

# **Dripping Springs Independent School District**

## **Cypress Springs Elementary**

### **2022-2023 Formative Review**

**Accountability Rating: A**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps



**Board Approval Date:** August 29, 2022

# Mission Statement

We Trust. We Accept. We Persevere.

TAP into your POWER!

## Vision

Cypress Springs Elementary, where life-changers TAP into POWER.

## Value Statement

Everyone can be a leader.

Everyone has genius.

Change starts with me.

Educators empower students to lead their own learning.

Educators and families partner to develop the whole person.

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# Goals




**Goal 1: Student Achievement:**







DSISD Life Changers will provide an environment and learning experiences that encourage skillful problem-solving where all students realize academic growth.










**Performance Objective 1:** Student growth and achievement will be realized to ensure access for all students through the alignment of district and campus instructional systems, support, and resources as measured and monitored with growth in diagnostic, formative, and summative assessments.







**HB3 Goal**







**Evaluation Data Sources:** STAAR/EOC/TELPAS/MAP/DRA/CLI Engage/TPRI/Tejas Lee/TX KEA/Common Formative Assessments/Attendance/Course Completion/Professional Learning Opportunities/

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instruction: The campus will provide TEKS-based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. The campus will continue to utilize small group instruction to enhance reading and math. At Cypress Springs Elementary, teachers will meet with Tier 1 students 2-3 times per week, Tier 2 students 3-4 times per week, and Tier 3 students daily.</p> <p><b>Strategy's Expected Result/Impact:</b> All classroom teachers create small group reading and small group math lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				








Strategy 2 Details	Reviews			
<p><b>Strategy 2: Reading/Writing/ELAR:</b> The campus will continue to utilize small group instruction to enhance reading and writing. Teachers in K-3 will implement strategies and best practices from the Science of Teaching Reading, including the implementation of the new phonics curriculum Discover Phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. The ELAR Vertical Team will meet three times per semester to ensure alignment with experiences. Teachers are expected to follow the Discover Phonics scope and sequence in order to teach phonics in a sequential and systematic manner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Math:</b> The campus will continue to utilize small group instruction to enhance math. Number Corner will be utilized to ensure numeracy is strengthened. The campus, K-5, will implement Stemscores math with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. Number Corner will continue to be utilized by classroom teachers and the time will be reflected in the classroom daily schedule. For the 22-23 school year, grade levels will implement additional components (beyond the calendar) of Number Corner. The Math Vertical Team will meet three times per semester to ensure alignment with experiences. K-5 teachers will implement Stemscores math as a resource to support math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4: Science:</b> The campus will ensure experiential learning during science instruction. Professional Development and necessary science manipulatives, and vertical teaming will set the foundation for success. Student performance on the 5th grade Science STAAR Approaches and Meets percentages will increase.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus STEAM Lab will house science manipulatives and materials for hands-on learning. Lesson plans and classroom visits will reflect experiential learning. The Science Vertical Team will meet three times per semester to ensure alignment with experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Social Studies/Humanities: The campus will integrate information text, such as historical reading selections beyond the social studies class to enhance other content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will access content such as Social Studies Weekly and NewsELA to support social studies TEKS. Lesson plans and classroom visits will reflect social studies integration. The Social Studies Vertical Team will meet three times per semester to ensure alignment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Essentials: The campus will provide instruction in music, art, and physical education.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will provide art, music, and PE on a rotating basis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math and utilize Eduphoria for data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will utilize universal screeners (CIRCLE, TX-KEA, TRPI, MAP) three times per year: the beginning of the year, middle of the year, and end of the year. The MTSS case manager will meet with the teachers to create action plans based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Campus Interventionist</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Multi-Tiered System of Support (Response to Intervention): Teachers will identify struggling learners through the MTSS process and provide instructional methods such as intervention/tutorials for all students in math and ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> The MTSS team will meet on a regular basis to review student needs both academically and behaviorally.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor, and the Campus Interventionist</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Data and Assessment: The campus will utilize district assessment procedures to support teachers in the analysis of data and in making real-time adjustments to both classroom and student-specific instruction. At Cypress Springs Elementary, the campus will meet weekly in grade level Professional Learning Communities (PLC) to analyze learner evidence and plan for the next steps (enrichment/intervention).</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings; Agendas; Student data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> English Learners: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize research-based practices to support ELPS. Provide professional learning opportunities to meet the language needs of English Learners. Monitor language acquisition through local assessments and TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Special Education Services: The campus will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow district established procedures for child find, referrals, and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure compliance with Special Education programming. Provide necessary training and support to meet the needs of various abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic and multi-sensory instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with scheduling, ongoing professional training, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will adhere to established procedures for child find, referrals and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with training, ongoing professional development, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. Individualized intervention plans will be developed through MTSS and progress monitored. WIN time will be master scheduled for K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				



Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Gifted and Talented: Teachers of GT students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to established guidelines for GT nominations, screening, selection, and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with scheduling, professional development, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum and will focus on early childhood literacy and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling, professional development, and resources. Utilize ESGI to monitor skill acquisition in literacy and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Kindergarten: The campus will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare. The campus will host Kindergarten Round-Up, Meet the Teacher Night, and Parent Orientation to support the transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May
				







Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Technology: The campus will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling, professional development, and resources. At Cypress Springs, one strand of professional learning each month will encompass technology in order to enhance student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Facilitator of Learning and Innovation</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Successful Transitions: The campus provides academic counseling support services to elementary students transitioning to the secondary campus. The campus will inform families of the Tigers Rise hosted at the middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling and communication of event.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly attendance reports and appropriate communication follow-up (attendance letter, phone call, email, home visit). Learners experiencing attendance challenges will be reviewed in MTSS for a plan of action to support the learner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> DAEP: The campus will monitor performance data of students served in the DAEP including student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.</p>	Formative			Summative
	Sept	Nov	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Staff Recruitment, Development, and Retention:**

DSISD will hire, develop, and retain quality staff to ensure Life Changers serve in every position.

**Performance Objective 1:** The district will hire high-quality staff, highly qualified paraprofessionals and develop, empower and sustain leaders who are committed to the vision and mission of the district.

**Evaluation Data Sources:** Paraprofessional Compliance Report, TEA Equity Plan, Retention Reports, ADDs data, Increased Student Achievement











Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attract/Retain Staff: The campus will attract and retain highly qualified teachers for instruction and intervention/tutorials. The teacher mentoring system will be used to support and retain teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will continue to utilize a rigorous hiring practice to attract staff that has an aligned vision and core beliefs for student learning. New staff will partner with a mentor for ongoing support throughout the year. The campus leadership team will meet quarterly with new staff to identify areas of support and to celebrate accomplishments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Sept	Nov	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Staff Recruitment, Development, and Retention:

DSISD will hire, develop, and retain quality staff to ensure Life Changers serve in every position.

**Performance Objective 2:** Professional Development: The district will continue to build on mentor training and structures of support for new educators, administrators, and staff.







**Evaluation Data Sources:** A mentoring system will be utilized to support and retain all staff to support student with evidenced based outcomes utilizing a pre-survey, mid-year survey, and end of year survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Learning: The campus will provide information and access to professional development for teachers, administrators, paraprofessionals, and other staff. The campus will host Leaders and Life Changers for Professional Development opportunities. New teachers will attend New Teacher Orientation.</p> <p><b>Strategy's Expected Result/Impact:</b> At Cypress Springs Elementary, monthly Synergy Sessions will include professional learning. Professional learning will fall into the following strands for ongoing improvement of our craft: ELAR, Math, Best Practices (Technology), and Student Wellness Learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning: Implement high-quality professional learning focused on the science of reading (Reading Academies) for all PreK-3rd grade teachers, leaders, and staff to build capacity in strengthening literacy skills for elementary educators and align instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner growth and development in literacy with targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Literacy Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Reading cohort leader, Director of Elementary Education, Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional Learning: Provide professional learning that emphasizes best practices in developing mathematical reasoning and numeracy and align practices within math across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner growth in math development and targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Math Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education, Director of Secondary Education, Principals, Curriculum Coordinators, Instructional Coaches, Teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Staff Recruitment, Development, and Retention:  
DSISD will hire, develop, and retain quality staff to ensure Life Changers serve in every position.

**Performance Objective 3:** Retention: The district will retain highly qualified staff.

**Evaluation Data Sources:** The retention rates of Life Changers will increase year over year.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Retain Staff: New staff will partner with a mentor for ongoing support and timely professional learning throughout the year. The Instructional Coach will provide coaching support to improve instructional practices as determined.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention rates of CSES Life Changers will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Sept	Nov	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				











**Goal 3: School Culture, Communication, and Compliance:**

All students will be educated in a safe environment that promotes collaborative and positive communication within the organization that effectively and efficiently manages operational, programmatic, and fiscal compliance.

**Performance Objective 1:** The district will ensure campus/district safety, by providing resources to support district operations, engage parents and families in frequent and ongoing communications, and utilize fiscal transparency.

**Evaluation Data Sources:** Incident Reports, Budgets, Communications, Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Goal Setting (CNA/CIP): The campus has an established site-based decision making committee that focuses on the campus improvement planning process, and carries out responsibilities such as, but not limited to, the campus calendar, professional development plans, budgets, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> At Cypress Springs Elementary, we will meet six times during the year to promote excellence in education for all students through broad-based representation. The CSES CAC provides valuable input to campus teams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	May
				







Strategy 2 Details	Reviews			
<p><b>Strategy 2: Fiscal Compliance:</b> To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will coordinate with the district in regards to budgets and federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for feedback and input from the Campus Advisory Council and utilize available data to monitor program effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Public Meeting:</b> The campus holds an annual public meeting upon receipt of campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure a public meeting is scheduled and held at the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4: Student Safety:</b> The campus will utilize district aligned communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Procedures, and conduct safety/security audits. Equipment, hardware and software updates will be acquired as needed to enhance campus security measures. The campus will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure safety procedures are implemented and followed. The campus will continue to train staff in the Standard Response Protocol and additionally train the front office staff with volunteer check-in systems, visitor check-in systems, and timely follow-up with safety concerns (door not latching, etc).</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				









**Goal 4: Social Well-being, Mental, and Health Wellness:**

DSISD will support and enhance students' social well-being, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive counseling and health wellness program designed to address student needs.

**Performance Objective 1:** Promote social well-being, mental, and health wellness for all students by increasing access to developed responsive support services as measured by surveys and feedback from students, parents, and staff.

**Evaluation Data Sources:** Survey data, response plans, counselor/MHP support data/MTSS operational reports,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Early Intervention: The campus will follow the district provided comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive services and interventions related to their presented needs. Student well-being and academic growth will result in this responsive approach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Addressing Abuse: The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping staff and all stakeholders with professional development will assist with understanding, identifying, and responding to child maltreatment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Anti-Bullying: The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. The district maintains an anti-bullying policy and will increase student awareness of the tip line.</p> <p><b>Strategy's Expected Result/Impact:</b> Bullying referrals will decrease as a result of the bullying protocols and policy adherence by students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build capacity with teacher professional development of Student Well-being and additional professional counseling support within the district to address instructional loss, isolation, and anticipated increase in emotional distress as a result of the pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Data showing increases in student sense of belonging, resilience, and self-awareness skills. Academic achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Follow the district created TEKS-aligned comprehensive counseling curriculum that includes supports for elementary and secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of student well-being curriculum supports within lesson design. Learner growth as indicated through surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 4:** Social Well-being, Mental, and Health Wellness:









DSISD will support and enhance students' social well-being, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive counseling and health wellness program designed to address student needs.

**Performance Objective 2:** Promote social well-being, mental, and health wellness for all students by increasing access to developed responsive support services as measured by surveys and feedback from students, parents, and staff.

**Evaluation Data Sources:** Survey data, response plans, counselor/MHP support data/MTSS operational reports,



Strategy 1 Details	Reviews			
<p><b>Strategy 1: Early Intervention:</b> The campus will follow the district provided comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive services and interventions related to their presented needs. Student well-being and academic growth will result in this responsive approach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2: Addressing Abuse:</b> The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping staff and all stakeholders with professional development will assist with understanding, identifying, and responding to child maltreatment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Anti-Bullying:</b> The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. The district maintains an anti-bullying policy and will increase student awareness of the tip line.</p> <p><b>Strategy's Expected Result/Impact:</b> Bullying referrals will decrease as a result of the bullying protocols and policy adherence by students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build capacity with teacher professional development of Student Well-being and additional professional counseling support within the district to address instructional loss, isolation, and anticipated increase in emotional distress as a result of the pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Data showing increases in student sense of belonging, resilience, and self-awareness skills. Academic achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Follow the district created TEKS-aligned comprehensive counseling curriculum that includes supports for elementary and secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of student well-being curriculum supports within lesson design. Learner growth as indicated through surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
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**Goal 4: Social Well-being, Mental, and Health Wellness:**

DSISD will support and enhance students' social well-being, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive counseling and health wellness program designed to address student needs.

**Performance Objective 3:** Promote social well-being, mental, and health wellness for all students by increasing access to developed responsive support services as measured by surveys and feedback from students, parents, and staff.

**Evaluation Data Sources:** Survey data, response plans, counselor/MHP support data/MTSS operational reports,

**Goal 4: Social Well-being, Mental, and Health Wellness:**

DSISD will support and enhance students' social well-being, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive counseling and health wellness program designed to address student needs.

**Performance Objective 4:** Promote social well-being, mental, and health wellness for all students by increasing access to developed responsive support services as measured by surveys and feedback from students, parents, and staff.



**Evaluation Data Sources:** Survey data, response plans, counselor/MHP support data/MTSS operational reports,

**Goal 5: Parent Engagement:**

DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses.

**Performance Objective 1:** An increase in parental engagement through participation in campus/district events, positive connections to campus/district with an increase in overall communication throughout the district.

**Evaluation Data Sources:** Culture/Climate Survey results, sign-in sheets for district/campus events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent and Family Engagement: The campus will educate and inform families about campus/district programs and services prior to the event to build capacity, understanding, and importance of parent and family engagement. A variety of communication methods will be used, in a language that parents can understand, including, but not limited to websites/ social media, emails, local newspaper communications, meet the teacher night, open house, report card distribution, parent/ guardian meetings, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in events and programs noted in sign-in sheets. Use of climate/culture survey data (Measurable Results Assessment- MRA) along with website analytics will support feedback on implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc. The campus will</p>	Formative			Summative
	Sept	Nov	Mar	May

host Coffee Talks and participate in a parent book study of The Leader In Me. In addition, parents will be familiarized and educated on student goal-setting processes and importance.

**Strategy's Expected Result/Impact:** Increased partnerships with parents and families and an increase in student achievement and supporting the whole child.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**ESF Levers:**

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue









**Goal 5: Parent Engagement:**

DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses.

**Performance Objective 2:** Increase communication initiatives to strengthen open and transparent two-way communication with all stakeholders.

**Evaluation Data Sources:** Utilize data from relevant surveys and feedback, sign-in sheets, community feedback.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase opportunities for authentic engagement of parents, residents, community members, and business partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of increased partnerships and engagement through events, promotions, social media, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure transparency, clarity, frequency, and timeliness of internal and external communications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased clarity and consistency with district and school communication as evidenced through community and climate surveys and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communication: Promote and enhance communication and collaboration across the organization.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased coherence and clarity within district departments and all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	May
				
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