

**Dripping Springs Independent School District**  
**Dripping Springs Elementary**  
**2021-2022 Goals/Performance Objectives/Strategies**

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# Goals

**Goal 1: Student Achievement:**

DSISD Life Changers will holistically and strategically develop and support the academic growth of all students.

**Performance Objective 1:** Students will demonstrate growth from previous years as measured by multiple data sources.

**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 Dripping Springs Elementary, teachers will meet with Tier 1 students 1-3 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 based on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal and Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading/Writing/ELAR: The campus will continue to utilize small group instruction to enhance reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during Whatever I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal and Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math: The campus will continue to utilize small group instruction to enhance math. Lonestar Math will be utilized to ensure numeracy is strengthened.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during Whatever I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. LoneStar Math will be provided to each classroom teacher and the time will be reflected in the classroom daily schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal and Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade levels house science manipulatives and materials for hands-on learning. Lesson plans and classroom visits will reflect experiential learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, 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 5 Details	Reviews			
<p><b>Strategy 5:</b> Social Studies/Humanities: The campus will integrate non-fiction, 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 NewsELA and Pebble Go to support social studies TEKS. Lesson plans and classroom visits will reflect social studies integration.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, 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 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> Teachers, 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 the universal screener 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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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 Academic and Behavior Interventionist</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly ECT (PLC) meetings; Agendas; Student data; Student PLP binders tracking growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Interventionist, and Teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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. At Dripping Springs Elementary, staff will utilize English Language Learner best practices such as word walls, academic vocabulary. (see addendum)</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> LPAC Chair, Principal, Assistant Principal, Instructional Coach, and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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 instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. All students will be utilizing a multi-sensory approach.</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>	<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 Whatever 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, Campus Interventionist, and Teacher</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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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. A comprehensive family engagement plan is utilized and distributed to families on an annual basis.</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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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. At Dripping Springs Elementary, we provide transition opportunities for Kindergarten and PK students (PK and Kinder Round Up).</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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

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 Dripping Springs, one strand of professional learning each month will encompass technology in order to enhance student learning and our FLI will plan units with grade levels to utilize technology in the lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Facilitator of Learning and Innovation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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.</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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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. At Dripping Springs Elementary, the Assistant Principal notifies parents of students whose absences continue to increase and comes up with an academic plan if needed.</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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
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>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

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

Support the vision and mission of the district by placing a Life Changer in every position.

**Performance Objective 1:** The campus 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> Dripping Springs Elementary will utilize a rigorous hiring practice to attract staff that have 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. The instructional coach will offer monthly check ins for all new staff.</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 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development: The campus will provide information and access to professional development for teachers, administrators, paraprofessionals, and other staff as needed. New Teachers are provided with New Teacher Orientation and receive embedded professional development throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> At Dripping Springs Elementary, monthly Synergy Sessions will include professional learning. Dripping Springs Elementary will host a monthly professional learning session in the following strands for ongoing improvement of our craft: ELAR, Math, Best Practices, and Social-Emotional Learning.</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 3 Details	Reviews			
<p><b>Strategy 3:</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>	<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> 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>	Formative			Summative
	Sept	Nov	Mar	May

**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 campus will ensure campus/district safety, 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 (Campus Needs Assessment/Campus Improvement Plan): 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.  <b>Strategy's Expected Result/Impact:</b> At Dripping Springs Elementary, we will meet four times during the year to promote excellence in education for all students through broad-based representation. The DSES CAC provides valuable input to campus teams.  <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</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> 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.</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> Public Meeting: The campus data is shared at the district annual public meeting upon receipt of campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.  <b>Strategy's Expected Result/Impact:</b> Ensure a public meeting is scheduled and held at the campus.  <b>Staff Responsible for Monitoring:</b> Principal/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:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure safety procedures are implemented and followed. The campus will 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/Assistant Principal</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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure interventions are implemented and followed. Instructional support team and case management meetings are held monthly with each teacher to discuss academics/behavior regularly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Instructional Coach/Interventionists</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Discussions of the Parental and Family Engagement Plan will be discussed during a CAC meeting. Additionally, teachers will share the parent plan and compact with parents during October conferences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

**Goal 4: Social-Emotional, Mental, and Health Wellness:**

DSISD will support and enhance students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive social-emotional/counseling and health wellness programs 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			
<p><b>Strategy 1:</b> Early Intervention: The campus will follow the district 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. Social, emotional, and academic growth will result in this responsive approach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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> 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</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> 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</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> 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.</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</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> SEL: The campus will 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 social-emotional curriculum supports within lesson design. Learner growth as indicated through surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

**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 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.</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 along with website analytics will support feedback on implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnerships with parents and families and an increase in student achievement and supporting the whole child.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Sept	Nov	Mar	May

**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</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> 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</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> 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>