

**Dripping Springs Independent School District**  
**District Improvement Plan**  
**2021-2022 Formative Review**

**Accountability Rating: Not Rated: Declared State of Disaster**

**Board Approval Date: July 26, 2021**

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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.







**HB3 Goal**









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










| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1: Instruction:</b> The district will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas, with a specific focus on the following:</p> <p>Developing, implementing, and supporting the building of a vertically aligned curriculum framework that supports planning, instruction, and learning.</p> <p>Implementing a system to streamline the inventories of resources purchased with the district Instructional Materials Allotment funds, Federal funds, and District and Campus State Local Funds across all subject areas.</p> <p>Focusing on PLCs at the campus and district level to improve Tier 1 instruction with a focus on data analysis, professional development, and high yield instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertically aligned DSISD curriculum documents, campus PLC Team meeting template/agendas and implementation of strategies as evidenced by instructional walkthroughs. Inventories and references to instructional materials identified by unit in each content area and grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of Elementary Education, Director of Secondary Education, Director of Student Services, Director of Special Services, Principals, Assistant Principals, Teachers, Instructional Coaches, and L&amp;I Coordinators.</p> | Formative   |   |     | Summative |
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| Strategy 2 Details  | Reviews   |   |            |                  |
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| <p><b>Strategy 2:</b> Progress Monitoring: Instructional Leaders will monitor student progress through regular universal screeners for reading and math and utilize Eduphoria or other software systems for data analysis. Data will be reviewed through PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Data protocol documents, PLC meeting template/agendas, increase in student learning and teacher capacity as evidenced through impactful lesson design and implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Teachers, Instructional Coaches.</p>  | <b>Formative</b>  |   |            | <b>Summative</b> |
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| Strategy 3 Details  | Reviews   |   |            |                  |
| <p><b>Strategy 3:</b> Data and Assessment: The district will streamline assessment procedures to support teachers in the analysis of data and making real-time adjustments to classroom and student-specific instruction by using a collaboratively created data protocol when reviewing formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Data Protocol Process</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of Elementary Education, Director of Secondary Education, Director of Student Services, Director of Special Services, Coordinators of L&amp;I, Principals, Assistant Principals, Teachers, Instructional Coaches.</p>            | <b>Formative</b>  |   |            | <b>Summative</b> |
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| Strategy 4 Details  | Reviews   |   |            |                  |
| <p><b>Strategy 4:</b> Multi-Tiered System of Support (Response to Intervention): Life Changers will identify students in need of academic and behavioral supports in the MTSS process and provide instructional methods such as intervention/tutorials for all STAAR/EOC tested subjects along with providing Positive Behavior Interventions and Supports (PBIS) as applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Identification of students needing additional support through the review and analysis of data and teacher/staff observation.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Teachers, Instructional Coaches.</p> <p><b>Funding Sources:</b> - State Compensatory Education</p> | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
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| Strategy 5 Details  | Reviews   |   |            |                  |
| <p><b>Strategy 5:</b> English Learners: The district will focus on the development of academic language proficiency by providing resources and training to support educators in planning appropriate classroom and instructional strategies for English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Focus on strategic training around meeting the needs of English Language Learners to realize academic growth for all English Learners in diagnostic, formative, and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Bilingual/ESL, Instructional Coaches, Principals, Assistant Principals.</p> <p><b>Funding Sources:</b> - Title III, ELA, - Title III, Immigrant</p>                    | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
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| Strategy 6 Details   | Reviews  |  |            |                  |
|--|--|--|------------|------------------|
| <p><b>Strategy 6:</b> Special Education Services: The District will focus on purposeful instructional planning and professional development to enhance content knowledge of special education teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in required special education learning opportunities for staff and evidenced through IEPs, PLAAFPs and the ability to meet the student's identified goals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of Elementary Education, Director of Secondary Education, Director of Student Services, Director of Special Services, Coordinators of L&amp;I, Principals, Assistant Principals.</p> <p><b>Funding Sources:</b> - IDEA</p>  | <b>Formative</b>   |  |            | <b>Summative</b> |
|  | <b>Sept</b>  | <b>Nov</b>   | <b>Mar</b> | <b>May</b>       |
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| Strategy 7 Details   | Reviews  |  |            |                  |
| <p><b>Strategy 7:</b> Dyslexia Services: Students with dyslexia will be identified and evaluated following timelines established at the State for special education evaluations. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Service Plan implementation, Diagnostic Assessment Review, ETC meeting agendas, increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Dyslexia Teachers, Director of Special Services, Instructional Coaches</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> 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 district will establish procedures for child find, referrals and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> 504 Plans will be accessed through Eduphoria for campus use. Evidence of accommodations will be realized through administrator walkthroughs as well as documented by the teacher as appropriate to the student's 504 plan. Established procedures for child find, referrals, and evaluations.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Principals, Assistant Principals, Teachers, Campus 504 Coordinators</p> | <b>Formative</b>   |  |            | <b>Summative</b> |
|  | <b>Sept</b>  | <b>Nov</b>   | <b>Mar</b> | <b>May</b>       |
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| Strategy 9 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 9:</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 tutoring methods during the school year and/or during summer school programs as required by HB 4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance for students At-Risk through additional tutorial time and differentiated enrichment activities within the unit/content of study or through stand-alone tutoring opportunities.</p> <p>Accelerated Learning Committee documentation for 3rd, 5th and 8th grade, educational plans for any student not meeting minimum standard on STAAR in the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Teachers, Instructional Coaches</p> <p><b>Funding Sources:</b> - State Compensatory Education</p> | Formative   |   |     | Summative |
|  | Sept  | Nov   | Mar | May       |
|  |    |    |     |           |
| Strategy 10 Details  | Reviews   |   |     |           |
| <p><b>Strategy 10:</b> Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The district has established guidelines for GT nominations, screening, selection and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> GT Guidelines and Procedures, Compliance update, and all teachers of GT students trained with either the 30-hour initial training or the 6-hour update as tracked through Eduphoria. The impact would be a better understanding of the needs of the gifted learner and a widely understood GT process for selection and placement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education, Director of Secondary Education, GT Teachers, Coordinators of L&amp;I, Principals, Assistant Principals, Teachers, Instructional Coaches, GT Advisory Committee.</p>   | Formative   |   |     | Summative |
|  | Sept  | Nov   | Mar | May       |
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| Strategy 11 Details  | Reviews   |   |     |           |
| <p><b>Strategy 11:</b> College, Career, and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, college readiness, and specific opportunities to enroll in courses providing rigorous learning experiences for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students selecting to enroll in rigorous learning experiences including Dual enrollment (OnRamps), Dual Credit, Advanced Placement, and CTE pathways leading to industry certification. Meeting HB 3 CCMR Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, Assistant Superintendent of Learning and Innovation and Director of Secondary Education</p>  | Formative   |   |     | Summative |
|  | Sept  | Nov   | Mar | May       |
|  |  |  |     |           |

| Strategy 12 Details   | Reviews   |   |            |                  |
|---|---|---|------------|------------------|
| <p><b>Strategy 12:</b> Career and Technical Education: The district will continue to enhance the CTE program, certifications offered and real-world experience connections by designing programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, and grit to become socially, emotionally, college, career, and life ready.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in designated areas of college, career, and military readiness (CCMR) and meeting HB3 CCMR Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, Instructional Coaches, Director of Secondary Education, Teachers</p> <p><b>Funding Sources:</b> - Perkins V</p>  | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
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| Strategy 13 Details   | Reviews   |   |            |                  |
| <p><b>Strategy 13:</b> Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines including the ten domains identified and aligned to the Kindergarten curriculum with a focus on early childhood literacy and mathematics and the curriculum will be collaboratively developed and planned throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum documents noting the ten domains and alignment to kindergarten standards. Student academic achievement will be monitored through the CLI Engage software system. There will be an increase in diagnostic data and preparedness for kindergarten readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education, Principals, Instructional Coaches, Teachers</p>                                    | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
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| Strategy 14 Details   | Reviews   |   |            |                  |
| <p><b>Strategy 14:</b> Kindergarten: The district will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at-home-based child care to ensure success in kindergarten through events such as campus tours, kindergarten round-up, kinder camp, kindergarten back to school event.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in readiness skills for kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education, Principals, Instructional Coaches, Teachers, Counselors</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> Technology: The district will develop a framework for leveraging digital learning resources to expand access to rigorous, real-world experiences across the curriculum and to help students develop skills in creativity, collaboration, critical thinking, problem-solving, communication, technology literacy, and digital citizenship.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative curriculum documents with aligned resources, including aligned performance assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of Technology, Director of Elementary Education, Director of Secondary Education, Director of Student Services, L&amp;I Coordinators, and Facilitators of Learning and Innovation</p> | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
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| Strategy 16 Details   | Reviews   |   |   |                  |
|---|---|---|---|------------------|
| <p><b>Strategy 16:</b> Pregnancy-Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. Students and families in need of support should reach out to their campus counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of credits/promotion to next grade level</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, and Director of Student Services, Principals, Counselors</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> Higher Education Requirements: The district will ensure that secondary students', teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrollment in rigorous coursework opportunities, attendance, and evidence of information provided to stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, and Director of SEL&amp;Health Services, Director of Secondary Education, Principals, Counselors</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b>  | <b>May</b>       |
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| Strategy 18 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 18:</b> Successful Transitions Between Grade Levels: The district provides academic counseling support services to elementary students transitioning to the middle school campuses and from the middle school campuses to the high school. Academic counseling for seniors transitioning to post-secondary settings will also be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic and social-emotional readiness skills for the next grade level, attendance, course completion, improved CCMR indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Director of SEL &amp; Health Services, Director of Secondary Education, Principals, Assistant Principals, Counselors</p>   | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b>  | <b>May</b>       |
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| Strategy 19 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 19:</b> Increasing Attendance, Drop-Out Prevention: The district will monitor attendance and course completion to provide academic and social-emotional intervention and supports to ensure all students graduate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Attendance rate and decreased Drop-Out Rate</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of SEL &amp; Health Services, Director of Secondary Education, Principals, Counselors</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b>  | <b>May</b>       |
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| Strategy 20 Details   | Reviews   |     |     |           |
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| <p><b>Strategy 20:</b> Homelessness and Foster Care: The district liaison will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain and increase access to services as needed to meet the needs of students to ensure proper supports are in place for learning and overall well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services, Director of SEL &amp; Health Services, Counselors</p> <p><b>Funding Sources:</b> - Title I, Part A</p> | Formative |     |     | Summative |
|   | Sept      | Nov | Mar | May       |
|   |           |     |     |           |
| Strategy 21 Details   | Reviews   |     |     |           |
| <p><b>Strategy 21:</b> DAEP: The district 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> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of repeated offenders; Decreased number of mandatory placements</p> <p><b>Staff Responsible for Monitoring:</b> DAEP Administrator, Principals, Director of Secondary Education</p>  | Formative |     |     | Summative |
|   | Sept      | Nov | Mar | May       |
|   |           |     |     |           |
| No Progress       Accomplished       Continue/Modify       Discontinue  |           |     |     |           |

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

**HB3 Goal**

**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 district will attract and retain highly qualified teachers for instruction and intervention/tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase retention rates of effective Life Changers.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Human Resource Officer, Assistant Superintendent of L&amp;I, Director of Elementary Education</p> <p><b>Funding Sources:</b> - Title II, Part A</p> | Formative |     |     | Summative |
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|  |           |     |     |           |










| Strategy 2 Details   | Reviews   |   |            |                  |
|--|---|---|------------|------------------|
| <p><b>Strategy 2:</b> Professional Development: The district will continue to build on mentor training and structures of support for new educators, administrators, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> A mentoring system will be utilized to support and retain new staff.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of Elementary Education, Director of Secondary Education, Director of SEL &amp; Health Services, Instructional Coordinators and Director of Student Services, Principals, Assistant Principals.</p> <p><b>Funding Sources:</b> - Title II, Part A</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>       |
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| 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>  | <b>Formative</b>  |   |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
|  |  |  |            |                  |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |   |            |                  |















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

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

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

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

| Strategy 1 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 1: Goal Setting (CNA/CIP/DIP):</b> The district has an established site-based decision making committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, the district calendar, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance and streamlined processes to ensure high levels of accountability.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Learning and Innovation, Director of Technology, Director of Elementary Education, Director of Secondary Education, Director of SEL &amp; Health Services, Director of Special Services, and Director of Student Services, Principals</p>   | Formative   |   |   | Summative |
|  | Sept  | Nov   | Mar   | May       |
|  |    |    |    |           |
| Strategy 2 Details   | Reviews   |   |   |           |
| <p><b>Strategy 2: Fiscal Compliance:</b> To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective and efficient use of federal, state and local funds with maximizing student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of Business, Assistant Superintendent of Learning and Innovation, Executive Director of Communications, Chief Human Resources Officer, Director of Finance</p> <p><b>Funding Sources:</b> - Title I, Part A, - Title III, ELA, - Title II, Part A, - State Compensatory Education, - Title IV, - Title III, Immigrant, - Perkins V, - IDEA</p> | Formative   |   |   | Summative |
|  | Sept  | Nov   | Mar   | May       |
|  |    |    |    |           |
| Strategy 3 Details   | Reviews   |   |   |           |
| <p><b>Strategy 3: School Resource Officer(s):</b> The primary responsibility of the SRO is to be a visible law enforcement presence on campus to deter, prevent and respond to crime. The SRO(s) provide guidance to school officials on law-related matters, helps assess school safety needs and serves as a vital link to other emergency personnel during critical incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety on district facilities to ensure students are educated in a safe, secure environment. Support student and staff positive interactions with law enforcement as partners in education.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Manager, SRO, Principals</p>   | Formative   |   |   | Summative |
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| Strategy 4 Details   | Reviews   |   |   |                  |
|--|---|---|---|------------------|
| <p><b>Strategy 4:</b> Public Meeting: The district holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the district improvement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community awareness and transparency with academic performance of the district and each campus.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent of Learning and Innovation, Assistant Superintendent of Business</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> Student Safety: The district will utilize 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 and district security measures. Campuses 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> Increased safety on district facilities to ensure students are educated in a safe, secure environment.</p> <p><b>Staff Responsible for Monitoring:</b> SROs, Safety Managers, Principals, Assistant Principals</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b>  | <b>May</b>       |
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| Strategy 6 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 6:</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> Increased student outcomes and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Campus Principals and Assistant Principals</p> <p><b>Funding Sources:</b> - Title I, Part A</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b>  | <b>May</b>       |
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| Strategy 7 Details   | Reviews   |   |   |                  |
| <p><b>Strategy 7:</b> Title I: Title I campuses 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> Increase family engagement and facilitate strong mutual accountability for increasing student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Campus Principals and Assistant Principals</p> <p><b>Funding Sources:</b> - Title I, Part A</p>  | <b>Formative</b>  |   |   | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b>  | <b>May</b>       |
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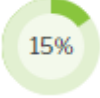




**Goal 4: Social-Emotional, Mental, and Health Wellness:**

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 district will provide a 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> Director of SEL &amp; Health Services, Teachers, Principals, Assistant Principals, and Counselors, MHPs</p> | Formative   |   |   | Summative |
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| Strategy 2 Details   | Reviews   |   |   |           |
| <p><b>Strategy 2:</b> Addressing Abuse: The district 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> Director of SEL &amp; Health Services, Principal, Assistant Principal, Counselors, MHPs.</p>  | Formative   |   |   | Summative |
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| Strategy 3 Details   | Reviews   |   |   |           |
| <p><b>Strategy 3:</b> Anti-Bullying: The district 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> Director of SEL &amp; Health Services, Principals, Assistant Principals, Counselors, MHPs, Teachers.</p>  | Formative   |   |   | Summative |
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| Strategy 4 Details   | Reviews   |   |            |                  |
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| <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><br/>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> Director of SEL&amp;Health Services, Principals, Counselors, MHPs, Assistant Principals, and Teachers.</p> | <b>Formative</b>  |   |            | <b>Summative</b> |
|  | <b>Sept</b>   | <b>Nov</b>  | <b>Mar</b> | <b>May</b>       |
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| Strategy 5 Details   | Reviews   |   |            |                  |
| <p><b>Strategy 5:</b> SEL: Create a 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> Director of SEL&amp;Health Services, Counselors, MHPs</p>   | <b>Formative</b>  |   |            | <b>Summative</b> |
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**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: Parent and Family Engagement:</b> The district 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> Executive Director of Communications, Principals, Assistant Principals, Counselors, Director of Elementary Education, Director of Secondary Education, Director of SEL &amp; Health Services, Assistant Superintendent of Learning and Innovation</p> | Formative |     |     | Summative |
|   | Sept      | Nov | Mar | May       |
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| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2: Communicating Student Achievement to Parents:</b> The district 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> Principals, Assistant Principals, Counselors, Teachers, Director of Elementary Education, Director of Secondary Education, Assistant Superintendent of Learning and Innovation</p>  | Formative |     |     | Summative |
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| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3: SHAC: Health and Wellness:</b> The district will implement coordinated school health, and the wellness plan to encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance and decrease in risky behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Director of SEL &amp; Health Services, Assistant Superintendent of Learning and Innovation, Principals, Teachers, Assistant Principals</p>   | Formative |     |     | Summative |
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| <p>  No Progress               Accomplished               Continue/Modify               Discontinue       </p>  |           |     |     |           |

**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> Executive Director of Communications, Principals, Assistant Principals, Assistant Superintendent of Learning and Innovation, Superintendent</p>                            | <b>Formative</b> |            |            | <b>Summative</b> |
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| 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> Executive Director of Communications, Principals, Assistant Principals, Assistant Superintendent of Learning and Innovation, Superintendent</p> | <b>Formative</b> |            |            | <b>Summative</b> |
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| 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> Superintendent, Assistant Superintendent of Learning and Innovation, Assistant Superintendent of Business and Operations, Chief Human Resources Officer, Executive Director of Communications</p>                | <b>Formative</b> |            |            | <b>Summative</b> |
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