



Dripping Springs

MIDDLE SCHOOL

Campus 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

BOARD OF TRUSTEES

Carrie Kroll - President
Dr. Mary Jane Hetrick - Vice President
Shannon O'Connor - Secretary
Barbara Stroud - Board Member
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Dr. Karen Kidd - Assistant Superintendent for Learning & Innovation
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Lucy Hansen - Director of Community Services
Pam Swanks - Director of Transportation
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Rhonda Whitman - Director of Student Services

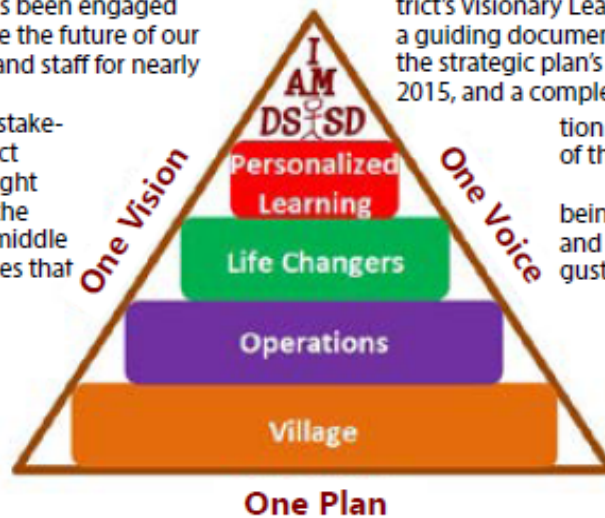
CAMPUS ADMINISTRATION

Jason Certain - Principal, Dripping Springs Middle School
Brandon Henry, Assistant Principal
Amber McKinley, Assistant Principal
Mallory Shackelford, Instructional Facilitator
Amy Caldera, Facilitator of Learning and Innovation

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 DSISD 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%
- School Engagement 30%

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 use our targeted improvement plan to support and close the achievement gap for our EL students.
 - Continue to enhance support structures, programs, and practices through campus and district SEL Action Plans to promote students’ social and emotional well-being.

DSMS STAAR DATA 2018-2019

2020-2021 IMPROVEMENT PLAN-ACTION ITEMS

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 The DSMS story across a broad range of platforms and highlight student and staff work.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
1.1.1 Strengthen open and transparent two-way communication with all DSMS stakeholders using effective and appropriate methods, including use of formal methods for gathering feedback.	Develop a DSMS Communication/ Marketing Plan.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation	NOV MARCH MAY
1.1.2 Strengthen internal communications among DSMS staff.	Improve and commit to “DSMS Updates” to be shared weekly with all staff.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation	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 Re-enforce DSISD provided training for DSMS staff to effectively perform their required duties.	COVID, Safe Schools Training, compliance with annual certification updates	Principal, Assistant Principal, Nurse, Instructional Facilitator, Facilitator of Learning and Innovation	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.	Principal, Assistant Principal	NOV MARCH MAY

LIFE CHANGERS: GOAL 3			
Social-Emotional Learning: Support Social-Emotional Learning of students and staff and the vision and mission of the district.			
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 Canvas Module for Social-Emotional Learning resources for students, administrators, teachers, and parents.	Providing each stakeholder group with accessible resources in Canvas. Weekly lessons will improve students' SEL core competency skills (Self Awareness, Self-Management, Relationship Skills, Responsible Decision Making, Social Awareness).	Principal, Assistant Principal, Consultant, Campus SEL Committee, Instructional Facilitator, Facilitator of Learning and Innovation	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.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation	NOV MARCH MAY
3.1.3 Campus SEL curriculum and scope and sequence align with DSISD SEL scope and sequence based on the Casel 5 Core Competencies.	The alignment of Casel Core competencies and the SEL curriculum will develop students' critical social-emotional learning	Principal, Assistant Principal, Consultant, Instructional Facilitator, Facilitator of Learning and Innovation	NOV MARCH

	skills through a shared experience.		MAY
3.1.4 Ensure crisis intervention and response procedures are in place and universally known and utilized on DSMS campus.	Behavioral MTSS;; availability of emotional support when needed; evidence of Mental Health First Aid Training for All (100%).”	Principal, Assistant Principal, Counselors, FOCUS	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 Train DSMS staff to access and use DSISD Guaranteed and Viable Curriculum. -Enhance Tier One instruction in the classroom with a focus towards mastery of skills for all in reading and math. Refine grade level scope and sequences to ensure district-wide alignment.	Increase mastery of TEKS with an aligned scope and sequence.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation, All DSMS staff	NOV MARCH 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 through ECTs and support to teachers on TEKS resources on target SE will increase student mastery of key concepts.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation	NOV MARCH MAY
4.1.3 Provide professional learning for teachers on effective instructional strategies targeting students receiving special education services in the written, taught, and tested curriculum.	Including instructional strategies that will support teachers to differentiate instruction and interventions to meet students' learning needs in Tier 1 instruction.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation	NOV MARCH MAY
4.1.4 Provide professional learning for teachers on 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.	Principal, Assistant Principal, Instructional Facilitator, Facilitator of Learning and Innovation, DSMS ESL Coordinator	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 individual students in each student group.	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.	IF, Campus Leaders, Interventionists, Teachers, MTSS Coordinator	NOV MARCH MAY
4.2.2 Continue to refine consistent campus 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 streamline the MTSS process.	IF, Campus Leaders, Interventionists, Teachers	NOV MARCH MAY
4.2.3. Implementation of interim 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, IF, Campus Leaders, Interventionists, Teachers	NOV MARCH MAY
4.2.4. Continue to provide professional development DSMS 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, IF, Campus Leaders, Interventionists, Teachers	NOV MARCH MAY
4.2.5. ECT Meetings focused on teachers meeting bi-weekly 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