

**Board Priorities
Administrative Goals
District Improvement Plan**

2017-2018



Acknowledgements

The 2017-2018 EANES ISD District Improvement Plan (DIP) was approved by the District Leadership Team and adopted by the Board of Trustees in the spring of 2017. Priorities were first identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit, Jan.19-20, 2017. Administrative staff then developed goals and strategies to fulfill the priorities. Principals were responsible for using a similar site-based process to frame their respective Campus Improvement Plans. All staff work on activities throughout the year to achieve the priorities, goals and strategies of the plan.

Wherever noted,  indicates goals and priorities identified by Eanes ISD;  indicates DIP goals required by the State of Texas.

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Cohesive Planning 2017-2018

OUR MISSION: *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.*

Strategic Values	Strategic Direction		Strategic Action		Strategic Results
WHERE do we begin?	WHAT are our priorities this year?	WHY are these essential to organizational direction?	HOW do we make the goals actionable?	WHO accelerates these initiatives to the next level?	WHEN will we know we are successful?
Community Values	Board of Trustees Priorities	Annual Goals	District Improvement Plan	Campus Improvement Plans	The WHEELS of Success
<ul style="list-style-type: none"> Relevant Learning Foundational Workplace Skills Community Connections Academic Rigor and Wholistic Education Opportunities for All Students Assessing and Measuring Support and Resources Integration and Innovation 	<p>Guaranteed Viable Curriculum →</p> <p>Innovation →</p>	<p>Instructional Goals</p> <ul style="list-style-type: none"> Pre-K-12 SEL (Social-emotional learning) Oral & written communication Student opportunities <p>Operational Goals</p> <ul style="list-style-type: none"> Staffing and enrollment Facility and land use Student support services Professional learning and evaluation Community Engagement Budget priorities 	<p>Pre-K-12 SEL</p> <ul style="list-style-type: none"> Reduce cultural stress; value emotional health <p>Oral & Written Communication</p> <ul style="list-style-type: none"> Align and refine curricula and rubrics <p>Student Opportunities</p> <ul style="list-style-type: none"> Design alternative paths Study flexible time and schedules Balance interventions and challenge Expand Interdisciplinary approaches <p>Facility and Land Use</p> <ul style="list-style-type: none"> Study building utilization and attendance areas Maximize capacities Determine position on portable classrooms Explore land acquisition <p>Community Engagement</p> <ul style="list-style-type: none"> Ensure consistency, clarity and inclusivity 		<p>A Successful Eanes GRADUATE is a(n):</p> <ul style="list-style-type: none"> Well-rounded person Healthy individual Effective communicator Engaged citizen Life-long learner <p>A Successful Eanes EDUCATOR:</p> <ul style="list-style-type: none"> Welcomes collaboration Honors students Exemplifies expertise Embraces learning Leads to inspire





**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)
for Social-Emotional Learning (SEL) and Oral and Written Communication**

Pre-K-12 Social-Emotional Learning

1.a. Reduce cultural stress; value emotional health.

1.b. Develop and implement a GVC for SEL at all levels.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Implement K-8 <i>Second Step</i> resources to support GVC of SEL Competencies, including setting school and classroom expectations.	2017-2018 school year	Elementary and Middle School Principals, Counselors, Teachers, Student Support Services, Instructional Partners, Ed Techs	<i>Second Step</i> Resources	Formative: Classroom Learning Walks with <i>Second Step</i> resources used effectively. Summative: Survey results indicate a consistent and effective district-wide implementation and a culture which values emotional health.
2	Investigate school structure and resources to deliver SEL curriculum in high school, encourage healthy behaviors, and reduce stress.	2017-2018 school year	High School Principal, Counselors, Student Support Services	SEL Curriculum Resources; Study of Alternative Scheduling Options; Challenge Success	Formative: Documented meetings and plans for a school-wide implementation. Summative: Plan for SEL Implementation for 2018-19.
3	Monitor implementation of the SEL competencies through the EISD Appraisal and Growth System.	2017-2018 school year	Principals and Student Support Services	EISD Appraisal and Growth System Documents	Formative: Classroom Learning Walks indicate focus on emotional health of students. Summative: EISD Appraisal and Growth System Documents indicate that teachers are setting goals for continuous learning in the areas of student emotional health and stress reduction.

4	Investigate middle school structure, scheduling, and programs to assist in creating a climate that encourages healthy choices and reduces stress.	2017-18 school year	Middle School Principals and Staff	Study of Successful Structures, Programs, and Scheduling in Middle Schools	Formative: Documented meetings and plans for a school-wide implementation. Summative: Plan for Improving School Climate for 2018-19.
5	Provide Professional Development for K-8 on the implementation of Second Step.	August 2017	Student Support Services, Instructional Partners, Ed Techs, Teacher/Counselor Leaders	<i>Second Step</i> , SEL Curriculum	Formative: Teachers understand overall expectations and develop a plan for both direct instruction of the September SEL competency and a plan for the integration of that competency into their curriculum. Summative: Classroom learning walks indicate a consistent and effective district-wide implementation.
6	Increase parent and community awareness of the SEL competencies by focusing on one per month.	2017-18 school year	Student Support Services, Principals, Teachers, Counselors, Director of Communication	SEL Lesson Exemplars from <i>Second Step</i> ; additional parent resources for further reading	Formative: Monthly competency focus is posted on websites and through social media. Summative: Community survey indicates greater awareness of SEL competencies and home support.
7	Administer student and staff surveys to measure SEL implementation.	2017-18 school year	Student Support Services	Surveys	Formative: Surveying 95+% of staff and students. Summative: Student surveys indicate better understanding of SEL competencies, more responsible and healthy choices, and a reduction in stress. Staff surveys indicate confidence in teaching competencies.
8	Develop SEL “look-fors” to be used by instructional leaders and teachers for reflection and growth.	2017-18 school year	Student Support Services	<i>CASEL</i> Resources	Formative: Classroom Learning Walks using “Look-fors” to identify the reinforcement of SEL competencies Summative: Survey results indicate an effective district-wide implementation and a culture which values emotional health.

Oral & Written Communication					
1.c. Develop clear expectations for social studies and science.					
1.d. Align and refine curricula and rubrics.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Identify process standards in core content courses which align to communication skills (reading, writing, speaking and listening) and create corresponding rubrics.	Summer 2017	Humanities Director, Instructional Partners, Professional Learning Communities	Lead4Ward, TEKS Process Standards 12-K in math, science and social studies, ELA Alignment, Summer and Embedded Professional Learning	Formative: Process standards aligned to communication skills are identified and targeted for curriculum development in a teacher-friendly format. Summative: Teachers use the process standards and PLC work to develop common rubrics for their disciplines.
2	Design authentic disciplinary literacy tasks in core content areas measured by common rubrics.	2017-2018 school year	Humanities Director, Instructional Partners, Educational Technologists, Professional Learning Communities	Summer and Embedded Professional Development, Secondary Turnitin.com, Digital Portfolios for all	Formative: PLCs use identified process standards to design lessons and/or units engaging students in discipline-based communication tasks. Summative: Students engage in discipline-based communication tasks and receive feedback for growth via common rubrics.
3	Support and monitor implementation of expanded communication opportunities in each discipline.	2017-2018 school year	Humanities Director, Instructional Partners, Educational Technologists, Professional Learning Communities, TGAP Supervisors	Professional Learning Communities, Embedded Professional Development, TGAP	Formative: Teachers attend professional learning sessions and apply it during PLC work. Teachers submit TGAP evidence. Summative: Students collect evidence of communication skills in multiple disciplines in a digital portfolio.
4	Analyze vertical alignment of communication opportunities with connections among disciplines and modify as needed.	Summer 2018	Humanities Director, Instructional Partners, Content Area Leaders	Lead4Ward, TEKS Process Standards	Formative: Each core curricular course submits disciplinary literacy tasks, rubrics and student samples from the school year. Summative: A vertical alignment of communication tasks across all four core curricular areas is published with connections across courses noted.



INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Innovation

Student Opportunities

2.a. Design alternative paths.

2.b. Study Flexible time and schedules.

2.c. Balance interventions and challenge.

2.d. Expand interdisciplinary approaches.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Explore alternative scheduling models and course options to give students more choice and flexibility.	2017-2018 school year	High school administrators, counselors, staff and students.	Examples of other flexible schedules from high schools across the country.	Formative: Advantages and disadvantages of current Westlake schedule. Summative: New scheduling options that meet the approval of staff, students and parents.
2	Balance educational rigor with appropriate interventions that support social-emotional health and special needs.	2017-2018 school year	Principals, Student Support Services, Special Education, Instructional Partners, Teacher/Counselor Leaders	<i>Second Step</i> , SEL Curriculum and other curricular standards	Formative: Teachers understand overall expectations and plan for direct instruction of the September SEL competency and curriculum integration of that competency. Summative: Classroom learning walks indicate consistent and effective implementation.
3	Expand K-8 interdisciplinary programs and introduce new options, such as a culinary skills course at the high school.	2017-2018 school year	Curriculum Coordinators, Principals, Community Partners and Teachers at all levels.	Best practices and models from other schools and programs that would inspire innovation to create a uniquely Eanes ISD concept.	Formative: Survey of successes and lessons learned from existing Eanes ISD curricula that are innovative and unique. Summative: Design and implementation of at least one new innovative program to be introduced with the 2018-19 school year.
4	Enhance existing courses to enrich opportunities and skills related to global literacy.	SY 2017-18	Curriculum coordinators, principals, assistant principals, Dept./grade-level chairs	TEA course offerings, Region 13, Global Connections Liaison	Formative: Participation in the new course or program proposal process. Summative: ELA and immersion programs increase student mastery on assessments and prepare for the global marketplace.



OPERATIONAL GOAL #1: Refine Operations and Long-Range Planning

Facilities and Land Use

1.a. Study building utilization and attendance areas.

1.b. Maximize capacities.

1.c. Determine position on portable classrooms.

1.d. Explore land acquisition.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Continue researching current facilities to determine efficiencies as well as program capacities and future needs.	2017-2018 school year	Chief Operations Officer and Committee	Demographic Studies and Enrollment Projections	Formative: Use existing plans and previous studies as a baseline for planning. Summative: Finalize new study to prepare for implementation stage as future facility decisions are made.
2	Continue development of a Building and Program Capacity Report	2017-2018 school year	Chief Operations Officer and Committee	Previous versions of Building and Program Capacity Report	Formative: Use existing plans and previous studies as a baseline for planning. Summative: Finalize new study to prepare for implementation stage as future facility decisions are made.
3	Finalize the Five-Year Facility Plan recommendation.	2017-2018 school year	Chief Operations Officer and Committee	Previous versions of the Five-Year Facility Plan	Formative: Use existing plans and previous studies as a baseline for planning. Summative: Finalize new study to prepare for implementation stage as future facility decisions are made.
4	Monitor 2017-18 enrollment projections with respect to the 22:1 class size ratio in K-4.	2017-18 school year Each six/nine weeks Grades K-12	Exec. Dir. of Business Services, Asst. Supt. C & I, principals	Skyward reports, Kindergarten Roundup, Attendance Clerks	Formative: Monitor attendance for the school year. Summative: K-4 classes are at an average 22:1 ratio.



OPERATIONAL GOAL #2: Enhance Efforts to Engage the Community

Community Engagement

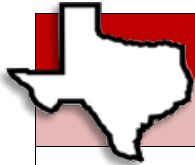
2.a. Ensure consistency, clarity and inclusivity.

Design information for unique audiences.

2.b. i. Alumni

ii. Residents without students

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Create consistent template for timing, messaging and manner of individual school communication.	2017-2018 school year	Executive Director of Communication; individual school principals	Best practices in school communications from the Texas and National School Public Relations	Formative: Review of school newsletters to note inconsistencies. Summative: Post review and reader response surveys to determine clarity, consistency and inclusivity of content.
2	Work with Eanes Education Foundation to design Alumni Relations program.	2017-2018 school year	Executive Director of Communication; Eanes Education Foundation	Best practices in alumni relations learned from other foundations and associations.	Formative: Review of any existing alumni databases of contact information. Summative: Number of successful messages and communiques with identified alumni.
3	Form a community engagement committee to investigate methods to expand community outreach to residents without students.	2017-2018 school year	Executive Director of Communication; Board designee or committee.	Examples of engaging active adults without children in the schools.	Formative: Survey of all possible communication vehicles to reach residents without children in schools. Summative: Number of successful messages and communiques with identified stakeholders that lead to engagement.


DIP GOAL #1: Promote the EANES ISD Learner to be Academically Prepared for College & Career
Advanced Placement (AP) & Dual-Credit

1.a. Maintain the percentage of students taking at least one AP or dual-credit course relative to comparable districts.

1.b. Maintain the percentage of students earning a score of 3, 4, or 5 on the AP exam relative to comparable districts.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Provide parents with information regarding college admission and the value of AP credits and dual enrollment.	2017-2018 school year	HS counselors	Academic Planning Guide	Formative: AP enrollment figures indicate more students enrolled in courses Summative: The number of AP exams administered increases
2	Provide teachers with AP training.	2017-2018 school year	CIA Directors	College Board SD funds	Formative: All AP teachers receive AP training and are GT certified. Summative: The number of students earning a score of 3, 4, or 5; increases on each test.
3	Analyze and disaggregate AP exam data to find possible scoring patterns.	2017-2018 school year	HS coordinator	Test scores	Formative: AP assessment data for 3 years. Summative: The number of students taking AP courses; the number of students earning a 3, 4 or 5 on an AP exam.
4	Analyze previous AP test questions to ensure alignment of curriculum and instruction in Pre-AP and AP courses.	2017-2018 school year	Pre-AP/AP teachers, Instructional Partners	AP Questions Pre-AP & AP Scope and Sequence Laying the Foundation	Formative: Professional Learning Community meetings and curricular documents indicate alignment of Pre-AP and AP courses. Summative: Increase percentage of students earning a 3, 4, or 5 on an AP exam.

5	Continue to submit AP course syllabi to College Board; audit board for course authorization; renew course authorizations.	June 2017 to January 2018	Asst. principals, curriculum coordinators	Westlake HS AP teachers; administrators	Formative: AP course syllabi are submitted for authorization. Summative: All AP teachers receive authorization for their AP courses.
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College Readiness					
1.c. Increase/maintain the enrollment percentage in post –graduate institutions					
1.d. Increase/maintain the average composite scores on PSAT.					
1.e. Increase/maintain student participation and average scores on the SAT and/or ACT among graduating seniors.					
1.f. Increase the enrollment in career education courses and number of students entering a professional career following graduation.					
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Increase parent communication about high school and college readiness to middle school parents.	Spring 2018	Middle School and High School Counselors	Parent meetings, Parent conferences, School Website, Naviance	Formative: Counselors provide information to all students and parents related to college readiness, testing, graduation requirements, and college entrance requirements. Summative: Naviance data indicates maintained or increased enrollment in institutions following graduation from Westlake High School.
2	Increase/maintain SAT and ACT average scores	SY 2017-18	High School Staff Curriculum Directors	SAT/ACT data and information	Formative: Students registered for PSAT, SAT and ACT Summative: PSAT/SAT/ACT score reports indicate an increase in average scores
2	Increase student enrollment in CTE courses	SY 2017-18	High School Staff Curriculum Directors	CTE Enrollment Data	Formative: Students enrollment data in CTE courses Summative: Students enrollment in college courses


DIP GOAL #2: System Measures
Academic Performance All Content Areas Tested (STAAR Results)

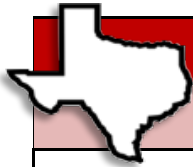
2.a. All students and each student group will show progress in each tested reporting category.

2.b. All students and each student group will achieve “approaches” grade level performance.

2.c. All students will progress toward “meets” and/or “masters” grade level performance performance.

1	Identify students performing below national norms for targeted intervention instruction	SY 2017-18	Classroom teachers, SST Committee, Tier II Intervention Specialists, Instructional Partner, Campus Principals, Curriculum Directors	Student screening data, STAAR data, SST Process Tier II Interventions, Progress Monitoring	Formative: Screening and STAAR data informs SST and Tier II Intervention Specialists and Tier III staff. Summative: 100% of students tested achieve “approaching” grade level performance and demonstrate progress toward intervention goals.
2	Integrate instructional technology into classroom instruction K-12 to support student achievement.	SY 2017-18	Curriculum directors, principals, campus instructional partners and educational technologists, Technology Leadership Team, All Teachers	Instructional and Content-related software, Appropriate Hardware, TGAP, all PD	Formative: Implementation of professional learning and product usage documented through exit tickets, surveys, observations, and reports. Summative: End of year analysis of all formative data confirms effective integration of instructional technology.
3	Provide teachers professional learning opportunities in best practices with follow-up coaching.	SY 2017-18	Curriculum directors, principals, campus instructional partners and educational technologists, All Teachers and PLCs	Summer and embedded professional learning, TGAP, STAAR Data, PLCs	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. Summative: End of year analysis of all formative data confirms effective use of best practices.

4	Develop and evaluate the best practices of assessment OF and FOR learning to evaluate student formative and summative student performance.	SY 2017-18	Curriculum directors, principals, campus instructional partners and educational technologists, All Teachers and PLCs	Summer and embedded professional learning, TGAP, common assessment data, STAAR Data, PLCs	Formative: Staff implements both formative and summative assessments which are common to the course and inform instruction. Summative: Students demonstrate progress on learning targets throughout the year via report card data and an increased percentage meet grade level standards on STAAR EOY and EOC assessments.
5	Coordinate the alignment vertically and horizontally of the vocabulary curriculum and instruction to deliver a rigorous curriculum to all students.	SY 2017-18	Curriculum Directors, Instructional Partners, Content Area/Course Leaders, PLCs	TEKS, Curriculum Documents-Scope and Sequence, Unit Plans, Instructional Resources, Professional Learning	Formative: Curriculum team planning sessions and observed implementation through PLC work and classroom walkthroughs. Summative: Published curriculum documents.
6	Monitor and support the implementation of differentiated instruction for students in all special programs (Dyslexia, SPED, GT, ESL, At Risk).	SY 2017-18	Exec. Director of Special Services, Curriculum Directors, Principals, SST Committees, Instructional Partners,	Professional Learning, TGAP Data,	Formative: Observation/walkthrough data, student products and performances, formative and summative assessment data. Summative: STAAR percentage increase or maintain passing status for all groups/tests and mastery percentage increases.



DIP GOAL #3: System Measures Student Special Populations

English as a Second Language (ESL)

3.a. All ESL students will show progress on the TELPAS.

3.b. All LEP students will demonstrate progress on their ELL Progress Measure Plans.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Provide all faculty professional learning in the development of second language acquisition.	SY 2017-18	Curriculum Directors, ESL Specialists, Classroom Teachers, LPAC	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13 Staff	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. Summative: ESL certified teachers increase, sheltered instruction trained teachers increase and students demonstrate progress in TELPAS and STAAR (ELL Progress Measure Plan)
2	Coordinate planning between regular education and ELL teachers to develop language acquisition strategies for identified ELL students.	SY 2017-18	Curriculum Directors, ESL Specialists, Classroom Teachers, LPAC	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13, PLDs and ELPS, LPAC	Formative: Students demonstrate English acquisition progress in listening, speaking, reading and writing as measure by the Proficiency Level Descriptors. Summative Students meet or exceed their plan to meet LEP Exit Criteria.

Gifted and Talented (TAG)

3.c. The Level III (mastery) STAAR passing rate of all GT students will increase in each subject area as compared to the results from the previous year.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	All students will take the state assessment designed for the grade level in which they are enrolled.	SY 2017-18	Curriculum Directors, GT specialists, Principals	Collaboration w/content & testing coordinators	Formative: Review of District Report. Summative: Analysis of District Report.

2	Disaggregate data regarding the number of TAG identified students receiving a Level 3 Advanced Academic Performance rating on STAAR.	SY 2017-18	Curriculum Directors, GT specialists. Principals	STAAR results	Formative: Review STAAR data. Summative: Collect data and summarize for use in District and Campus Improvement Plans.
3	Identify areas needing improvement and develop curriculum and engaging instructional support.	SY 2017-18	Curriculum Directors, GT specialists. Principals	Data analysis and summaries, Unit Plans, Enrichment Resources	Formative: Identify patterns in weak areas, Plan instructional strategies for improvement. Summative: Results of TAG students earning commended scores.

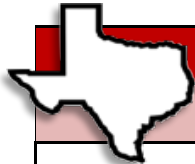
Special Education

3.d. The SPED Group assessments results will have "Met Standard" within the "All Students Met Standard."

3.e. The SPED Group will increase the passing rate in each subject area as compared to the results from the previous year.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Provide ongoing training to all special education teachers writing present levels of performance measurable and observable goals and objectives.	SY 2017-18	Directors of special programs, special education, campus coordinators	Campus Coordinators, SPED Staff, Outside Consultants, Director of Special Programs	Formative: Folder Audit. Summative: Sign-in sheets and Summary of Folder Audits.

2	Provide research-based instruction and assessment tools training to special education teachers focused on reading and math skills.	SY 2017-18	Directors of special programs, special education, campus coordinators	Assessment results, DMAC	Formative: District Student Assessment Summative: Special education student STAAR results in reading and math.
3	Train teachers to develop and implement differentiated lessons for instruction of students in all special programs (Dyslexia, SPED, GT, ESL).	SY 2017-18	Directors of special programs, principals, Technology Leadership Team, Asst. Supt. C & I, curriculum coordinators	Printing costs for training materials, Consultants	Formative: Feedback from session evaluation forms; lesson plans and sample lessons. Summative: All 5th & 8th grade students in special programs pass the STAAR Reading test.



DIP GOAL #4: System Measures: Attendance & At-Risk

Attendance Rate

4.a. Increase the district's student attendance rate for all students and each student group*.

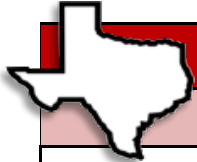
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Monitor student attendance.	SY 2017-18 Each six/nine weeks Grades K-12	Principals, Public Education Information Management Systems (PEIMS) coordinator, counselors, Principals	Skyward reports, Campus PEIMS Coordinator, Attendance Clerk, Attendance Report	Formative: Monitor attendance reports every six weeks. Summative: District attendance rate increases.

2	Communicate with parents regarding ongoing attendance patterns relating to attendance	SY 2017-18	Principals, assistant principals, counselors	Skyward Reports, Attendance Software, Attendance Clerks, Director of Communications	Formative: Monitor reports each six weeks. Summative: District attendance rate increases.
3	Conduct attendance conferences as needed for students at-risk of losing course credit for noncompliance	SY 2017-18	Principals, assistant principals, counselors	Skyward Reports	Formative: Monitor reports each six weeks. Summative: District attendance rate increases.
4	Increase student and parent awareness of EOC/STAAR upcoming test dates.	SY 2017-18	Principals, assistant principals, counselors	State Testing Calendar, District Communication, Director of Communications	Formative: Monitor attendance reports during testing. Summative: All students will achieve passing scores and be in attendance for tests.

At-Risk

4.b.	The At-Risk Group will increase the STAAR passing rate in each subject area as compared to the results from the previous year.				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Use the at-risk criteria to identify all at-risk students and define needs by categories and individual data.	SY 2017-18	Directors of Special Programs, Principals, Counselors, SST Committees, Tier II Specialists, Classroom Teachers	At-Risk Criteria, Student Educational Records, Skyward	Formative: At risk designation is reviewed annually to add and remove students for the school year and updated as new information arises. Summative: Accurate and accessible at-risk data to inform teachers and administration.

2	Provide professional learning for teachers to implement strategies for the success of at-risk learners.	SY 2017-18	Special Programs and Curriculum Directors, Principals, Counselors, SST Committees, Tier II Specialists, IPs, Classroom Teachers	Individual Student Data, Professional Learning, At Risk Strategies	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations. Summative: At risk students demonstrate success via report cards and other indicators defined by individual student needs.
3	Provide accelerated instruction for all students not meeting standard on the STAAR assessments.	SY 2017-18	Curriculum and Special Program Directors, SST Committees, Tier II Specialists, Classroom Teachers, Designated Providers of Acc. Int.	STAAR Data, Summer Programs, After School Programs, Embedded Programs	Formative: Students requiring accelerated are informed of targets and receive instruction beyond the core curriculum to ensure future success. Summative: All pass the STAAR reading, math and EOC assessments.



DIP GOAL #5: Promote the EANES ISD Learner to be a Critical, Innovative Thinker

Critical Thinking and Innovation

- 5.a. Students will have opportunities to choose and develop research projects and work collaboratively with teachers to devise evaluation measures such as rubrics as measured by artifacts in student digital portfolios and student and faculty surveys.**
- 5.b. Teachers will foster intellectual curiosity by using authentic real life situations using problem based learning and investigations which use questioning and critical thinking to create a solution as measured by artifacts in student digital portfolios and student and faculty surveys.**
- 5.c. Teachers will incorporate a variety of strategies to increase student engagement in the classroom to foster differentiated instruction as measured by faculty surveys.**

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1	Coordinate the alignment and articulation of instruction both vertically and horizontally to deliver a rigorous curriculum to all students.	SY 2017-18	Curriculum coordinators, Asst. Supt. C & I	Local Funds, Early Literacy Consultant, Grants	Formative: Curriculum team planning sessions. Summative: Completed curriculum documents; documentation in lesson plans.