

Dripping Springs

INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan

Sycamore Springs Middle School
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.

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Karen McCollum - Assistant Principal, Sycamore Springs Middle School
Michael Haase - Assistant Principal, Sycamore Springs Middle 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.

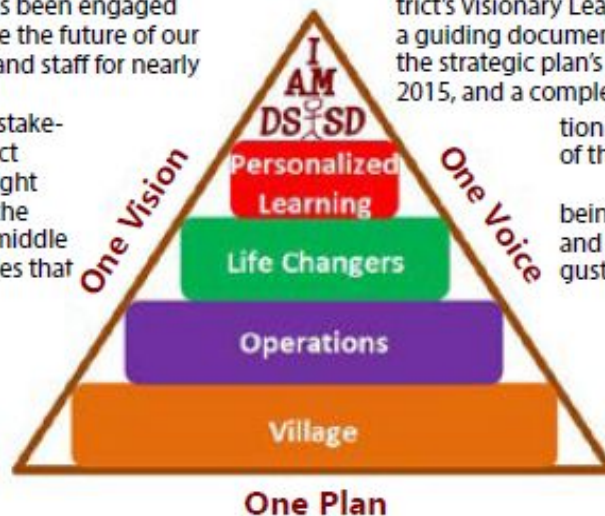
A Dripping Springs graduate is:

- 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.

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 SSMS Campus Improvement Plan was developed around the DSISD District improvement plan and 2016-2021 Strategic Plan.

PERSONAL LEARNING: GOAL 1

MASTERY: As a result of a focus on increased mastery of the TEKS, the percent of students achieving Masters level on STAAR will increase by 2% on each STAAR test when compared with 2019 STAAR results.

Performance Objective 1: Increase the percentage of students scoring masters as measured by TEA progress measure for STAAR in reading, math, writing, science, and social studies by 2% when compared to 2019 STAAR results

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 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	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders	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 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 Continue to disaggregate and monitor participation data for all student groups in academic programs such as 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

PERSONAL LEARNING: GOAL 2

CLOSING THE GAPS: SSMS will Close the Gaps in reading for the Hispanic, two or more races, and special education populations in the areas of reading growth and reading academic achievement.

Performance Objective 1: SSMS will achieve 65 on the Closing the Gaps reading growth status for the Hispanic population, 65 on the Closing the Gaps reading growth status for the Two or More Races population, and 19% on the Closing the Gaps reading academic achievement status for the special education population as measured on the STAAR.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.2.1 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
4.2.2 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
4.2.3 Develop 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.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY
4.2.4 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
4.2.5 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
4.2.6 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

PERSONAL LEARNING: GOAL 3

STUDENT BELONGING: SSMS students will develop a greater sense of belonging at SSMS.

Performance Objective 1: Students at SSMS will develop a greater sense of belonging through implementation of the LEAD program and the development of CASEL competencies. As a result, 70% of students will respond favorably in the area of sense of belonging on the Spring 2021 administration of the Measurable Results Assessment (MRA). Last year's MRA resulted in a 55% response in the same area.

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.3.1 Develop Student Lighthouse Team and meet regularly to reflect on student survey data and implement leadership decisions on campus.	Students will recognize the impact of their planning and take ownership for positive actions, communication, and positive development of campus culture.	SSMS Teacher Lighthouse Team, SSMS Administration	NOV MARCH MAY
4.3.2 Implementation of the 7 Habits of Highly Effective by SSMS students. LEAD lessons will be delivered weekly through study hall and students will act on lessons learned in real life situations on and off campus	Students will use the language of the 7 Habits and practice the habits throughout their school day as they interact with one another and staff.	SSMS Teacher Lighthouse Team, SSMS Student Lighthouse Team, Campus Leadership,	NOV MARCH MAY
4.3.3 Campus activity groups will make their mark upon the school, advertising their activities and accomplishments and show to the campus the good work they are doing.	Windows and bulletin boards will become advertisements for the many different leadership activities and groups on campus, reflecting a sense of pride and belonging.	SSMS Teacher Lighthouse Team, SSMS Student Lighthouse Team, SSMS Activity Groups, SSMS Staff	NOV MARCH MAY