



**2016 - 2017
Campus Improvement Plan
Eanes Independent School District
Hill Country Middle School**



Eanes Independent School District

Campus Improvement Plan 2016 - 2017

Hill Country Middle School Campus Leadership Team:

Principal: Kathleen Sullivan

Teacher/Staff:

**Sheeba Arthur
Sharon Burns
Suzanne Flowers
Amy Garner
Ashley George
Kendall Hiott
Rachel Horvitz
Woodroe Kiser
Rich Lombardo
Melissa New
Cheryl Scullin
Lindsey Taylor
Sarah Yurko**

Parent/Professional:

**Dinah Street
Zelda Minor**

Students:

**Olivia McCann
Cade Mankle
Colton Smith
Taarika Bhargava**



Eanes Independent School District

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

**Hill Country Middle School
Campus Improvement Plan
2016 – 2017**

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

- II. 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.**
- A. 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.

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:

- 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.
 - B. 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

Hill Country Middle School Campus Improvement Plan 2016 – 2017

Narrative Sheet

- I. We will develop and implement vertically and horizontally aligned curriculum in all core areas.
 - a. Rationale: It is our belief that all our students should be taught the same learning targets by course, no matter who the instructor is. Students at Hill Country Middle School should experience the same level of rigor across the board. This year there are some subject areas that have created a brand new Scope and Sequence in order to accomplish the goal of a guaranteed and viable curriculum. Other core areas that are already well aligned will follow the existing Scope and Sequence documents.
 - b. One of these areas that has a new Scope and Sequence is English Language Arts. As a part of this, there will be a strong emphasis on effective written and oral communication. Although that department will be taking the lead, our other departments will also be working on this goal of effective communication. No matter what students choose to do in the future, they will have to be effective communicators, and at Hill Country we will strive to foster in students an ability to express themselves well both in writing or through speaking.
 - c. A final component of our curriculum work is a focus on Best Instructional Practices. In Eanes we pride ourselves on excellent teaching. Using the Eanes Educator profile as a guide, teachers are continually encouraged to hone their craft in order to provide students with the most engaging learning opportunities. Learning ways to best implement our new iPads will be one specific area on which our teachers will work. We will also continue to refine our focus on assessment for learning, using the most effective and rigorous assessments possible. When teachers implement effective instructional strategies, student engagement is maximized and true learning occurs.

- II. Support structures and practices will be selected and implemented to provide a student-centered learning environment and better meet the social and emotional learning needs of all students.
 - a. Rationale: Middle school can be a very challenging emotional time for students. Most of the school day is spent with a focus on intellectual learning, and very little time has been spent on social and emotional well-being. This year that will be different. Our three areas of focus are positive relationships, resiliency skills, and growth mindset. We believe

that emotional well-being has a tremendously positive influence on academic success. Our goal is to help create Eanes students who exemplify The Eanes Graduate Profile, living as all-around healthy individuals.

III. Implement the district-developed Teacher Growth and Appraisal Process.

- a. Rationale: This year the State of Texas created a new teacher appraisal process. Districts could adopt the state-created system or develop their own. Eanes chose to create a locally developed instrument called the Teacher Growth and Appraisal Process. This system is based on the Eanes Educator Profile. The key to this system is that it promotes teacher growth instead of being evaluative. The teachers get to select areas in which they would like to grow and then provide evidence to support the growth. We will be implementing this for the first time this year at Hill Country.



Eanes Independent School District

**Hill Country Middle School
Campus Improvement Plan
2016 – 2017**

Summary Sheet

Campus Mission: Hill Country Middle School is a positive, safe community dedicated to the growth of intellectual curiosity, acceptance of differences, and promotion of social responsibility. Both cooperative learning and independent study develop skills that encourage lifelong, enthusiastic learners.

- Goal 1:** Develop and implement a vertically and horizontally aligned curriculum in all core areas.
Objective 1: Develop and implement a vertically and horizontally aligned curriculum in all core areas.
Objective 2: Develop and implement effective written and oral communication curriculum goals in all subjects.
Objective 3: Teachers will implement Best Instructional Practices including use of technology and high quality assessments.

Goal 2: HCMS will integrate Social and Emotional Learning Strategies to support students.

Goal 3: Implement the district developed Teacher Growth and Appraisal Process.

Goal Statement 1: Engagement – Provide lessons and activities aimed at engaging students in learning.

Objective 1: Teachers will implement a GVC.

Action Steps	Evaluation
1.) All core subjects will implement a GVC.	Scope and Sequences will be followed and implemented.
2.) PLC Groups will meet with West Ridge to align and revise Scope and Sequence.	Scope and Sequences will be revised.

Objective 2: Develop and implement effective written and oral communication curriculum goals in all subjects.

Action Steps	Evaluation
1.) HCMS students will be expected to follow the HCMS Writing Standards.	Students will be held accountable for following the HCMS Writing Standards. Writing Standards will be displayed in each room.
2.) Every subject will have students turn in 2 writing assignments and provide feedback.	Each subject will turn in student work samples from two writing assignments during the 16-17 school year.
3.) The Campus Leadership Team, CLT will create a survey for staff to determine what oral communication opportunities exist for students at Hill Country.	The survey results will be reviewed and a plan for what the next step with communication goals will be created.

Objective 3: Teachers will implement Best Instructional Practices including the use of technology and high quality assessments.

Action Steps	Evaluation
1.) Staff will receive training on Best Instructional Strategies throughout the year.	Meetings will occur that focus on integration of Best Instructional Strategies.
2.) Staff will attend Professional learning opportunities offered outside Eanes.	Staff will attend these conferences and come back and present the learning to HCMS Staff.
3.) The Campus Leadership Team, CLT, will survey students to get feedback about what types of instruction they find to be most effective for their learning.	Survey will be administered and results will be analyzed and shared with teachers.

Goal Statement 2: Safe Learning Environment - Implement a variety of techniques on campus that teach respect and address bullying prevention, discipline management strategies, and conflict resolution.

Objective 1: HCMS will implement a variety of SEL strategies this year.

Action Steps	Evaluation
1.) HCMS Counselors will train the staff on the importance of strong relationships with students.	Training will occur in August before students return.
2.) Create an SEL committee that helps to plan and assess SEL strategies on HCMS campus.	SEL meetings will occur and a variety of SEL activities will be implemented.
3.) The counselors will create and implement an SEL needs assessment for HCMS students.	Needs assessment data will be analyzed and plans for groups and guidance lessons will be made.
4.) A school-wide anti-bullying campaign will be kicked-off by showing "A Brave Heart", and implementing follow up activities.	The documentary will be shown and plans will be implemented.
5.) Counselors will implement monthly classroom guidance lessons.	Guidance lessons will be taught.
6.) FitFest will occur in November with a focus on a healthy well-rounded lifestyle.	FitFest will occur.
7.) Find ways to revisit the definition of bullying and bully prevention throughout the year.	Lessons will be implemented.
8.) Create and implement a student survey about HCMS bullying types, locations feedback.	Survey results will be tabulated and analyzed. Information will be used when planning future bully prevention activities.

Goal Statement 3: Implement the district developed Teacher Growth and Appraisal Process

Action Steps	Evaluation
1.) Teachers will receive training on The TGAP.	A sign in sheet will reflect teacher attendance.
2.) Teachers will receive Midas training.	All teachers will have their growth evidence in the Midas system.
3.) TGAP process will be implemented on campus.	Teachers will complete the TGAP events as per the timeline.