

Dripping Springs

INDEPENDENT SCHOOL DISTRICT

District Improvement Plan

2020-2021



MISSION

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

VISION

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

LEADERSHIP

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Kristen Ray - Principal, Sycamore Springs Elementary School

Portrait of a Graduate

Dripping Springs ISD is committed to providing an environment that encourages our students to approach each day with eager anticipation of the learning opportunities to be experienced. These opportunities will provide them with the skills, knowledge, and confidence to build and maintain relationships, to be contributing members of society, and to accomplish their visions and aspirations.

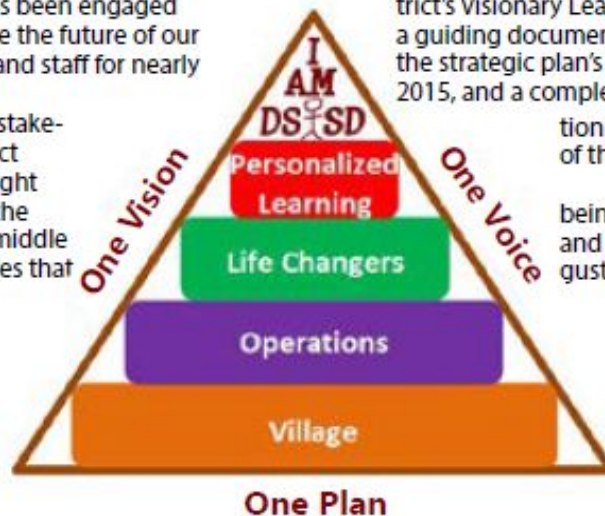
A Dripping Springs graduate is:

- A lifelong learner who continuously seeks knowledge and information to use for setting and attaining lofty goals, who constantly evaluates and monitors, who is open to alternatives for investigation, and who remains flexible and adaptive to change.
- An accomplished communicator who possesses and effectively uses the levels of communication skills prescribed by today's multi-faceted and rapidly changing world...skills in listening, speaking, writing, reading, mathematics, and technology presentations.
- A skillful problem solver who can identify a problem using available data to organize, analyze, interpret, and predict consequences, so that problems inherent in a rapidly changing society can be solved effectively.
- A conscientious citizen, who is honest and steadfast in beliefs about our nation and its tenets of diversity, understands how our government functions, willingly contributes to the many aspects of the community, and responsibly manages time and other resources.
- A contributing member of society, who possesses high standards for self whether leading or contributing to the successful attainment of team goals, takes pride in his own work and is dependable and creative.
- Aware of their individual strengths, and empowered to personalize their lifelong learning.
- Continuously focused on their social-emotional well being and can demonstrate empathy for all.

Dripping Springs ISD

Dripping Springs ISD has been engaged in a planning process to guide the future of our district, its schools, students and staff for nearly two years.

In the summer of 2014, stakeholders from across the district gathered to provide their insight and input into the design of the new elementary school and middle school. The ideas and priorities that emerged from the design process led into a strategic planning effort that pulled in other members of the Dripping Springs community and DSISD. Throughout 2015, all input was compiled and organized by the dis-



trict's Visionary Leaders, or administrative team, into a guiding document. The Board of Trustees approved the strategic plan's goals and objectives in July of 2015, and a complete document that includes all action steps was presented in November of that year.

The 2016-21 Strategic Plan is being rolled out in the spring of 2016 and full implementation begins in August of 2016. However, some strategies are already active and alive within the district. The plan clarifies the intent and commitment of Dripping Springs ISD to personalize learning for students and strive to meet the district's mission every day.

DSISD Five-Year Vision

Dripping Springs ISD serves as a model 21st Century learning environment. Faculty and students are committed to life-long learning through creative and innovative thinking. Together they take risks and explore passions. Each student is part of a team focused on creating, implementing, assessing, and modifying a unique plan to maximize potential. These personalized plans have a global focus and create a growth mindset. Students develop a 21st Century skillset through the integration of curricular and extracurricular programs. The culture reflects a commitment to everyone's realization of maximum potential. The operation of the district is effective and efficient in the delivery of a safe, nurturing environment for all.

The Village:

DSISD exists in a sea of stakeholders. Successful collaboration and communication with all stakeholders is critical to success. This goal is about building and sustaining positive relationships. The Village refers to community partnerships, relationships built on trust, communication and a sense of connectivity among campuses. It definitely takes a village to raise a child.

Operations:

To achieve this strategic plan, operations must become like breathing. As long as systems operate effectively and efficiently, they shouldn't be noticeable. This section refers to the behind-the-scenes functions that must occur in order for schools to serve students' needs and for the district to serve schools' needs. It is all about the delivery of fantastic service. Operations includes Transportation, Facilities, Child Nutrition and Business Services.

Life Changers:

"Life Changers" refers to having effective staff in place district-wide. The district recognizes that not only is it important to hire the right employees for the right positions, but to build their capacity to do the right work by being given opportunities to develop and grow professionally over time. The most important part of this plan is the people. Without a life-changer in every position in the district, we will not achieve everything in this plan.

Personalized Learning:

At the top of the pyramid is "personalized learning" – creating an environment that allows students to pursue their passions and be involved in creating their own educational goals. This is the ultimate goal of the entire plan. By 2021, we want personalized learning in place for every student. A plan will be developed by a team that includes the student, parents, teachers, professional support staff, and administrators.

The 2016-21 Strategic Plan is available at www.dsisdbx.us/strategicplan. This living, breathing document will continue to be updated and modified as the district moves forward with implementation and discoveries are made about what elements of the plan are working and what elements might need to be revisited. It consists of objectives, strategies and action steps for each of the four main sections. Also posted on the strategic plan website is a "heat map" indicating progress made with the plan. The heat map graphically displays which action steps are underway (yellow) and which are completed (green), in addition to those that have not yet been started (red).

2020 NEEDS ASSESSMENT DATA & SUMMARY

DATA SOURCES:

Data and input to determine needs and priority improvement actions for the 2019-2020 school year included:

- State & National assessment results from the 2018-2019 school year due to no testing in the 2019-2020 school year;
- State Accountability Reports from the 2018-2019 school year due to no testing in 2019-2020 school year;
- Panorama stakeholder input surveys;
- Annual report from the School Health Advisory Council;
- Insight from Student Panels campus/committee;
- Insight and observation from campus & district leaders;

DATA ANALYSIS:

2019 ACCOUNTABILITY HIGHLIGHTS

OVERALL DISTRICT RATING A	STUDENT ACHIEVEMENT A	SCHOOL PROGRESS B	CLOSING THE GAPS B
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*DSISD did not receive the eligible distinction for post-secondary readiness.

2019 ALL TESTS, ALL GRADES

% APPROACHES GRADE LEVEL 89	% MEETS GRADE LEVEL 66	% MASTERS GRADE LEVEL 35
STATE AVERAGE 78	STATE AVERAGE 50	STATE AVERAGE 24

COLLEGE, CAREER, AND MILITARY READY RATE

- Overall Score 79.3%
- AP/IB College Credit 32.2%
- College Ready SAT/ACT 77.4%
- Dual Credit Completion 47.6%
- Earned Associate's Degree 0%
- Earned Industry Certification 1.1%

- Graduated w/ IEP-Workforce Ready 0%
- Enlisted in the Armed Forces .7%
- Completed Coherent CTE Cert. 2%
- Special Education w/Advanced Degree Plan 1%
- OnRamps Dual Enrollment Course 23%
- Texas Success Initiative 67%

SCHOOL PROGRESS

Prior Year	Did Not Meet Grade Level Current Year			Approaches Grade Level Current Year			Meets Grade Level Current Year			Master's Grade Level
	Progress N/A (0 pts)	Did Not Meet Progress (0 pts)	Met or Exceeded Progress (1 pt)	Progress N/A (0 pts)	Did Not Meet Progress (0 pts)	Met or Exceeded Progress (1 pt)	Progress N/A (0 pts)	Did Not Meet Progress (0 pts)	Met or Exceeded Progress (1 pt)	Progress Not Applicable (1 pt)
Did Not Meet		146	171		1	236			51	5
Approaches Grade Level		175	1		344	295			423	110
Meets Grade Level	38			370				338	535	509
Master's Grade Level	5			137			501			1,358

Points Earned: 4,035.5 Points Possible: 5,749

CLOSING THE GAPS

	5th Reading	5th Math	8th Reading	8th Math	English I	English II	Algebra I	Biology	US Hist.
All	95	93	93	95	90	88	89	97	99
Econ. Disad.	88	84	69	78	70	62	75	92	93
EL	88	88	56	73	41	50	67	74	90
Sped	70	66	52	54	54	54	45	83	93
African American	100	83	*	100	86	100	*	100	*
Hispanic	90	90	84	90	75	73	85	90	97
White	96	94	95	96	93	92	89	99	100
Asian	*	100	83	100	95	90	92	100	100

Two or More Races	100	91	96	93	89	89	95	100	100
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Dripping Springs ISD Panorama Survey Results Winter 2019

STUDENT SOCIAL & EMOTIONAL DATA SUMMARY 3-5

- Self-management 78%
- Social Awareness 72%
- Grit 67%
- Self-Efficacy 58%
- Growth Mindset 58%
- Emotion Regulation 55%

STUDENT SOCIAL & EMOTIONAL DATA SUMMARY 6-12

- Self-management 84%
- Social Awareness 63%
- Grit 61%
- Self-Efficacy 49%
- Growth Mindset 52%
- Emotion Regulation 49%

ANNUAL STUDENT DATA SUMMARY 3-5

- Rigorous Expectations 81%
- School Climate 71%
- School Belonging 66%
- School Safety 65%
- School Engagement 59%

ANNUAL STUDENT DATA SUMMARY 6-12

- Rigorous Expectations 63%
- School Climate 49%
- School Belonging 41%
- School Safety 56%

SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS):

Below is a non-inclusive list of needs considered for the 2020–2021 DSISD District Improvement Plan:

- Continued enhancement and alignment of services provided to meet individual students' needs through special programs such as BE/ESL, GT/Acceleration, MTSS, 504, Special Education, and Accelerated Instruction.
 - Ensure all students are making a year's worth of academic growth as reflected in the district's "Progress" score on state accountability reports.
 - Increase performance of economically disadvantaged students and students served through special education by enhancing support systems for and beyond teachers,
 - Continue to enhance support structures, programs, and practices through campus and district SEL Action Plans to promote students' social and emotional well-being;
- Research ways to meet additional criteria reflected in the district's rating of "college and career readiness",
- Increase stakeholder's favorable responses in areas of school safety, appropriate understanding and effective addressing of "bullying", and overall school culture and climate.

ALIGNMENT WITH DSISD STRATEGIC PLAN

1. Village

By 2021, DSISD will be viewed as the hub of the Dripping Springs Community. DSISD will help new residents feel welcome, existing residents feel valued, and all members of the community feel connected to the district. DSISD will be seen as open and caring organization that is committed to serving the children of the community.

2. Operations

By 2021, DSISD will operate effectively, efficiently, and innovatively to support the mission of the district through providing a safe, positive, learning environment for all students. District operations will function seamlessly to provide all facility, equipment, and material needs in a manner that addresses the ever-changing environment and anticipates continued district growth. District operations will partner with campuses and departments to support daily educational and life-changing experiences for all students.

3. Life Changers

By 2021, every position in DSISD will be filled with someone who makes a difference in the lives of children. Employees will take risks and be allowed to explore their passions and talents. Because of the equity of life changers in every classroom, parents will feel confident about the placement of their children with any teacher. Parents will have assurance that children are cared for and well-educated. Teachers and district staff will advocate for every student. The culture of DSISD will support and enhance the personal and professional growth of employees through their Personal Professional Learning Plans (PPLPs).

4. Personal and Exceptional Learning

By 2021, every student in DSISD will have a Personal Learning Plan (PLP). The culture of DSISD will support and enhance the social, emotional, and academic growth of each student. Students will take ownership of learning through exploration of passions and talents. Students will view academic challenges as opportunities for growth. Parents and educators will partner with students to reach their full potential.

2020-2021 IMPROVEMENT PLAN-ACTION ITEMS

The DSISD District Improvement plan was developed around the DSISD Portrait of Graduate and the 2016-2021 Strategic Plan.

VILLAGE: GOAL 1

Communication- Support the district's vision and mission by engaging the community to create a culture that supports the student success and the future of the district.

Performance Objective 1: Increase communication initiatives that share DSISD story across a broad range of platforms and highlight student work.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
1.1.1 Strengthen open and transparent two-way communication with all stakeholders using effective and appropriate methods, including use of formal methods for gathering feedback.	Develop a DSISD Communication/ Marketing Plan.	Superintendent, Executive Director of Communications and applicable staff, Director of Technology.	NOV MARCH MAY
1.1.2 Strengthen internal communications among employees.	A detailed plan for key district messaging to include a timeline for message distribution, strategies to increase awareness, and communication resources for department and school personnel.	Superintendent, Executive Director of Communications, Department and Campus Leaders	NOV MARCH MAY

OPERATIONS: GOAL 2

Support the vision and mission of the district by collaboratively providing effective, efficient, and innovative operations in a safe environment.

Performance Objective 1: Ensure all (100%) current staff and staff new to the district are aware of existing protocols and procedures.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
2.1.1 Provide training for staff to effectively perform their required duties	Safe Schools Training, compliance with annual certification updates	Superintendent; Assistant Superintendent of Learning & Innovation; Chief Human Resource Officer, Safety and Security Events Supervisor	NOV MARCH MAY

Performance Objective 2: Implement innovative solutions to address operational challenges.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
2.1.2 Continue to enforce policies and procedures that promote a safe, orderly, and secure environment.	Compliance with statutorily required school safety audit and recommendations.	Superintendent; Assistant Superintendent of Learning & Innovation; Chief Human Resource Officer, Safety and Security Events Supervisor	NOV MARCH MAY

LIFE CHANGERS: GOAL 3

Social-Emotional Learning: Support Social-Emotional Learning of staff and the vision and mission of the district by placing a Life Changer in every position.

Performance Objective 1: Provide a safe, restorative, and healthy environment focused on the whole child, conducive to student learning.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
3.1.1 Create and curate a website for Social-Emotional Learning resources for administrators, teachers, and parents.	Providing each stakeholder group with accessible resources and training will improve students' SEL core competency skills (Self Awareness, Self-Management, Relationship Skills Responsible Decision Making, Social Awareness).	Assistant Superintendent of Learning and Innovation, L& I staff	NOV MARCH MAY
3.1.2 Continue to provide required Mental Health First Aid Training to all staff members	Equipping staff with background knowledge on mental health challenges and the ability to identify, understand and respond to students in need will improve our ability to support students in crisis and connect them with appropriate staff/resources. Training sign-in sheets and application of learning.	Assistant Superintendent of Learning and Innovation, L& I staff, Chief Human Resources Officer	NOV MARCH MAY
3.1.3 Aligned scope and sequence between SEL curriculum and Casel core competencies	The alignment of Casel Core competencies and the SEL curriculum will develop students' critical social-emotional learning skills through a shared experience.	Assistant Superintendent of Learning and Innovation, L& I Staff	NOV MARCH MAY
3.1.4 Ensure crisis intervention and response procedures are in place and universally known and utilized on all campuses.	Student survey responses; availability of emotional support when needed; evidence of Mental Health First Aid Training for All (100%)."	Superintendent, Director of Technology, Intervention Coordinator, Safety and Security Coordinator	NOV MARCH MAY

PERSONAL LEARNING: GOAL 4

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

Performance Objective 1: Increase the percentage of students meeting or exceeding progress as measured by TEA progress measure for STAAR in reading and Math by 2%.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.1.1 Develop a Guaranteed and Viable Curriculum -Enhance Tier One instruction in the classroom with a focus	Increase mastery of TEKS with an aligned scope and sequence	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders	NOV MARCH

towards mastery of skills for all in reading and math. Refine grade level scope and sequences to ensure district-wide alignment.			MAY
4.1.2 Continue to provide training and support to teachers on the TEKS Resource System Integration. Align resources to grade-level scope and sequence, provide exemplar lessons on targeted student expectations.	Providing training and support to teachers on TEKS resources on target SE will increase student mastery of key concepts.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders	NOV MARCH MAY
4.1.3 Provide professional learning around effective instructional strategies targeting students receiving special education services in the written, taught, and tested curriculum.	Including instructional strategies with the written curriculum will support teachers to differentiate instruction and interventions to meet students' learning needs in Tier 1 instruction.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Special Services Department	NOV MARCH MAY
4.1.4 Provide professional learning around effective instructional strategies for English Language Learners in the written, taught, and tested curriculum and embed English Language Proficiency Standards (ELPS) into curriculum document supports and resources.	Including instructional strategies in the written curriculum and in lesson plans, will support teachers with differentiation of instruction and intervention to meet students' learning needs in Tier 1 instruction. Gomez and Gomez training.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Bilingual Teachers	NOV MARCH MAY
4.1.5 Continue to strengthen the instructional leadership capacity of campus leaders through monthly instructional leadership meetings.	Focusing on campus leadership knowledge of and involvement in curriculum, instruction, and assessments in order to lead alignment work on their campuses.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders	NOV MARCH MAY

Performance Objective 2: Narrow the achievement gap between students who are identified in student groups (EL, Eco, Dis, Special Education) and students who are not identified in a student group as measured on STAAR assessments. DSISD will surpass state target goals for each student group.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.2.1 Continue to improve our MTSS processes to identify and implement academic and social skill interventions that will best meet the needs of each student who is economically disadvantaged.	Early identification and support for struggling students in both remote and on-campus instruction will provide more time for targeted intervention. Refine process and paperwork.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers, MTSS Coordinator	NOV MARCH MAY
4.2.2 Develop consistent district processes for MAP/STAAR data analysis for instructional leaders and teachers.	Teachers and leaders look at data and use the data to inform teaching practices through ECT. This will enhance small group instruction and	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH

	streamline the MTSS process.		MAY
4.2.3. Implementation of common assessments and data analysis to identify academic gaps. Utilizing MAP assessment data and interim assessments to gauge student progress.	Analyzing department/grade-level data. Check points that will keep everyone informed of their progress and if modifications need to be made.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY
4.2.4. Continue to provide professional development to campus leaders and classroom teachers on research-based instructional strategies to improve reading and math skills and provide targeted data for students who are in a student population.	Building capacity and regular dialogue and reflection around instructional strategies and progress monitoring of struggling students will close academic gaps.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY
4.2.5. ECT Meetings focused on teachers meeting regularly to discuss instructional strategies and approaches with online synchronous learning environments with a focus on struggling students.	Regular dialogue about instructional strategies and progress monitoring of struggling students will close academic gaps.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY

Performance Objective 3: Improve student college, career and military readiness indicators to increase overall percentage of graduates from baseline of 79.3%.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.3.1 Address system barriers (curriculum revisions, training for instructors on certification testing process, certification testing timeline revisions) for the student certification/licensure process.	Improvement in the number of students earning licensures and certifications.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers, High School Lead Counselor	NOV MARCH MAY
4.3.2 Continue to disaggregate and monitor participation data for all student groups in academic programs such Gifted and Talented, Career and Technical Education, and advanced programs such as AP to ensure increased access and opportunity.	Improved enrollment and academic success in targeted programs and advanced coursework.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY

Performance Objective 4: Increase percentage of students served by Special Education services who are meeting individual progress measures (one years growth) in reading and math based on standardized assessment tools. (STAAR Baseline Reading=63% and Math=63%)

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.4.1 Implement focused Professional Learning at all levels specific to specialized instructional needs of Special	Staff will be better prepared to engage students in a more	Assistant Superintendent of Learning & Innovation, Special Education Director, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH

Education students for all staff.	appropriately ambitious learning experience.		MAY
4.4.2 Coordinate planning between regular education and special education teachers.	Increased capacity and knowledge with curriculum and assessments used for all students.	Assistant Superintendent of Learning & Innovation, Special Education Director, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY

STATE AND FEDERAL REQUIREMENTS

Continuously improve upon district performance on each state assessment and accountability ratings, decrease identified achievement gaps, and ensure exceptional annual progress for each student.

Steps in Action Plan	Resources	Person Responsible	Formative Assessment	Timeframe	Measurement of Success
Vary instructional methods that address individual student needs.	DSISD Response to Intervention (MTSS) Handbook, The Texas State Plan for Gifted & Talented, DSISD Gifted & Talented Guidelines and Procedures, Curriculum & Content guides	Assistant Superintendent of Learning & Innovation, L&I Staff, Special Services Staff	Classroom Observations, Common Assessments	Ongoing throughout school year and summer school	STAAR Results MAP Growth Results CLI Engage Results
Continue use of evidence-based practices that address the needs of students for special programs and circumstances, including suicide prevention (including a parental or guardian notification procedure), conflict resolution programs, violence prevention programs (including dating violence), dyslexia treatment programs, dropout reduction, sexual abuse/sex trafficking/other mistreatment of children, and students experiencing homelessness.	SEL Curriculum, Leader In Me, Speak Up at School: Teaching Tolerance, Mental Health First Aid, SEL Toolkits, Dyslexia Handbook, Counseling Crisis Protocol, Suicide Crisis Manual and Intervention Protocol	Counselors, Mental Health Professionals, Campus Administrators, Assistant Superintendent of Learning & Innovation, SEL Committee (District/Campus), L&I Staff, Special Services Staff	District Discipline Reports, Counselor/Nurse /Mental Health Professionals Reports	Ongoing throughout school year	Student/Staff/Parent survey Results
Provide career education to assist students in developing the knowledge, skills, and competencies for a broad range of career opportunities.	CTE Curriculum	Counselors, Campus Administrators, CTE Coordinator & Teachers	Counselors' Annual Report, CTE Annual Report, Perkins' Compliance Report	Ongoing throughout school year	CTE Secondary Enrollment & Program Offering, CTE course participation and certification acquisition
Continue to integrate technology in instructional and administrative programs in	District Device Refresh Canvas Seesaw	Director of Technology Facilitators of Learning & Innovation, Instructional	Reports of Devices	Ongoing throughout school year	Annual Technology

order to support learning and build the digital capacity of students, staff, parents, and other district stakeholders.	Google Digital Citizenship Curriculum	Facilitators, Campus Administrators, L&I Staff	Program/System Usage Reports		Report and Inventories
Provide professional development/training opportunities which include, but are not limited to suicide prevention (including a parental or guardian notification procedure), conflict resolution programs, violence prevention programs (including dating violence), dyslexia treatment programs, dropout reduction, sexual abuse/sex trafficking/other mistreatment of children, and children experiencing homelessness.	Safe Schools, Mental Health First Aid, Speak Up in Schools: Teaching Tolerance, SEL Toolkits, SEL Courses: Summer PD	L&I Staff Chief Human Resources Officer Assistant Superintendent of Learning & Innovation, Counselors, SEL Committees (District/Campus), Special Services Staff, Mental Health Professionals	Safe Schools Completion Reports, Mental Health First Aid Completion Reports, ADDS Professional Learning Records, Eduphoria Professional Learning Reports	Ongoing throughout school year	Observation of SEL strategies and tools being implemented within classrooms across the district.
Provide information to Middle School and High School parents, counselors and students about higher education admissions and financial aid opportunities and sources, the TEXAS grant program and Teach for Texas grant program, and the importance of making informed curriculum choices to be prepared for success beyond high school	DSHS Counseling Center Website	Secondary Principals and Counselors	Evidence of Events & Resources (College Fair, Rising Senior Night), Academic Planning conferences	Ongoing throughout school year	Varied curriculum choices by students, College Admission rate
Integrate district-wide trauma-informed practices and training according to FEBA(LEGAL) and positive behavior interventions and support including the use of TEA-developed resources for increasing staff and parent awareness of trauma-informed care and available counseling options for students affected by trauma or grief.	Trauma Informed Classroom Training, Trust Based Relational Intervention Training (TBRI), Mental Health First Aid	Counselors, Mental Health Professionals, L&I Staff, Special Services Staff	Staff Training Completion Reports	Ongoing throughout school year	Observation of strategies and tools being implemented within classrooms across the district.
Continue to provide accelerated instruction to students who require additional support to meet the criteria outlined in FIE(LEGAL)(LOCAL) and EHBE(LEGAL)(LOCAL) .	District Instructional Resources and Programs, DSISD Response to Intervention (MTSS) Handbook	Campus Administrators Teachers Interventionists Special Services Staff L&I Staff	State Assessment Scores MAP Common Assessments	Ongoing through school year	State Assessment Result, Dropout Rates, At-Risk Rates
Promote positive discipline management, including unwanted physical or verbal aggression and sexual harassment, through staff and student training.	SafeSchools, Mental Health First Aid, Dating Violence Mock Trial	Chief Human Resources Officer, Counselors, Campus Administrators, Mental Health Professionals	Staff Training Completion Reports	Ongoing throughout school year	Discipline Reports
Continue strategies designed to recruit highly effective teachers.	Job Fairs, Recruitment Ads, Applicant Tracking Online System, HireVue Interview Platform,	Chief Human Resources Officer, Campus Administrators	Administrator Feedback, Candidate Inquiry	Ongoing throughout school year	Administrator Feedback, Classroom

	Indeed, Professional Association Job Boards				Observation, ADDS
Uphold the district's bullying policy.	EFI(LEGAL)(LOCAL) Tiger Tip Line Bullying/Cyberbullying and Internet Safety	Campus Administrators, Campus SROs	Tiger Tip Line	Ongoing throughout school year	Tiger Tip Line
Determine and communicate the duties of peace officers, school resource officers, and security officers to the DSISD community.	Board Policies CKE(LEGAL)(LOCAL) MOU with Hays Co Sheriff's Dept	Director for Student Services	DSISD Student Handbook upload to district website	July 2020	DSISD Student Handbook
Continue implementation of the Coordinated Health program as noted in FFA(LEGAL)(LOCAL)	Texas Department of State Health Services (Tx DSHS) Coordinated School Health website	Assistant Superintendent for Learning & Innovation, Director of Child Nutrition, SHAC	Ongoing evaluation of adherence to nutritional guidelines and physical activity goals as stated in the district plan	Ongoing throughout school year	Compliance with plan requirement
Create and implement a Comprehensive School Counseling Plan as specified in TEC 33.005 .	Texas Model for Comprehensive School Counseling Programs	Counselors, Assistant Superintendent for L & I	Plan Completion	Ongoing throughout school year	Plan Implementation
Create and implement a State Compensatory Education Plan	Texas Education Agency (TEA) Compensatory Education Resources	Assistant Superintendent for L&I, Chief Financial Officer, Director of Finance, Director of Special Services, Director of Student Services, Campus Administrators,	Plan Completion	Ongoing throughout school year	Plan Implementation
Fulfill the components of Title I, Part A - Improving Basic Program , which include opportunities for all children, including each student group (economically disadvantaged, major racial and ethnic groups, children with disabilities, and English Learners) to meet the challenging State academic standards, increased learning time and well-rounded education (enriched/accelerated curriculum), addressed needs of at-risk students, and the development/distribution of a parent and family engagement policy.	ESSA Regulations	Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance, Director of Student Services, Campus Administrators campuses receiving Title 1 funds, L&I Staff	Quarterly review of program components' compliance	Ongoing throughout school year	ESSA Compliance Report
Fulfill the components of Title I, Part C- Migrant , which support high-quality and comprehensive educational programming and services for migratory children.	ESSA Regulations	Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance, Director of Student Services, L&I Staff	Quarterly review of program components' compliance	Ongoing throughout school year	ESSA Compliance Report
Fulfill the components of Title II - Part A - Supporting Effective Instruction , which provide professional	ESSA Regulations	Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance,	Quarterly review of program components' compliance	Ongoing throughout school year	ESSA Compliance Report

<p>development opportunities to improve teacher/principal quality and increase the number of effective teachers and qualified principals/assistant principals in school, and hold LEAs and schools accountable for improvements in student academic achievement.</p>		<p>Director of Student Services, L&I Staff</p>			
<p>Fulfil the components of Title II, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement, which provide supplemental resources to help ensure English learners, including immigrant children and youth, attain English Proficiency at high levels in academic subjects and can meet state achievement performance standards.</p>	<p>ESSA Regulations</p>	<p>Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance, Director of Student Services, L&I Staff</p>	<p>Quarterly review of program components' compliance</p>	<p>Ongoing throughout school year</p>	<p>ESSA Compliance Report</p>
<p>Fulfil the components of Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment, which is designed to improve the academic achievement of all students by increasing the district/campuses ability to provide a well-rounded education to all students, improve school conditions for student learning, and improve the use of technology in order to enhance academic outcomes and students' digital literacy.</p>	<p>ESSA Regulations</p>	<p>Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance, Director of Student Services, L&I Staff</p>	<p>Quarterly review of program components' compliance</p>	<p>Ongoing throughout school year</p>	<p>ESSA Compliance Report</p>