Dripping Springs

INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan 2020-2021
Dripping Springs Elementary

DSISD MISSION

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

DSISD VISION

We inspire and equip students to be lifelong learners and positive contributors to the world.

Dripping Springs Elementary MISSION

We are leaders. We love. We inspire. We motivate.

Dripping Springs Elementary Core Beliefs

Everyone can be a leader. Everyone has genius. Change starts with me. Educators empower students to lead their own learning. Develop the whole person.

Comprehensive Needs Assessment

Demographics

Demographics Summary- Dripping Springs Elementary School is a PK-5 campus with about 911 students. Our campus hosts the bilingual program for DSISD. Currently, we are a one-way Dual Language campus in grades PK-3. Our campus practices the Leader in Me process and has earned a Lighthouse School designation. Economically disadvantaged 21.3%; ELL 15.7%, Mobility 5.4%, Special Education 10.8%, At Risk 32%

Demographics Strengths- Dripping Springs Elementary is located in a high growth, supportive, and safe community. The campus has a history of strong parent involvement and highly qualified staff.

Demographics Needs Problem Statement: Fast growth; Predominantly White with 24% Hispanic- We have a somewhat diverse population and host a larger amount of second language learners as compared to the other campuses in DSISD. Our campus has 34% of our students that are At-Risk. This is an area that our Campus Improvement can support. DSE appears to be well balanced as it relates to years of experience. Building staff diversity is also an area of improvement (male/female; white/hispanic).

Student Learning

Student Learning Summary- Dripping Springs Elementary is a high performing school, however, we have achievement gaps between our white students and our second language learners. We've made progress with our Special Education population, however, our ELs have not made expected gains in math or reading.

Student Learning Strengths- The special education population has made growth due to the co-teaching model.

Identifying Student Learning Needs Problem Statement: Our data is showing that the co-teach model is showing to be effective and showing growth. We need improvement in our ELs academic performance, and are hopeful that the dual-language model will show growth and improvement in the years to come. We have not yet seen the efforts of our Campus Guided Reading protocols, but we hope to see growth from this work. We are implementing the Guided Math Protocols in the 20-21 school year, so we hope to see growth in the area of mathematics.

School Processes & Program Summary

School Processes & Programs Summary: Dripping Springs Elementary utilizes the TEKS Resource System for the scope and sequence and the clarification of the TEKS. We adopted the Gomez and Gomez One-Way Dual Language Model in 2018. DSE structures MTSS through a case management approach in order to monitor student achievement. DSE also meets weekly as an Effective Collaborative Team (ECT) to plan what we are teaching, understand how the students are learning, and adjust to meet their learning needs. We reviewed our hiring practices two years ago and implemented practices to focus on culture. We want to hire teachers who are dedicated and committed to excellence. This shift in hiring has supported our teacher retention numbers.

School Processes & Programs Strengths: The curriculum scope and sequence were linked to the TEKS, however, there is the aspect of fidelity and understanding of the depth of TEKS. TEKS Resource System supports the rigor of unit assessments. Through the ECTmodel and planning, teachers have been desegregating the data and using it to guide the team's planning and instruction. Teachers plan assessments with backwards design planning and implementation. . We are continuing to support teachers in the breakdown of standards and when it should be taught. With the adoption of TEKS Resource System, we are confident that the curriculum and assessments are aligned.Through our campus based professional development and Gomez and Gomez campus visits, we are supporting teachers' skills sets in order to meet the needs of our learners. We align our professional development to our instructional needs. We utilize Lead Forward instructional practices to increase student engagement. Our data is also driving differentiated instruction to personalize education. Our teachers are strong in utilizing 21st-century technology and giving the guaranteed experiences within the Center for Learning & Innovation. The Gomez and Gomez partner pairing gives the 21st-century collaboration within the classrooms, and many of our monolingual classrooms have received and will continue to receive best practice training. Gomez and Gomez Instructional strategies, Guided Reading Protocols, Guided Math Protocols are all aligned throughout grade levels.

Problem Statements Identifying School Processes & Programs Needs: Our case management system, intervention teachers, MAP data, Developmental Reading Assessment (DRA), and STAAR data provides teachers with the measurement of student academic performance. DSES grade levels will work on horizontal alignment of grade level formative and summative assessments. With the adoption of TEKS Resource System, we are confident that the curriculum and assessment is aligned, and now through ECTs we are striving to align the instruction. Through the ECT model and grade level planning, teachers have been desegregating the data and using the data to guide the team's planning and instruction. Our teams are working towards planning assessments before instruction.

Perceptions

Perceptions Summary- Students are participants in the school community and are encouraged to make a difference on the campus and in the world. Staff report that the campus climate is healthy and positive. Staff share that the DSE team feels like a family. Our Mission Statement is stated every day and posted throughout the campus. We refer to our mission in all decisions- We Love, We Inspire, We Motivate. There are minimal discipline infractions that require office-level consequences. Students that have difficulty are served through MTSS and/or Special Education. According to our data, our second language learners have historically performed lower overall. Student learning and behavior expectations are clear and consistent. Teachers hold high standards for student learning and behavior. The campus hosts WonderFull Tuesday each quarter in which students participate in discovering their passions/interests. In 2019-2020, DSE hosted a Cultural Literacy Night to celebrate literature and diversity. Students and staff are divided into six houses and create opportunities for cross-campus connections and healthy competition. In addition, after school events are offered such as UIL, Math Pentathlon, and Science Fair. Many of our bilingual students are unable to participate in extracurricular events due to transportation. DSE earned the Lighthouse Distinction in 2018 and was re-evaluated in the Spring of 2020. DSE continues to serve as a Leader in Me Lighthouse campus. We are an example of leadership to those around us. The campus is evaluated in three areas: Culture, Academics, and Leadership. This framework supports all that we do as a campus. DSE had a campus makeover last year with new paint and flexible furniture. The building was updated and the staff is proud of the building. The well-maintained building appears to impact the climate and culture. Our DSE community is proud of our facilities.

Problem Statements Identifying Perceptions Needs: DSE has a strong culture and a positive climate. Student leadership and student engagement are two areas to address through Social Emotional Learning. Our team believes a focus on student voice in the learning processes and an increased sense of belonging would impact our student outcomes. DSE utilizes Effective Collaborative Teams process to analyze student learning. The teams can support student learning motivation through the lesson plan cycle.

Summary of Campus Needs

Student Needs

- Develop higher level thinking skills through problem solving
- Opportunities for personal learning experiences across the curriculum
- Increase listening, speaking, writing, reading and oral language in English as students explain their learning
- Increased writing opportunities across the curriculum
- Ability and skill set to analyze a variety of texts
- Development in vocabulary across the curriculum
- Create interpersonal skills
- Continued enhancement and alignment of services provided to meet individual students' needs through special programs such as BE/ESL, GT, MTSS, 504, Special Education, and Accelerated Learning.

Teacher Needs

- Instructional strategies and coaching on the teaching of vocabulary (vertically aligned instructional vocabulary)
- Instructional support in the area of reading, with a focus on guided reading and differentiation
- Professional Development and Instructional support in the area of closing math gaps
- Instructional support in the delivery of writing instruction, especially in the area of expository writing
- Instructional support with the use of pre-assessments to guide instruction in the classroom
- Instructional support with utilizing formative and summative assessment results to guide/improve instruction
- Positive behavior support of students; Behavior and discipline are needed to support students in the core academic areas

- Continue to supply technology resources, such as ipads, laptops, software

Community Needs
- Continue to provide all school communication in English and Spanish
- Parent training on how to support students at home academically and behaviorally, including Leader in Me
- Parent University to target skill specific support for second language learners and struggling learners
- Mentors for students and continued development of Watch DOGS program
- Seek opportunities for mentors to support second language learners in reading and writing

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data
- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data State and federal planning requirements
- Plus/ Delta data from campus meetings

Accountability Data
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain Domain 1 - Student Achievement
- Student Progress Domain Domain 2 - Student Progress
- Closing the Gaps Domain Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted Support Identification data

Student Data
- Assessments State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) (2019)
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS)
- Student Success Initiative (SSI) data for Grades 5 (2019)
- Local diagnostic reading assessment data (MAP and DRA)
- Local diagnostic math assessment data Local benchmark or common assessments data (MAP)
- Texas approved Prekindergarten and Kindergarten assessment data (MAP)

Student Data: Student Groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate
- Discipline records
- Leader in Me Measurable Results Assessment (MRA) Student surveys
- Class size averages by grade and subject
- Employee Data
- Professional learning communities (PLC) data (ECTs)
- Leader in Me Measurable Results Assessment (MRA) Staff surveys and other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Leader in Me Measurable Results Assessment (MRA) Parent surveys

2018 Accountability

Overall Campus Rating	Student Achievement	School Progress	Closing the Gap
A	A	A	B

DISTINCTIONS: Academic Achievement in Science and Top 25%: Comparative Academic Growth

2019 Accountability

Overall Campus Rating	Student Achievement	School Progress	Closing the Gap
B	B	C	C

Dripping Springs Elementary Campus Advisory Council Selected Professional Staff, Parents, Community Members and Business Members

Professional Staff	Parents	Community Members	Business Members
Kellie Raymond	Kathy Rapp	Julie Crawford	Cara Ryan
Jamie Eubanks	Erin Cruz	Kyle Fernandez	Cody George
Kristin Tudor	Rachael Boyd- PTA		
Raynie McLaurin			
PK- Lindsay Hicks			
K- Diana Ballinger			
1 -Reyna Sandoval			
2- Vicki King			
3- Hannah Jala			
4- Stacy Sauerwein			
5- Lindsay Hill			
Specials- Molly McFee			
Special Ed.- Beth Vartanian			
IF-Vanessa Holmes			

Statement of Purpose: The components of the 2020-2021 Dripping Springs Campus Improvement Plan align with the District Improvement Plan and the needs assessments outlined in the DSISD District Improvement Plan. In addition, campus specific data was gathered through the review of various measures including STAAR, TELPAS, MAP, Student surveys, Staff surveys, MTSS data, Special Education Data, Discipline Records, and Counseling Services.

Goal 1: Closing the GAP: Narrow the academic achievement gap between student group populations and increase academic growth for each student.

Performance Objective 1: Decrease the number of students receiving MTSS Tier 3 support in both math and reading from **9% to <7%** .

Lead Measure	How will this influence the goal?	How will we track progress?
Continue the implementation of campus guided reading protocols.	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, DRA Results, Observations, Running Records, Interim STAAR data, MAP Assessments
Train staff and implement DSES campus guided math protocols.	Supports classroom teachers in being intentional; gives clear	Eduphoria Notes, Case Management Meetings, Progress Monitoring

	direction to instruction and what resources to utilize.	Notes, Results on Campus Based Assessments, Interim STAAR data, MAP Assessments, Observations
Utilize reading intervention tools such as, Lexia, Heggerty, Phonics Awareness, Games/Manipulatives.	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings,Progress Monitoring Notes, DRA Results, MAP Assessments, Observations
Utilize math intervention tools such as Number Talks, Daily Math Fluency Activities, Target the TEKS.	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, Results on Campus Based Assessments
To improve case management routines of students that are receiving behavior support.	Intervention Support Team will review case management procedures and train staff of behavior components of MTSS.	Expectations refined and decreased behavior infractions.

Performance Objective 2: 100% of Dripping Springs' students will demonstrate growth in reading and math from the beginning of the year to the end of the year, based on MAP Reading/Math Assessment by June 2021.

Lead Measure	How will this influence the goal?	How will we track progress?
Grade levels will incorporate differentiated lessons into their guided reading plans to ensure accomplishment of goal. In an effort to support reading, teachers will provide opportunities to write daily across content, including reading responses.	Each grade level will be responsible for their commitment to accomplishing the goal at large.	Team Meeting Notes, Running Records, Student Reading WIGS data tracker, Grade Level/Classroom Scoreboards, Student Writing Samples, Verification of Mastery (VOM)
Grade levels will incorporate differentiated lessons into their guided math plans to ensure accomplishment of goal. Teachers will provide opportunities for learners to explain their mathematical thinking in writing.	Each grade level will be responsible for their commitment to accomplishing the goal at large.	Team Meeting Notes, Student Math WIGS data tracker, Grade Level/Classroom Scoreboards
At Tier 1: All students receive small group reading and math instruction. At Tier 2 & 3: Identified students are provided additional instructional opportunities based on their MTSS plan. Teachers will assess formally and informally based on assessment	Teachers will identify, target and develop a plan based on student strengths/needs in math and reading. Students will benefit from a smaller teacher/student ratio.	Evidence of tiered instruction/ small groups will be present in lesson plans. Teachers will track student growth in reading and math using the MAP assessment and other informal assessment/tracking measures to

criteria/student need. (ie: Pre/Post, MAP, daily work, small group lessons, etc.).		demonstrate growth of students from their instructional efforts.
Every student will have a Personal Learning Portfolio/Leadership Notebook in which each learner will track their learning progress/growth.	Each student PLP/Leadership Notebook will be vertically aligned.	Spring Student Led Conferences, Classroom Observations, Leadership Notebooks
Teachers will conference with students to set individual learning goals.	Each teacher will be responsible for their commitment to accomplishing the goal at large.	Student math and reading goals and WIG Tracker in their Leadership Notebooks; Grade Level/ Classroom Scoreboards
Teachers will meet weekly as an Effective Collaborative Team (ECT) to identify essential learning standards, develop common assessments, and analyze student performance.	Grade level teams will collaborate in order to improve student outcomes.	Assessment data along with evidence of planning.
Teachers will follow the TEKS Resource Scope and Sequence Year at a Glance (YAG) to serve as a pacing guide.	Grade level teams will show alignment across the content.	Pacing reviewed through ECT and adjustments made as needed.
The campus will host monthly Leaders and Life Changer sessions with an emphasis on professional development in four identified strands: Reading Strategies, Math Strategies, Best Practices, and SEL.	Ongoing professional development will support teachers' in skill refinement.	Attendance at Leaders & Life Changers; Evidence of skills taught in our instructional practices.

Performance Objective 3: To continue implementation of a Dual Language Program in order to develop second language learners to be fully bilingual and biliterate. All bilingual students will show growth in their first and second language.

Lead Measure	How will this influence the goal?	How will we track progress?
Continue implementation in PK-2 and begin implementation in grade 3 of the Gomez & Gomez Dual Language Model.	The Dual Language program will prepare students to achieve oral and written competence in the Spanish language comparable to their English ability for both academic purposes and interpersonal communication.	Student reading, writing, listening, and speaking progress as measured with TELPAS and/or observation notes. MTSS data, progress monitoring notes, writing samples. The learning environment includes: Content Boards, Student Generated Alphabets (SGA), prior unit of study

		student work samples, English and Spanish Word Walls, Classroom labels, evidence of writing every day in journals.
Continue staff training with Gomez and Gomez for implementation (Bilingual Research Centers, Classroom Observation by Dr. Gomez).	Supports implementation of proper Dual Language instruction.	All Bilingual Staff and identified support staff are trained. Certificate of completion of the lesson design and writing training.
To promote an inclusive culture, the campus will promote the implementation of the dual language model.	To provide students with a multicultural education that can foster international relations and the understanding between cultures.	Bilingual/ monolingual classroom partnerships; Language of the Day modeled; All communication continues to be translated into Spanish. Spanish Phrase of the Week; Common School Items/Locations labeled in English and Spanish.
Teachers will administer beginning of the year, middle of the year, and end of the year writing benchmarks to monitor growth. The goal for each grade level is as follows: **PK**: 1 complete sentence; **K**: 1 page in L1 1/2 page in L2 in 15 minutes; **1st**:: 1 page L1 in 15 minutes, 1/2 page L2 15 minutes; **2nd**: write 1.5 pages in L1 in 10 minutes, write 1 full page in L2 within 10 minutes; **3rd**: Write 2 full pages in L1 in 8 minutes, 1 full page in L2 in 8 minutes	Bilingual Teachers will identify, target and develop a plan based on student strengths/needs in language acquisition.	Students' Writing Benchmarks; Teacher Anecdotal Notes

Goal 2: Social-Emotional Learning: Support Social-Emotional Learning of students and the vision and mission of the district.

Performance Objective 1: 100% of DSE students will show growth in social emotional learning. To ensure all students feel valued, have a strong sense of belonging, develop relationships with staff and peers, set personal/academic goals, use appropriate strategies to solve peer conflict, and have a strong sense of self.

Lead Measure	How will this influence the goal?	How will we track progress?
Each classroom will continue to host morning meetings. The PBIS/SEL team will plan morning meeting activities that will incorporate the following: Habit of	Provides opportunities to develop relationships and connections within the classroom. (teachers:students, students:students).	Staff and student LIM MRA survey, administration meetings with students, counselor observations, discipline referrals, and MTSS data.

the Month and the Casel Objectives. Morning meeting topics will facilitate deepening relationships, building connections to school, adults, and will target emotional regulation and growth mindset. The campus will use the DSISD Canvas Elementary SEL Toolkit as a resource,		
We will form an Inclusive Troup to promote a sense of belonging, spread kindness, and celebrate uniqueness.	Meet monthly in the morning to participate in inclusive activities with one another. This opportunity will be opened up in 3rd-4th grades through teacher nomination and counselor referral.	An increased self-confidence in students as well as awareness on the importance of inclusivity at DSE.
Teachers will utilize Zones of Regulation to support students in recognizing their emotions. The Zones of Regulation will continue to be introduced in CARE Class.	Provides opportunities for teachers to be intentional in supporting students who may not be regulated. Allows students to support each other/increase understanding of feelings and builds empathy.	Reduced conflict in the classroom as measured in staff and student survey and routine referrals to administration.
Every student has a role on the campus as leaders (examples:school wide, classroom, Friday assembly roles)	Provides for students to feel valued and a vital part of school culture/climate.	Grade level LIM representative and LIM Action Teams will track through team notes.
All students will be part of one of six HOUSES at DSE. Houses will meet four times per year to reinforce a sense of belonging and value and to reiterate social skills/leadership lessons PK-5.	Provides students with an opportunity to take ownership of their role in the school community, promote positive behavior and healthy competition, and build relationships with students and staff across campus.	Grade level LIM representative feedback. Feedback from the Student Lighthouse Team.
Every student and staff member will participate in school wide passion/interests groups. The campus created and will continue to add content to our campus WonderFULL Tuesday Canvas Course.	Provides students to feel valued and creates cross campus connections. Empowers students to learn through their passions and to use Habit 8: Find Your Voice (use passions and interests to inspire others).	Quarterly WonderFULL Tuesday; Student and Staff Feedback
DSE will work towards being identified as No Place for Hate campus. The Student Led Team will complete the following for the designation: Needs assessment; Formation of a No Place for Hate committee; Signing of the Resolution of Respect; Design and	No Place for Hate is a National Program that supports schools and their commitment to celebrate diversity, promoting respect for differences, and challenging bias and bullying at all levels.	Student work, Photos, Meeting Minutes

implementation of three school-wide anti-bias or bullying prevention activities.		
The campus Lighthouse Team and Student Lighthouse Team will continue to meet monthly to discuss culture, academics, and leadership at DSE. The teams will create action plans to continue school wide SEL. The team analyzes the results from the Measurable Results Assessment (MRA) to create plans for improvement in leadership, culture, and academics.	The teams will identify areas of improvement through the MRA, as well as ideas for solutions. ***The **MRA** is a rigorously developed tool used to annually collect, analyze, and report student-, staff-, and school-level outcomes related to the focus on improving leadership, culture, and academics. It can be used to help a school identify its strengths and weaknesses, develop improvement plans, and monitor progress.	Monthly Meeting Agendas, LIM MRA Survey administered in the Spring, Campus photos
The campus PBIS/SEL team will continue to meet monthly to review schoolwide expectations and strategies for continuous improvement. The team analyzes student behavior trends and shared ideas for a variety of positive reinforcement strategies.	The team will identify areas of needed improvement in regards to student behaviors and self-regulation.	Monthly Meeting Agendas, LIM MRA