

Dripping Springs

INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan

2020-2021

Rooster Springs Elementary



RSES MISSION

Rooster Springs is a community that encourages positive relationships and fosters a safe environment to ignite the desire to learn.

RSES VISION

We Respect, We have Integrity, We are Safe, We strive for Excellence.

DSISD LEADERSHIP

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Carrie Kroll - President
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CAMPUS ADMINISTRATION

Angela Gamez - Principal, Dripping Springs High School
Jason Certain - Principal, Dripping Springs Middle School
Dan Diehl - Principal, Sycamore Springs Middle School
Kellie Raymond - Principal, Dripping Springs Elementary School
Melinda Gardner - Principal, Walnut Springs Elementary School
Steve Novickas - Principal, Rooster Springs Elementary School
Kristen Ray - Principal, Sycamore Springs Elementary School

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.dsisdtx.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 and input to determine needs and priority improvement actions for the 2020-2021 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;

DATA ANALYSIS:

2019 ACCOUNTABILITY HIGHLIGHTS - RSES

| | | | |
|-----------------------------------|---------------------------------|-----------------------------|------------------------------|
| OVERALL SCHOOL RATING B | STUDENT ACHIEVEMENT A | SCHOOL PROGRESS C | CLOSING THE GAPS B |
|-----------------------------------|---------------------------------|-----------------------------|------------------------------|

2019 ALL TESTS, GRADES 3-5 - RSES

| | | |
|---------------------------------------|----------------------------------|------------------------------------|
| % APPROACHES GRADE LEVEL 89 | % MEETS GRADE LEVEL 59 | % MASTERS GRADE LEVEL 32 |
|---------------------------------------|----------------------------------|------------------------------------|

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%

SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS):

Below is a non-inclusive list of needs considered for the 2020–2021 RSES Campus 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;
- Increase stakeholder's favorable responses in areas of school safety, appropriate understanding and effective addressing of "bullying", and overall school culture and climate.

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

| Professional Staff | Parents | Community Members | Business Partners |
|----------------------------------|-----------------------------|--------------------------|--------------------------|
| Steve Novickas | PTA President: Ashley Hight | Marc Vanwallegem | Felicia Montgomery |
| Kim Taylor | | Kristin Wottrich | |
| PK: Stacy Landry | | | |
| Kinder: Summer Norton | | | |
| 1st: Kim Pavlinsky | | | |
| 2nd: Kristen Northrup | | | |
| 3rd: Adam Kenton | | | |
| 4th: Kim Johnson | | | |
| 5th: Ben Reincke | | | |
| Special Education: Janet Jackson | | | |
| District Rep: Lucy Hansen | | | |

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

Goal - Closing the gap: Increase the percentage of students meeting or exceeding progress as measured by TEA progress measure for STAAR in reading and math by 2%.

| Lead Measure | How will this influence the goal? | How will we track progress? |
|--|---|---|
| <p>Develop a 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.</p> | <p>Teachers will know and understand the scope and sequence of TEKS being taught. They will also have an in-depth understanding of what the TEK is about.</p> | <p>Formative and summative assessments - Benchmark data</p> |
| <p>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.</p> | <p>This will create alignment across the district to ensure teachers are focused on the correct TEKS throughout the school year.</p> | <p>Teachers utilizing the TEKS Resource System for lesson planning and assessments.</p> |
| <p>Establish a clear Student Advocacy and MTSS process.</p> | <p>The more we are talking about students, the likelihood of identifying and addressing student needs increases.</p> | <p>Students are referred to the appropriate intervention support and success is gauged through progress monitoring.</p> |

Goal - Social-emotional learning: To ensure all students feel valued, have a strong sense of belonging, develop relationships with staff and peers, set personal/academic goals, use appropriate strategies to solve peer conflict and have a strong sense of self.

| Lead Measure | How will this influence the goal? | How will we track progress? |
|--|--|---|
| Each classroom will host community meetings Monday - Thursday. | Provides opportunities to develop relationships within the classroom. (teachers:students, students:students) | Staff and student survey, administration meetings with students. |
| Teachers will utilize Zones of Regulation to support students in recognizing their emotions. | Provides opportunities for teachers to be intentional in supporting students who may not be regulated. Allows students to support each other/increase understanding of feelings. | Reduced conflict in the classroom as measured in staff and student survey and routine referrals to administration. |
| Develop SEL Committee made up of teachers, admin, counselor, and parents | Drive the efforts of increasing SEL focus and ensure resources are available to teachers and students | Increased focus of SE lessons in classrooms, reduced conflict in the classroom as measured in staff and student survey and routine referrals to administration. |
| Continued incorporation of Leader in Me | Teaches 21st century leadership and life skills and creates a culture of student empowerment based on the idea that every child can be a leader. | LIM Surveys |
| Every student has a role in the campus as leaders (school wide, classroom, Friday assembly roles, new student mentors, habit trainers) | Provides for students to feel valued and a vital part of school culture/climate. | Student participation Student, teacher and parent survey |
| Every student will have a Personal Learning Portfolio. | Each student PLP will be vertically aligned. By the end of each grade level one component of the PLP will be completed. Students leaving Rooster at the end of 5th grade will have a completed PLP (PK-5) that will support their continued growth in middle school. | LIM Academic Alignment team feedback Spring Student Led Conferences |

Data Table

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EL (Current) | EL (Current & Monitored) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled |
|--------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|--------------------------|----------------------|---------------------|-----------------------|---------------------------|
| All Subjects | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 89% | 60% | 80% | 91% | - | 69% | 60% | 98% | 90% | 63% | 63% | 63% | 84% | 89% | 88% |
| % at Meets GL Standard or Above | 59% | 60% | 51% | 61% | - | 63% | 0% | 62% | 52% | 25% | 25% | 21% | 53% | 58% | 62% |
| % at Masters GL Standard | 32% | 40% | 25% | 34% | - | 31% | 0% | 29% | 17% | 8% | 8% | 4% | 18% | 29% | 40% |
| Number of Tests | | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 855 | 3 | 139 | 655 | - | 11 | 3 | 44 | 26 | 15 | 15 | 73 | 32 | 636 | 219 |
| # at Meets GL Standard or Above | 567 | 3 | 89 | 437 | - | 10 | 0 | 28 | 15 | 6 | 6 | 24 | 20 | 413 | 154 |
| # at Masters GL Standard | 307 | 2 | 43 | 244 | - | 5 | 0 | 13 | 5 | 2 | 2 | 5 | 7 | 207 | 100 |
| Total Tests | 963 | 5 | 173 | 719 | - | 16 | 5 | 45 | 29 | 24 | 24 | 116 | 38 | 715 | 248 |
| ELA/Reading | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 91% | * | 86% | 93% | - | 67% | * | 100% | 90% | 67% | 67% | 74% | 93% | 91% | 90% |
| % at Meets GL Standard or Above | 63% | * | 52% | 65% | - | 50% | * | 81% | 70% | 33% | 33% | 23% | 73% | 61% | 67% |
| % at Masters GL Standard | 37% | * | 29% | 38% | - | 50% | * | 38% | 30% | 11% | 11% | 5% | 13% | 34% | 45% |
| Number of Tests | | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 326 | * | 54 | 251 | - | 4 | * | 16 | 9 | 6 | 6 | 32 | 14 | 244 | 82 |
| # at Meets GL Standard or Above | 224 | * | 33 | 174 | - | 3 | * | 13 | 7 | 3 | 3 | 10 | 11 | 163 | 61 |
| # at Masters GL Standard | 131 | * | 18 | 103 | - | 3 | * | 6 | 3 | 1 | 1 | 2 | 2 | 90 | 41 |
| Total Tests | 358 | * | 63 | 269 | - | 6 | * | 16 | 10 | 9 | 9 | 43 | 15 | 267 | 91 |
| Mathematics | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 90% | * | 78% | 93% | - | 67% | * | 94% | 90% | 67% | 67% | 56% | 87% | 90% | 89% |
| % at Meets GL Standard or Above | 61% | * | 52% | 63% | - | 67% | * | 63% | 50% | 22% | 22% | 21% | 40% | 60% | 63% |
| % at Masters GL Standard | 35% | * | 29% | 38% | - | 17% | * | 25% | 10% | 11% | 11% | 7% | 27% | 32% | 46% |
| Number of Tests | | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 322 | * | 49 | 251 | - | 4 | * | 15 | 9 | 6 | 6 | 24 | 13 | 241 | 81 |
| # at Meets GL Standard or Above | 218 | * | 33 | 170 | - | 4 | * | 10 | 5 | 2 | 2 | 9 | 6 | 161 | 57 |
| # at Masters GL Standard | 127 | * | 18 | 103 | - | 1 | * | 4 | 1 | 1 | 1 | 3 | 4 | 85 | 42 |
| Total Tests | 358 | * | 63 | 269 | - | 6 | * | 16 | 10 | 9 | 9 | 43 | 15 | 267 | 91 |