

Dripping Springs Independent School District
Walnut Springs Elementary
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

We partner with students, parents, and the community to provide a personal and exceptional education for every student.

Student Mission Statement:

At Walnut Springs we LEAD. We love learning, empower others, achieve greatness, and do what is right.

Vision

We inspire and equip students to be life-long learners and positive contributors to the world.

Core Beliefs

Each Child has unique worth and potential.

Our schools and our staff have the power to positively change each child's life.

It is the responsibility of the school district, the student, the family, and the community together to identify, nurture, and develop each child's individual talent and passion.

Responsibility for learning must be scaffolded over time to the learner.

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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			
Strategy 1: 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. Teachers will meet with Tier 1 students 1-2 times per week, Tier 2 students 3-4 times per week, and Tier 3 students daily. Strategy's Expected Result/Impact: All classroom teacher create small group reading and small group math plans. Consistency for providing small group instruction with all students on their instructional levels in reading and math will occur. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Reading/Writing/ELA: The campus will continue to utilize small group instruction to enhance reading and writing. The campus ELAR vertical team will continue to develop consistent practices across all grade levels. Teachers in grades K-3 will implement strategies and best practices from the Science of Teaching including the implementation of Discover Phonics with fidelity. Strategy's Expected Result/Impact: Individual student gaps will close and students will meet an expected minimum of one year's growth in reading levels. Teachers will meet with small groups of students during core content instruction and during WIN time. The ELAR vertical team will meet four times per year to ensure alignment. Grades K-1 will use Early Reading Tutor as an intervention. First-2nd grade intervention will use Reading by Design for systematic phonics instruction. 3rd - 5th grade intervention will use Read 180 or System 44. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Vertical Alignment Team	Formative			Summative
	Sept	Nov	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Math: The campus will continue to utilize small group instruction to enhance math. Number Corner will be utilized to ensure numeracy is strengthened. The campus will implement STEMscopes Math with fidelity across all grade levels. Student performance on the 3rd grade Math STAAR Approaches and Meets percentages will increase. Strategy's Expected Result/Impact: 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. The Math Vertical Team will meet four times per year to ensure alignment Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Vertical Alignment Team	Formative			Summative
	Sept	Nov	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Science: The campus will ensure experiential learning during science instruction. Professional Development and necessary science manipulatives, and vertical teaming will set the foundation for success. Strategy's Expected Result/Impact: With consistent practices, students will develop a better understanding of scientific inquiry and the scientific method. The Science vertical team will meet four times per year to ensure alignment. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach , Vertical Alignment Team	Formative			Summative
	Sept	Nov	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Social Studies/Humanities: The campus will integrate non-fiction and informational text, such as historical reading selections, beyond the social studies class to enhance other content areas. Strategy's Expected Result/Impact: Classroom teachers will access content such as Social Studies Weekly and NewsELA to support social studies TEKS. The ELAR vertical team will meet four times per year to ensure alignment. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Vertical Alignment Team	Formative			Summative
	Sept	Nov	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Essentials: The campus will provide instruction in music, art and physical education. Strategy's Expected Result/Impact: The whole-child will be developed through physical and fine arts opportunities. The campus will provide art, music, and PE on a rotating basis. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Essentials Team	Formative			Summative
	Sept	Nov	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math and utilize Eduphoria for data analysis. Case management will take place quarterly and MTSS meetings monthly. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Interventionists, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: 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, ELAR, and/or behavior. Strategy's Expected Result/Impact: The MTSS team will meet on a regular basis to review student need both academically and behaviorally. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionists, Counselors	Formative			Summative
	Sept	Nov	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: 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. Grade level teams will meet weekly in Professional Learning Communities (PLC) to analyze student data and plan for next steps. Strategy's Expected Result/Impact: Student data from assessments will be used to inform instruction and address student needs to intervene including accelerated opportunities. Weekly PLC meetings; Agendas; Student Data Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: English Learners: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading, and writing. Strategy's Expected Result/Impact: ELPS and Seidletz strategies will be utilized. Monitor language acquisition through assessments and TELPAS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: 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. Time will be dedicated during in-service week to ensure teachers understand IEPs. Strategy's Expected Result/Impact: Ensure compliance with Special Education programming. Provide necessary training and support to meet the needs of various abilities. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Sped Team Leader	Formative			Summative
	Sept	Nov	Mar	May
Strategy 12 Details	Reviews			
Strategy 12: Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. Strategy's Expected Result/Impact: Ensure program compliance. Provide support with scheduling, ongoing professional training, and resources. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Dyslexia Teachers	Formative			Summative
	Sept	Nov	Mar	May

Strategy 13 Details	Reviews			
Strategy 13: 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. Strategy's Expected Result/Impact: Ensure program compliance. Provide support with training, ongoing professional development, and resources. Staff Responsible for Monitoring: Principal, Assistant Principal, 504 Coordinator	Formative			Summative
	Sept	Nov	Mar	May
Strategy 14 Details	Reviews			
Strategy 14: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionists	Formative			Summative
	Sept	Nov	Mar	May
Strategy 15 Details	Reviews			
Strategy 15: Gifted and Talented: Teachers of G/T 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. Strategy's Expected Result/Impact: Ensure program compliance. Provide support with scheduling, professional development, and resources. Teachers will understand how to identify potentially gifted students also allowing students identified to mirror the student population. Teachers will better understand how to differentiate for all students. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, GT Teacher	Formative			Summative
	Sept	Nov	Mar	May
Strategy 16 Details	Reviews			
Strategy 16: 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. Strategy's Expected Result/Impact: Provide support with scheduling, professional development, and resources. Utilize ESGI to monitor skill acquisition in literacy and mathematics. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May

Strategy 17 Details	Reviews			
Strategy 17: 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. At WSE, the campus plans events to transition kindergarten students such as Kindergarten Round-up, Kinder Camp, Meet the Teacher Night, and Parent Orientation. Strategy's Expected Result/Impact: Partner with families to develop and relationships and understanding to support our incoming students on their learning journey at Walnut. Provide support with scheduling and resources. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May
Strategy 18 Details	Reviews			
Strategy 18: Technology: The campus will provide innovative practices to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction and planning learning experiences for students. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff. Strategy's Expected Result/Impact: Students and teachers will continue to develop and improve their abilities to use and integrate technology. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Facilitator of Learning & Innovation	Formative			Summative
	Sept	Nov	Mar	May
Strategy 19 Details	Reviews			
Strategy 19: Successful Transitions: The campus provides academic counseling support services to elementary students transitioning to the middle school campus. The campus will inform families of Tigers in Training and any other pertinent middle school information. We will partner with DSMS to educate rising 6th graders about opportunities and experiences for Middle School. Strategy's Expected Result/Impact: Provide support with scheduling and communication of events. Students will be more confident and better prepared to transition to middle school. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, 5th Grade Teachers	Formative			Summative
	Sept	Nov	Mar	May
Strategy 20 Details	Reviews			
Strategy 20: Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports, and a plan for the school year. Strategy's Expected Result/Impact: Provide more awareness and supports to families with attendance rates improving. Weekly attendance reports and appropriate communication follow-up via attendance letters, phone calls, email, home visits, etc. Students experiencing attendance challenges will be reviewed during MTSS meetings for a plan of action. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors	Formative			Summative
	Sept	Nov	Mar	May





Strategy 21 Details	Reviews			
Strategy 21: 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.	Formative			Summative
	Sept	Nov	Mar	May
Strategy 22 Details	Reviews			
Strategy 22: WIN time will be utilized in grades K-5 to support all students with individualized needs for improvement. Strategy's Expected Result/Impact: Students will make progress, gains, and close gaps through targeted WIN time. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Staff Quality, Recruitment, 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			
Strategy 1: 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. New staff will be provided culture building, training, and a thorough understanding of goals and expectations during New Staff Orientation. Strategy's Expected Result/Impact: The campus will continue to utilize a rigorous hiring practice to attract staff. The district Mentor/Mentee program will support new teachers throughout the year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach		Formative			Summative
		Sept	Nov	Mar	May
		<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Goal 2: Staff Quality, Recruitment, 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			
Strategy 1: Professional Development: The campus will provide information and access to professional development for teachers, administrators, paraprofessionals, and other staff as needed. The campus will host Leaders and Lifechangers for professional development opportunities. Strategy's Expected Result/Impact: Teachers will continue to improve their instructional strategies through professional learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Sept	Nov	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Learner growth and development in literacy with targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Literacy Goals. Staff Responsible for Monitoring: Reading cohort leader, Director of Elementary Education, Principals	Formative			Summative
	Sept	Nov	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Professional Learning: Provide professional learning that emphasizes best practices in developing mathematical reasoning and numeracy and align practices within math across the district. Strategy's Expected Result/Impact: Learner growth in math development and targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Math Goals. Staff Responsible for Monitoring: Director of Elementary Education, Director of Secondary Education, Principals, Curriculum Coordinators, Instructional Coaches, Teachers.	Formative			Summative
	Sept	Nov	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Staff Quality, Recruitment, 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			
Strategy 1: 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. Strategy's Expected Result/Impact: The retention rates of Life Changers will increase year over year. Staff Responsible for Monitoring: Principal, Assistant Principal, Mentors and Instructional Coaches	Formative			Summative
	Sept	Nov	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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			
Strategy 1: 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. Strategy's Expected Result/Impact: The campus will continue to determine areas in need of improvement and align resources to achieve this. The CAC team provides valuable input to campus teams. Staff Responsible for Monitoring: Principal and Assistant Principal		Formative			Summative
		Sept	Nov	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Fiscal Compliance: 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. Strategy's Expected Result/Impact: Student needs will be met through aligned resources. Provide opportunities for feedback and input from CAC and utilize available data to monitor programs. Staff Responsible for Monitoring: Principal and Assistant Principal		Formative			Summative
		Sept	Nov	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Public Meeting: The district holds an annual public meeting upon receipt of campus ratings from the Texas Education Agency regarding performance and the campus improvement plan. Strategy's Expected Result/Impact: Ensure a public meeting is scheduled and held at the campus. Stakeholders will be informed and aware of campus ratings and CIP. Staff Responsible for Monitoring: Principal and Assistant Principal		Formative			Summative
		Sept	Nov	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Student Safety: 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. Strategy's Expected Result/Impact: Ensure safety procedures are implemented and followed. The campus will continue to train staff and students in SRP. The front office staff and campus administrative assistant will be trained in the volunteer check-in systems, visitor check-in systems, campus video camera monitoring, and timely follow-up with safety concerns. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services. Strategy's Expected Result/Impact: Through interventions provided as determined through MTSS, students will demonstrate closing of learning gaps. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists	Formative			Summative
	Sept	Nov	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Title I: The campus will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students. Strategy's Expected Result/Impact: Stakeholders will be made aware and gain an understanding of the meaning of Title I and how funds are used. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 4: Social-Emotional, 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-emotional, 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			
Strategy 1: 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. Strategy's Expected Result/Impact: Students will receive services and interventions related to their presented needs. Social, emotional, and academic growth will result in this responsive approach. Data is gathered from students during biannual minute meetings. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors	Formative			Summative
	Sept	Nov	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Equipping staff and all stakeholders with professional development will assist with understanding, identifying, and responding to child maltreatment. Staff receive annual CPS and crisis management trainings provided by the school counselors. Staff Responsible for Monitoring: Principal and Assistant Principal, Counselors	Formative			Summative
	Sept	Nov	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Bullying referrals will decrease as a result of the bullying protocols and policy adherence by students and staff. Counselors provide anti-bullying lessons to all grade levels to give students ways to handle peer conflict, safe people to reach out to for support and offer language to resolve conflicts. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors	Formative			Summative
	Sept	Nov	Mar	May





Strategy 4 Details	Reviews			
Strategy 4: SEL: Build capacity with teacher professional development of SEL 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. Strategy's Expected Result/Impact: Data showing increases in student sense of belonging, resilience, and self-awareness skills. Academic achievement will increase. Teachers and staff are provided training on the implementation of morning meetings and Zones of Regulations so that students have language and a time to share concerns. Counselor shares examples of read alouds, conversations starters and/or videos that teachers can watch to continue topics that are discussed during monthly Care Classes. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors	Formative			Summative
	Sept	Nov	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: SEL: Follow the district TEKS-aligned comprehensive counseling curriculum that includes supports for elementary and secondary campuses. Strategy's Expected Result/Impact: Utilization of social-emotional curriculum supports within lesson design. Learner growth as indicated through surveys. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
Strategy 1: 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 parent can understand, including, but not limited to websites/ social media, emails, school marquee, local newspaper communications, meet the teacher night, open house, report card pickup, parent/guardian meetings, etc. Strategy's Expected Result/Impact: Increased participation in events and programs noted in sign-in sheets. Use of climate/culture survey data along with website analytics will support feedback on implementation. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. 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	Formative			Summative
	Sept	Nov	Mar	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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			
Strategy 1: Increase opportunities for authentic engagement of parents, residents, community members, and business partners. Strategy's Expected Result/Impact: Review of increased partnerships and engagement through events, promotions, social media, etc. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Ensure transparency, clarity, frequency, and timeliness of internal and external communications. Strategy's Expected Result/Impact: Increased clarity and consistency with district and school communication as evidenced through community and climate surveys and feedback. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Communication: Promote and enhance communication and collaboration across the organization. Strategy's Expected Result/Impact: Increased coherence and clarity within district departments and all campuses. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Sept	Nov	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				