



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





## **Campus Improvement Plan 2016 - 2017**

### **Forest Trail Elementary Campus Leadership Team:**

**Cody Spraberry - Principal**  
**Monica Etter - Counselor**  
**Michael Buthe - Instructional Partner**  
**Jennifer Flood - Ed Tech**  
**Karen Purdy\* - Kindergarten**  
**Jordan Dunagan - First Grade**  
**Janeen Bailey - Second Grade**  
**Kim Fromberg - Third Grade**  
**Tizoc Garcia\* - Fourth Grade**  
**Brad Corbett - Fifth Grade**  
**Lisa Palmer - Special Education**  
**John Burdett - District Representative**  
**Christie Schultz\* - Booster Club Co-Chair**

**Amy Sweeney\* - Booster Club Co-Chair**

**Michele Strain\* - Booster Club Co-Chair Elect**

**Carrie Lindsey\* - Booster Club Co-Chair Elect**

**Karen Ege - Parent Rep SPED**

- **Parent Rep**
- **Community Rep**
- **Community Rep**
- **Business Member**
- **Business Memeber**

**\* Denotes DLT member**



# Campus Improvement Plan 2016 - 2017

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**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.

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## 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.
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## 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**

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**Alignment Sheet**

**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.**
  - A. 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**

**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.**



- II. 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**

- III. **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**

- IV. **Effective processes and systems that support the District's mission through innovative and efficient use of resources and assets.**
  - A. 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.
- B. 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.
- C. Monitor, adjust, and implement a multi-year budget deficit reduction plan with the goal of being budget-balanced by the 2018-19 school year.
- D. 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.
- E. 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:**

- V. **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.



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**Narrative Sheet**

- I. By fostering Professional Learning Communities, Forest Trail will promote purposeful thinking, collaborative culture and a results oriented school.

- a. Rationale: The district is committed to the PLC process and will continue to implement PLCs on our campus.
- II. Forest Trail will strive to increase student performance on STAAR to 100% and increase commended levels.
- a. Rationale: The district is committed to preparing students for advanced learning opportunities.
- III. Forest Trail is committed to educating the whole child through an investment in Social Emotional Learning.
- a. Rationale: Forest Trail is committed to Tribes Learning Communities to achieve the Graduate Profile (WHEEL) as described by EANES ISD.
- IV. Forest Trail will provide oral and written communication experiences for students as articulated in the district GVC document.
- a. Rationale: The district is committed to examining and evaluating the use of best instructional practices in the area of oral and written communication.



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# Summary Sheet

**Campus Mission:** Forest Trail strives to promote a healthy sense of self worth and a desire to help others while providing a strong academic foundation. Our school serves as a central focus and positive identity for the community. At Forest Trail our mission in working with children is guided by the beliefs that follow:

## We Believe...

- Learning is a lifelong process.
- Children and adults learn best in a safe, nurturing environment which is based on honesty, dignity, trust and respect.
- Children are teachers as well as learners.
- Learning can be fun and goes beyond the classroom, textbooks and STAAR.
- Risk taking is a valued part of the learning experience.
- Student centered and developmentally appropriate experiences enhance learning.
- Collaboration, mutual respect and professionalism among parents, students and staff are essential to quality education.
- Ongoing reflective evaluation of staff and programs is vital to ensure student growth and professional development of staff.
- To reach our potential, the Forest Trail Community must work together and be supportive of one another.
- Although an educator or student's work is never complete, it is essential to have time for our family and self reflection.
- Our work is vitally important and its impact is endless.

**Goal 1: By fostering Professional Learning Communities, Forest Trail will promote purposeful thinking, collaborative culture and a results oriented school.**

**Objective 1:** During the PLC and team meetings, teachers will plan units/lessons using the district Guaranteed Viable Curriculum (GVC), unpack TEKS, create common assessments and track student performance.

**Objective 2:** Teachers will share data, best practices and revise the curriculum as needed.

**Goal 2: Increase student performance on STAAR to 100% and increase advanced levels.**

**Objective 1:** Forest Trail Staff will use district benchmarks, common assessments, problem-solving strategies and other assessment data to target STAAR objectives that need improvement.

**Objective 2:** Throughout the curriculum, including FIT time and class meeting time, teachers will address individual student needs for remediation, problem-solving skills, and enrichment.

**Goal 3: Forest Trail is committed to educating the whole child through an investment in Social Emotional Learning.**

**Objective 1:** Use Tribes Learning Communities as a Social Emotional Learning component to achieve the EANES ISD Graduate Profile (WHEEL).

**Objective 2:** Develop lessons in PLCs to support and cultivate community circles as well as create a common language throughout the campus rooted in the four agreements: 1) Mutual Respect, 2) Whole Body Listening, 3) Show Appreciations/No Put Downs, 4) Right to Participate/Right to Pass.

**Goal 4: Forest Trail will provide oral and written communication experiences for students as articulated in the district GVC document.**

**Objective 1:** Monitor student performance and the use of best instructional practices in the areas of oral and written communication.

**Objective 2:** Provide staff and students with supports and implementation of authentic performances, tasks, and products.



**Goal Statement 1: By fostering Professional Learning Communities, Forest Trail will promote purposeful thinking, collaborative culture and a results oriented school.**

Objective 1: During the PLC and team meetings, teachers will plan units/lessons using the district Guaranteed Viable Curriculum (GVC), unpack TEKS, create common assessments and track student performance.

Action Steps	Evaluation
PLCs will meet weekly to plan grade level appropriate lessons to address SEL needs.	PLCs will be held on a regular basis.
PLCs will implement lesson from TRIBES via community circles.	Community circles will be observed in all classes at FTE.
PLC teams will track performance through common assessments.	Common assessments will be observed being given at regular intervals throughout the year.

Objective 2: Teachers will share, data, best practices and revise the curriculum as needed.

Action Steps	Evaluation
PLCs will meet weekly to share data, reflect on lessons and revise instructional goals.	PLCs will be held on a regular basis.
PLCs will assess their students and share their observations.	Common assessment will be administered to check for student growth.

**Goal Statement 2: Increase student performance on STAAR to 100% and increase advanced levels 20 percent.**

Objective 1: Use district benchmarks, common assessments, problem-solving strategies and other assessment data to target STAAR objective that need improvement.

Action Steps	Evaluation
Teachers will assess reading skills w/DRA and F & P.	DRA and F & P scores will be submitted at least twice throughout the year for every class.
Teachers will utilize nine weeks assessments for math provided by	Teachers will be observed administering the nine weeks

the district.	assessments.
Teachers will assess and collect common writing assignments for a student portfolio.	Teachers will turn in the collected works in student portfolios at the end of the year.

Objective 2: Throughout the curriculum, including FIT time and class meeting time, teachers will address individual student needs for remediation, problem-solving skills, and enrichment.

Action Steps	Evaluation
Teacher will support student's learning thru targete instruction during FIT.	Teachers will be observed providing supported instruction during the FIT period of their day.
Students will receive support for GT, ESL, and remediation during FIT.	Students will be observed receiving services in their FIT programs.
Teams will revisit assessment data to adjust support services as needed monthly.	The RTI team will schedule monthly meeting with grade level teams.

**Goal Statement 3: Forest Trail is committed to educating the whole child through an investment in Social Emotional Learning.**

Objective 1: Use Tribes Learning Communities as a Social Emotional Learning component to achieve the EANES ISD Graduate Profile (WHEEL).

Action Steps	Evaluation
Teachers will implement the four tenets of TRIBES and community circles in the classroom.	Community circles will be observed in classrooms throughout FTE.
Teachers will meet weekly to plan a GVC with the TRIBES material.	PLCs will be observed on Wednesday to plan the curriculum.
Teachers will participate in a Book Study on the TRIBES program.	Teachers will be observed discussing the book about TRIBES.

Objective 2: Develop lessons in PLC’s to support and cultivate community circles as well as create a common language throughout the campus rooted in the four agreements: 1) Mutual Respect, 2) Whole Body Listening, 3) Show Appreciations/No Put Downs, 4) Right to Participate/Right to Pass.

Action Steps	Evaluation
Teachers will use the TRIBES book to plan class lessons.	Community Circles will be observed taking place in each classroom.
Teachers will incorporate these lessons into their Community Circles.	The four agreements will be talkd about and observed in Community Circles.

**Goal Statement 4: Guarantee oral and written communication experiences as articulated in the distrcit GVC document.**

Objective 1: Monitor student performance and the use of best instructional practices in the areas of oral and written communication.

Action Steps	Evaluation
Teachers will collect portfolios of writing samples to monitor students' skills.	Teachers will utilize digital, paper and other student derived products for submission and evaluation.
Teachers will implement GVS in the area of writing to provide consistent curriculum to all students.	Teacher lessons will reflect the district's writing GVC.
Teacher will facilitate student's oral presentation of learning and work products in all subject areas.	Student presentations will be observed in all classes.

Objective 2: Provide staff and students with supports, authentic performances, professional development and products.

Action Steps	Evaluation
Forest Trail Administration will support teachers' interest in seeking professional development opportunities to support classroom instruction.	Teachers will provide certificates of attendance as well as campus level PD to share their learning.
Teachers are encouraged to evaluate their practices and seek out research supported opportunities to provide students with more choice in their produced works to demonstrate mastery.	Student products will be reviewed evaluating student product submissions and their evolution as a result of best practices learned by teachers.