Support structures and practices will be selected and implemented to provide a student centered learning environment and better meet the social emotional learning needs of all students.**

Develop clear vision/expectations for student-centered environment based on characteristics of educator/student profile.

1. Develop indicators for the student-centered learning environment, vertically aligned by level based on characteristics of the educator/student profile.
2. Develop and administer a student and teacher self-assessment tool on the EISD Educator/Graduate Profile measuring student-centered learning environment.
3. Provide Professional Development on the student-centered learning environment and indicators with implementation expectations.
4. Monitor implementation of student-centered learning environment through the EISD Appraisal and Growth System.
5. Review and modify expectations and indicators as needed.

B. Develop and implement a clear vision/expectations of the five competencies of Social Emotional Learning (SEL).

1. Develop a clear vision/expectations of the five competencies of Social Emotional Learning.
2. Develop indicators for each of the 5 competencies, vertically aligned by early elementary, late elementary, middle school, early high school and late high school.
3. Provide Professional Development on the five competencies and indicators with implementation expectations.
4. Monitor implementation of the SEL competencies through the EISD Appraisal and Growth System.
5. Develop a student and teacher survey based on the EISD Educator/Graduate Profile measuring the five competencies of Social Emotional Learning.
6. Administer a student and teacher survey based on the EISD Educator/Graduate Profile measuring the five competencies of Social Emotional Learning
7. Develop Social Emotional look-fors to be used by instructional leaders and teachers for reflection and growth
8. Provide Professional development for teachers and instructional leaders focused on the look-fors.
9. Review and modify expectations and indicators as needed

C. Explore programs, initiatives, and content related to stress, resiliency and healthy choices

1. Conduct secondary committee meetings to explore potential programs, initiatives, and content related to stress, resiliency and healthy choices.
2. Identify recommendations for actions that reduce stress and help students learn healthy ways to cope.

### **District Goal 3: Develop a Teacher Growth/Effectiveness Evaluation System**

- IV. **The district will provide effective processes and systems that support the growth of teachers and improve student performance.**
- A. Develop a new teacher evaluation system focused on teacher effectiveness and growth model that promotes teacher growth and is monitored through a district developed teacher evaluation system based on the educator profile, implementation of individual learning plan, technology integration and communication.
1. Study a variety of teacher evaluation system and create a draft of a potential EISD Teacher Growth and Appraisal System based on research-based assessment frameworks focused on teacher growth and aligned to the EISD educator profile through an Administrative Leadership Team.
  2. Share and discuss a draft structure of the EISD teacher evaluation instrument and process with the Educator Profile Task Force for feedback, concerns, and suggestions.
  3. Revise and modify evaluation instrument and process based on the Task Force feedback.
  4. Share and discuss a revised instrument and process of the EISD teacher evaluation instrument with the Educator Profile Task Force for their support.
  5. Share and discuss a revised instrument and process of the EISD teacher evaluation instrument with the Principals, Instructional Partners and Education Technologists for feedback and support.
  6. Present the final revised instrument and process of the EISD teacher evaluation instrument to District Leadership Team and School Board for approval.
  7. Train all administrators on the EISD Growth and Appraisal System for teachers and their instructional leaders.
  8. Train all teachers on the new EISD Teacher Growth and Appraisal System.
  9. Implement the new EISD Growth and Appraisal System for teachers and administrators.
  10. Review, including participant surveys, and modify the new EISD Teacher Growth and Appraisal System.

### **District Goal 4: Financial /Budget**

- V. **Effective processes and systems that support the District's mission through innovative and efficient use of resources and assets.**

Implement an effective and efficient allocation of financial resources to meet the district's prioritized needs.

1. Processes and procedures in the Business Services department will be monitored and improved to ensure efficient operations that support campus and departmental needs and the needs of its employees.



2. Multi-year financial projection models and metrics will be utilized in order to better plan and monitor the District's long-term financial goals for maintenance and operation and debt service.
  3. Results from the Revenue Generating Task Force will be used to create and implement additional sources of revenue available to the District.
  4. An enrollment monitoring system will be utilized to track trends and provide accurate data for staffing and budgetary purposes.
  5. The District's preventative maintenance program will be utilized to ensure optimum performance and longevity of the District's assets.
- A. Build and implement projects paid for by the May 2015 bond and plan for future year projects with monitoring of progress by the Bond Oversight Committee.
  - B. Monitor, adjust, and implement a multi-year budget deficit reduction plan with the goal of being budget-balanced by the 2018-19 school year.
  - C. Build human resources' capacity and diversity to promote continued improvement of employee effectiveness.
    1. Professional learning opportunities will focus on Professional Learning Communities, Assessment FOR Learning, integration of technology at the transformative level and a learner-centered culture which meets the needs of students.
    2. Administrators will grow their leadership knowledge, skills and practice through PLCs, professional reading, self-reflection, membership/attendance at local and global conferences supported by EISD Growth and Appraisal Process.
    3. Ongoing support and job-embedded professional learning will be provided by Instructional Partners and Educational Technologists at each campus to implement best practices.
    4. Online learning environments will be leveraged to improve instruction by modeling, promoting and supporting the use of digital tools for communication, collaboration, critical thinking and creativity.
    5. Employee benefits will be offered including a competitive compensation and benefits plan, the employee transfer policy and child care for employee's children.
  - D. Revise and align hiring processes to identify exemplary candidates for employment in all district positions.
    1. Best practices to establish consistency in hiring will be analyzed and implemented.
    2. Interview protocols will be aligned to the Educator Profile and Teacher Growth and Appraisal Process (TGAP) and Administrator Growth and Appraisal Process (AGAP).
    3. Dashboard metrics to track data will be explored.

4. Recruitment and retention activities will be conducted to ensure a highly effective and diverse staff is in place in all district assignments.

### **District Goal 5: Community Engagement:**

#### **VI. Active engagement of the community through increased, personalized and targeted communication strategies that inform and involve stakeholders.**

- A. Improve processes to gather feedback and increase awareness and support of district goals.
  1. Timely information will be distributed through newly developed and existing communication vehicles tailored to stakeholders' needs, including improving social media campaigns coordinated by the district and all campuses.
  2. Strategies to connect with residents who do not currently have students in the district will be investigated and implemented.
  3. Stories on District initiatives, programs and events will continue to be shared on Eanes TV student program.
  4. Input will be gathered from the community by conducting campus and community meetings, Superintendent presentations, and task force committees to further district initiatives from the Board Summit.

Inform the community about progress related to bond projects and the multi-year budget plan.

1. Information and updates on completed bond projects, financials, and projected timelines of ongoing projects will be disseminated.
2. Timely budget updates on financial influencers and the impact on staffing, programs and the multi-year budget plan will be provided.



## Eanes Independent School District

# Eanes Elementary Campus Improvement Plan 2016 – 2017 **Summary Sheet**

- I. **Campus Goal 1: Guaranteed Viable Curriculum ( Written and Oral Communication)**
  - A. **Rationale:** Eanes Elementary will ensure guaranteed and viable oral and written communication learning experiences.
    1. Eanes Elementary will provide professional learning for staff in genre-based writing workshop, supporting lesson development from units of study and monitoring implementation through student performance and the teacher growth and appraisal process.
    2. This goal aligns to district goals 1, 2, and 3.
- II. **Campus Goal 2: Student-Centered Learning Environment**
  - A. **Rationale:** Eanes Elementary will meet the needs of all learners to improve their success through differentiated instruction, creative use of resources, and seamless integration of technology as effective tools for learning.
    1. Eanes Elementary serves students whose needs range immensely across the campus. Our goal is to meet the individual learning and affective needs of each student. Therefore we provide each student the opportunity to meet his or her potential as a learner at Eanes Elementary
    2. This goal aligns to district goals 1, 2, 3, and 5
- III. **Campus Goal 3: Teacher Effectiveness and Growth**
  - A. **Rationale:** Eanes Elementary will use the Professional Learning Community model to promote and foster an environment of continual improvement and learning for teachers and staff. Additionally, with the support of the new Teacher Growth and Appraisal Process (T-GAP), layers of support will be embedded throughout the year to promote teacher growth. We'll work in these areas in order to:
    1. Grow as a teaching and learning community.
    2. Continually improve our practice according to the most recent research in best practice.
    3. Build positive connections and collaborative practices as a staff.
    4. This goal aligns with district goals 1, 2, and 3.
- IV. **Campus Goal 4: Social Emotional Learning and Community Engagement**
  - A. **Rationale:** Eanes Elementary will build positive relationships between the home and school so we all work together to create an environment where students understand and convey the five core competencies at Eanes Elementary (Social Awareness, Self-Awareness, Self-Management, Relationship Skills, and Responsible Decision Making).
    1. Foster an increased level of collaboration between the community, families and Eanes Elementary to embody behaviors and skills that promote the Westlake graduate profile.
    2. This goal aligns to district goal 2, 3, and 5.

**Eanes Elementary  
Campus Improvement Plan  
2016 – 2017  
Narrative Sheet**

**CAMPUS MISSION:** AT **EANES** WE BELIEVE IN: **E**NGINEERING THE **W**HOLE CHILD, **A**CHIEVING GOALS COLLABORATIVELY, **N**URTURING MUSTANGS, **E**NGAGING FAMILIES, AND **S**Ocial EMOTIONAL LEARNING.

**Goal 1:** Guaranteed Viable Curriculum - Eanes Elementary will ensure guaranteed and viable oral and written communication learning experiences providing professional learning for staff in genre-based writing workshop, supporting lesson development from units of study and monitoring implementation through student performance and the teacher growth and appraisal process.

- **Objective 1:** Provide professional learning for teachers and campus leadership in best instructional practices engaging communication skills in authentic applications.
- **Objective 2:** Develop lessons in PLCs to support units of study and implementation of authentic performances, tasks, and products

**Goal 2:** Student Centered Learning Environment - Eanes Elementary will meet the needs of all learners to improve their success through differentiated instruction, creative use of resources and seamless integration of technology as effective tools for learning.

- **Objective 1:** Increase student engagement and authentic learning opportunities in the classrooms leveraging technology as a tool for learning, creating and collaborating.
- **Objective 2:** Provide opportunities for differentiated learning so that students receive support when needed to meet grade level expectations or expand their learning through enrichment and acceleration opportunities.
- **Objective 3:** Inform and enhance instructional designs through professional learning communities.
- **Objective 4:** Implementation of Quarterly Kid Talks, K - 5th, to address EE student's learning development (in the areas of academics, social emotional-learning, and other key data points of note)

**Goal 3:** Teacher Effectiveness and Growth - Eanes Elementary will embrace growth opportunities throughout the year within the framework of T-GAP (Teacher Growth and Appraisal Process). Eanes Elementary will use the Professional Learning Community model to promote and foster an environment of continual improvement and learning for students, teachers and staff.

- **Objective 1:** Increase opportunities for staff to collaborate regarding student growth, ensuring planning time to create differentiated lessons to meet student needs.

- [Objective 2](#): Facilitate and encourage opportunities for peer observation and learning walks
- [Objective 3](#): Offer opportunities for teachers to attend professional learning conferences and workshops at the city, state, and national level
- [Objective 4](#): Encourage teacher leadership through ongoing opportunities to design, present, and facilitate learning experiences for colleagues

**Goal 4: Community Engagement and Social Emotional Learning - Eanes Elementary will build positive relationships between the home and school so we all work together to create an environment where students are taught and adults model respect, acceptance, safety, responsibility and integrity.**

- [Objective 1](#): Increase opportunities for school staff and parents to communicate and collaborate with one other to increase enrichment opportunities for students and plan events to bring the community together in positive and meaningful ways.
- [Objective 2](#): Foster a campus culture that promotes the 5 EISD Core Competencies in the area of SEL.
- [Objective 3](#): Time embedded in master schedule for morning meeting, using the Responsive Classroom model
- [Objective 4](#): Continued learning, with teacher leadership, with morning meeting implementation ideas and strategies
- [Objective 5](#): Seek community members /business owners' participation on campus (i.e. partnership with Trader Joe's, Cane's, etc.)
- [Objective 6](#): Offer continuing education for parents and teachers to attend regarding strategies to support our children / students from a parent / teacher vantage point.

**Goal 1:** Guaranteed Viable Curriculum - Eanes Elementary will ensure guaranteed and viable learning experiences by providing professional learning for staff throughout the course of the year. These opportunities will be provided across the curricular content areas, and a strong emphasis will be placed on written and oral communication via: genre-based writing workshop, supporting lesson development from units of study, and monitoring implementation through student performance and the teacher growth and appraisal process.

- **Objective 1:** Provide professional learning for teachers and campus leadership in best instructional practices engaging communication skills in authentic applications.

Action Steps	Evaluation
Ensure all teachers receive the full, 3-day writer's workshop training within 3 years of hire.	Monitoring PD attendance via Eduphoria as well as writing implementation
Provide ongoing professional learning opportunities on Wednesday meetings with campus leaders and teacher leaders	Survey at the end of the school year to note the effectiveness of this year's embedded PD
Evaluation/Appraisal of the GVC of written and oral communication	T-GAP documentation

- **Objective 2:** Develop lessons in PLCs to support units of study and implementation of authentic performances, tasks, and products

Action Steps	Evaluation
Creation of curriculum maps and lesson plans using the EISD scope and sequence and unit maps at each grade level	Documents housed in a shared Google Drive with campus leadership team
Ongoing campus leadership team support, coupled with PLC Leadership Coalition teacher members, for PLCs and grade level teams	Mid-year and end of year PLC surveys on effectiveness
Evaluation/Appraisal of the GVC with PLC lesson-planning and learning outcomes	T-GAP Documentation
Monitor implementation of the communication focused instructional practices and student performance	T-GAP Documentation and PLC Workflow
Create common assessments to provide ongoing feedback and to drive learning targets for learners.	Student data disaggregation within teams to note student growth and best instructional practices. T-GAP Documentation
Staff will meet within grade level meetings / department meetings to focus their PLC work related to student learning (EE School-wide goal for 2016-17 SY). These meetings will occur twice weekly and during all early release meetings throughout the school year.	Instructional leadership team will rotate through departments to provide support and to help navigate students needing specified support beyond the scope of the classroom environment.  Teams meet with student support teachers on campus to monitor student progress, make appropriate changes as needed to support

	growth, and incorporate tier 2 interventions into lessons in the tier 1 setting as needed.
Staff members across EE will participate in vertical team meetings once monthly to address specific needs of our campus PPCD – 5 and to calibrate our practices accordingly.	Staff will document their agendas and talking points from vertical team meetings and report back to their teammates areas of strength and areas for growth, as well as solicit feedback to provide input for monthly meetings. At the end of the school year, vertical teams will present their year-long work and the product of their meetings from the year.

**Goal 2:** Student Centered Learning Environment - Eanes Elementary will meet the needs of all learners to improve their success through differentiated instruction, creative use of resources and seamless integration of technology as effective tools for learning.

- **Objective 1:** Increase student engagement and authentic learning opportunities in the classrooms leveraging technology as a tool for learning, creating and collaborating.

Action Steps	Evaluation
Supplement instruction through 1-1 iPad access in all grades.	Observed iPad use in classrooms through administrative walkthrough observations and peer sharing through professional learning opportunities on campus yearlong.
Offer vertical team opportunities for interest group studies on technology integration into the core content areas, as well as in special areas.	Vertical team feedback as well as summative feedback on effectiveness of collaboration using this model (interest-based studies)
Provide training for teachers to use the technology tools in research-based methods to enhance learning and inquiry (i.e. moving from “app station” to “creation station”).	Staff attendance at trainings documented in Eduphoria. Staff will also complete the technology integration matrix form provided at the October 2015 staff meeting and submit it at the end of the year during summative observations with the campus administration.

- **Objective 2:** Provide opportunities for differentiated learning so that students receive support when needed to meet grade level expectations or expand their learning through enrichment and acceleration opportunities.

Action Steps	Evaluation
Provided scaffolded and modeled lessons on tier 2 instruction provided within the classroom setting (in lieu of pull out services) by IP, FIT teachers, and leadership team.	Increased use of tier 2 strategies within the classroom; greater degree of differentiated instruction; student growth and progress
Benchmarking / Progress-Monitoring to provide targeted instruction and support to address individual student needs.	Student progress records and student support team meetings / grade level + RtI monthly meetings
Collect data for formation of initial instructional student support groups such as Tier I and Tier II intervention groups as well as GT testing.	Improved performance on EOY common math, reading, and writing assessments.
Increase individualized instruction based on the data collected from formative and summative assessments into groups; share and serve students during Focused Instructional Time (FIT).	FIT groups identified in both RtI / Student Support records and PLC records.



- **Objective 3:** Inform and enhance instructional designs through professional learning communities.

Action Steps	Evaluation
Encourage and highlight innovative ideas surrounding iPad implementation and instruction – peer sharing at staff meetings, vertical team meetings, and grade level PLC / team meetings (i.e. flipped classroom model, Kahn Academy, Edmodo, Odyssey, Reading Street, Pearson Math, Foss Science, Blogs, Social Media sites, etc.)	PLC Notes, Website of shared strategies and tools, observed use of strategies, peer sharing of educational technology implementation in the classroom as well as best practices modeled in peer sharing opportunities
Shared access to grade level curriculum maps at each grade for reference and planning purposes	Teacher input on curriculum maps within PLC Google Drive; feedback at the end of year summatives on effectiveness of curriculum maps in ensuring the GVC

- **Objective 4:** Implementation of Quarterly Kid Talks, K - 5th, to address EE student’s learning development (in the areas of academics, social emotional-learning, and other key data points of note)

Action Steps	Evaluation
Scheduled kid talks with grade level teams and instructional leadership team to ensure students at all levels are met with instruction appropriate to their needs	Teacher feedback More appropriate placement for students needing acceleration or reteach in the best tier for each child Student growth

**Goal 3:** Teacher Effectiveness and Growth - **Eanes Elementary** will embrace growth opportunities throughout the year within the framework of T-GAP (Teacher Growth and Appraisal Process). **Eanes Elementary** will use the Professional Learning Community model to promote and foster an environment of continual improvement and learning for students, teachers and staff.

- **Objective 1:** Increase opportunities for staff to collaborate regarding student growth, ensuring planning time to create differentiated lessons to meet student needs.

Action Steps	Evaluation
Seek staff input on time provided to collaborate	Survey data
Provide time for horizontal alignment of curriculum - 2 planning periods a week, minimum	Feedback and planning dates shared with leadership team to allow for periodic visits and to offer support when needed
Provide vertical team collaboration opportunities	Monthly Vertical Team Meeting - feedback on effectiveness and topic selections

- **Objective 2:** Facilitate and encourage opportunities for peer observation and learning walks

Action Steps	Evaluation
Offered feedback option within TGAP	Percentage of staff selection of these options
Teachers provided peer-coaching and learning walk support strategies from instructional partner and administrative team	Teachers selecting these options as feedback to receive within TGAP

- **Objective 3:** Offer opportunities for teachers to attend professional learning conferences and workshops at the city, state, and national level

Action Steps	Evaluation
Staff interest inventory in a variety of offered workshop and professional learning opportunities at the city, state, and national level	Leadership team review of interested teachers and subsequent lists created for funding requests
Professional learning opportunity inventory from the course of the year from each staff member	Evaluation Data

- **Objective 4:** Encourage teacher leadership through ongoing opportunities to design, present, and facilitate learning experiences for colleagues

Action Steps	Evaluation
Encourage teachers to present at campus, local, and national conferences, representing both EE and EISD	EOY evaluation of participation across all 2016-17 professional learning opportunities
Teacher-led professional development on campus for PLC work	PLC Leadership Coalition

Create collaborative learning spaces that best meet the needs of students receiving special education within the general education classroom setting by providing teachers teaming together professional learning opportunities to further embrace the collaborative culture and teaching methods.

\*Register general education and special education partnership staff members for professional development (like the Power of 2 Conference) or ones similar to promote the collaborative learning setting.

**Goal 4:** Community Engagement and Social Emotional Learning - Eanes Elementary will build positive relationships between the home and school so we all work together to create an environment where students are taught and adults model respect, acceptance, safety, responsibility and integrity.

- **Objective 1:** Increase opportunities for school staff and parents to communicate and collaborate with one other to increase enrichment opportunities for students and plan events to bring the community together in positive and meaningful ways.

Action Steps	Evaluation
Vertical team options related to SEL competency incorporation and assessments of student growth in these areas	Student self-evaluations as well as teacher evaluation of the effectiveness of implementation strategies
Encouraging parents to partner with the school on topics of interest relating to the growth opportunities for students	SHACC participation, DLT participation, CLT participation, Campus visits within EISD to observe other campus celebration and learning days (ex. International Day, STEAM Day, etc.), PTO participation and attendance, etc.

- **Objective 2:** Foster a campus culture that promotes the 5 EISD Core Competencies in the area of SEL.

Action Steps	Evaluation
Effectively communicate what the 5 core competencies are within SEL with staff	Professional learning on these throughout the year; teacher feedback, student growth
Effectively communicate what the 5 core competencies are within SEL with EE Families and Community	Mustang Memo coverage of competencies throughout the year; guest newsletter additions from counseling team

- **Objective 3:** Time embedded in master schedule for morning meeting, using the Responsive Classroom model

Action Steps	Evaluation
Morning meeting, scheduled at the beginning of each grade level's master schedule for 15 minutes, effectively implemented in every classroom learning environment on campus	Teacher sharing within T-GAP conversations Administrator Observations

- **Objective 4:** Continued learning, with teacher leadership, with morning meeting implementation ideas and strategies

Action Steps	Evaluation
Teacher-led morning meeting strategy-sharing at the beginning of each faculty professional learning opportunity beginning in October	Increased access to different strategies for teachers to implement Student growth

- **Objective 5:** Seek community members /business owners' participation on campus (i.e. partnership with Trader Joe's, Cane's, Texas Honey Ham, etc.)

Action Steps	Evaluation
Lend a Hand support with certificates and prizes/incentives provided by Cane's and All Star Burgers to use at Friday Assemblies	Continued partnership with local businesses to promote lend-a-hand character traits exhibited on campus
Community Member and Local Business Owner participation in CLT	CLT representation present

- **Objective 6:** Offer continuing education for parents and teachers to attend regarding strategies to support our children / students from a parent / teacher vantage point.

Action Steps	Evaluation
Fall: Counselor-led/facilitated book study on district-suggested text, <i>How to Raise an Adult</i> .	Evaluation/Feedback provided by parents and participating staff at the end of the book study.
Spring: Counselor-led/facilitated book study on a text determined by the cohort of learners in fall's book study.	Evaluation/Feedback provided by parents and participating staff at the end of the book study.
Information regarding best practices and strategies included throughout the year in Mrs. Ryan's Mustang Memo of the Week.	Input provided by staff and families on topics of interest, as well as topics aligned with district and campus initiatives and goals.