

# Dripping Springs

INDEPENDENT SCHOOL DISTRICT

## District Improvement Plan

2020-2021

Campus Improvement Plan 2020-2021

Walnut Springs Elementary



# MISSION

We partner with students, parents, and the community to provide a personalized 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  
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Marisa Grijalva  
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## CENTRAL ADMINISTRATION

Todd Washburn - Superintendent  
Dr. Karen Kidd - Assistant Superintendent for Learning & Innovation  
Cedric Mencion - Chief Financial Officer  
Tiffany Duncan - Chief Human Resources Officer  
Dale Whitaker - Executive Director of Communications  
Cindi Wade - Director of Technology  
John Crowley - Director of Child Nutrition  
Clint Pruett - Director of Facilities & Construction  
Lucy Hansen - Director of Community Services  
Pam Swanks - Director of Transportation  
Suan Maxey - Director of Special Service  
Rhonda Whitman - Director of Student Services

## 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

# 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 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.dsisdtx.us/strategicplan](http://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 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;

## 2020-2021 IMPROVEMENT PLAN-ACTION ITEMS

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

### VILLAGE: GOAL 1

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

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

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

### OPERATIONS: GOAL 2

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

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

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



			MAY
<b>Performance Objective 2: Implement innovative solutions to address operational challenges.</b>			
Strategies	Expected Results/Impact	Staff Responsible	Formative Review
2.1.2 Continue to enforce policies and procedures that promote a safe, orderly, and secure environment.	Compliance with statutorily required school safety audit and recommendations.	Superintendent; Assistant Superintendent of Learning & Innovation; Chief Human Resource Officer, Safety and Security Events Supervisor	NOV
			MARCH
			MAY

### LIFE CHANGERS: GOAL 3

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

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

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

## PERSONAL LEARNING: GOAL 4

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

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

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
4.1.1 Develop a Guaranteed and Viable Curriculum -Enhance Tier One instruction in the classroom with a focus 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 Provide professional learning around effective instructional strategies targeting students receiving special education services in the written, taught, and tested curriculum.	Including instructional strategies with the written curriculum will support teachers to differentiate instruction and interventions to meet students' learning needs in Tier 1 instruction.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Special Services Department	NOV  MARCH  MAY
4.1.4 Provide professional learning around effective instructional strategies for English Language Learners in the written, taught, and tested curriculum and embed English Language Proficiency Standards (ELPS) into curriculum document supports and resources.	Including instructional strategies in the written curriculum and in lesson plans, will support teachers with differentiation of instruction and intervention to meet students' learning needs in Tier 1 instruction. Gomez and Gomez training.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Bilingual Teachers	NOV  MARCH  MAY
4.1.5 Continue to strengthen the instructional leadership capacity of campus leaders through monthly instructional leadership meetings.	Focusing on campus leadership knowledge of and involvement in curriculum, instruction, and assessments in order to lead alignment work on their campuses.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders	NOV  MARCH  MAY

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

Strategies	Expected Results/Impact	Staff Responsible	Formative Review
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4.2.1 Continue to improve our MTSS processes to identify and implement academic and social skill interventions that will best meet the needs of each student who is economically disadvantaged.	Early identification and support for struggling students in both remote and on-campus instruction will provide more time for targeted intervention. Refine process and paperwork.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers, MTSS Coordinator	NOV MARCH MAY
4.2.2 Develop consistent district processes for MAP/STAAR data analysis for instructional leaders and teachers.	Teachers and leaders look at data and use the data to inform teaching practices through ECT. This will enhance small group instruction and streamline the MTSS process.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY
4.2.3. Implementation of common assessments and data analysis to identify academic gaps. Utilizing MAP assessment data and interim assessments to gauge student progress.	Analyzing department/grade-level data. Check points that will keep everyone informed of their progress and if modifications need to be made.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY
4.2.4. Continue to provide professional development to campus leaders and classroom teachers on research-based instructional strategies to improve reading and math skills and provide targeted data for students who are in a student population.	Building capacity and regular dialogue and reflection around instructional strategies and progress monitoring of struggling students will close academic gaps.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY
4.2.5. ECT Meetings focused on teachers meeting regularly to discuss instructional strategies and approaches with online synchronous learning environments with a focus on struggling students.	Regular dialogue about instructional strategies and progress monitoring of struggling students will close academic gaps.	Assistant Superintendent of Learning & Innovation, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV MARCH MAY

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

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



AP to ensure increased access and opportunity.			
<b>Performance Objective 4: Increase percentage of students served by Special Education services who are meeting individual progress measures (one years growth) in reading and math based on standardized assessment tools. (STAAR Baseline Reading=63% and Math=63%)</b>			
<b>Strategies</b>	<b>Expected Results/Impact</b>	<b>Staff Responsible</b>	<b>Formative Review</b>
4.4.1 Implement focused Professional Learning at all levels specific to specialized instructional needs of Special Education students for all staff.	Staff will be better prepared to engage students in a more appropriately ambitious learning experience.	Assistant Superintendent of Learning & Innovation, Special Education Director, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV  MARCH  MAY
4.4.2 Coordinate planning between regular education and special education teachers.	Increased capacity and knowledge with curriculum and assessments used for all students.	Assistant Superintendent of Learning & Innovation, Special Education Director, Instructional Coordinator, IFs, Campus Leaders, Interventionist, Teachers	NOV  MARCH  MAY

## STATE AND FEDERAL REQUIREMENTS

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

<b>Steps in Action Plan</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Assessment</b>	<b>Timeframe</b>	<b>Measurement of Success</b>
Vary instructional methods that address individual student needs.	DSISD Response to Intervention (MTSS) Handbook, The Texas State Plan for Gifted & Talented, DSISD Gifted & Talented Guidelines and Procedures, Curriculum & Content guides	Assistant Superintendent of Learning & Innovation, L&I Staff, Special Services Staff	Classroom Observations, Common Assessments	Ongoing throughout school year and summer school	STAAR Results MAP Growth Results CLI Engage Results
Continue use of evidence-based practices that address the needs of students for special programs and circumstances, including suicide prevention (including a parental or guardian notification procedure), conflict resolution programs, violence prevention programs (including dating violence), dyslexia treatment programs, dropout reduction, sexual abuse/sex trafficking/other mistreatment of children, and students experiencing homelessness.	SEL Curriculum, Leader In Me, Speak Up at School: Teaching Tolerance, Mental Health First Aid, SEL Toolkits, Dyslexia Handbook, Counseling Crisis Protocol, Suicide Crisis Manual and Intervention Protocol	Counselors, Mental Health Professionals, Campus Administrators, Assistant Superintendent of Learning & Innovation, SEL Committee (District/Campus), L&I Staff, Special Services Staff	District Discipline Reports, Counselor/Nurse /Mental Health Professionals Reports	Ongoing throughout school year	Student/Staff/ Parent survey Results

Provide career education to assist students in developing the knowledge, skills, and competencies for a broad range of career opportunities.	CTE Curriculum	Counselors, Campus Administrators, CTE Coordinator & Teachers	Counselors' Annual Report, CTE Annual Report, Perkins' Compliance Report	Ongoing throughout school year	CTE Secondary Enrollment & Program Offering, CTE course participation and certification acquisition
Continue to integrate technology in instructional and administrative programs in order to support learning and build the digital capacity of students, staff, parents, and other district stakeholders.	District Device Refresh Canvas Seesaw Google Digital Citizenship Curriculum	Director of Technology Facilitators of Learning & Innovation, Instructional Facilitators, Campus Administrators, L&I Staff	Reports of Devices Program/System Usage Reports	Ongoing throughout school year	Annual Technology Report and Inventories
Provide professional development/training opportunities which include, but are not limited to suicide prevention (including a parental or guardian notification procedure), conflict resolution programs, violence prevention programs (including dating violence), dyslexia treatment programs, dropout reduction, sexual abuse/sex trafficking/other mistreatment of children, and children experiencing homelessness.	Safe Schools, Mental Health First Aid, Speak Up in Schools: Teaching Tolerance, SEL Toolkits, SEL Courses: Summer PD	L&I Staff Chief Human Resources Officer Assistant Superintendent of Learning & Innovation, Counselors, SEL Committees (District/Campus), Special Services Staff, Mental Health Professionals	Safe Schools Completion Reports, Mental Health First Aid Completion Reports, ADDS Professional Learning Records, Eduphoria Professional Learning Reports	Ongoing throughout school year	Observation of SEL strategies and tools being implemented within classrooms across the district.
Provide information to Middle School and High School parents, counselors and students about higher education admissions and financial aid opportunities and sources, the TEXAS grant program and Teach for Texas grant program, and the importance of making informed curriculum choices to be prepared for success beyond high school	<a href="#">DSHS Counseling Center Website</a>	Secondary Principals and Counselors	Evidence of Events & Resources (College Fair, Rising Senior Night), Academic Planning conferences	Ongoing throughout school year	Varied curriculum choices by students, College Admission rate
Integrate district-wide trauma-informed practices and training according to <a href="#">FFBA(LEGAL)</a> and positive behavior interventions and support including the use of TEA-developed resources for increasing staff and parent awareness of trauma-informed care and available counseling options for students affected by trauma or grief.	Trauma Informed Classroom Training, Trust Based Relational Intervention Training (TBRI), Mental Health First Aid	Counselors, Mental Health Professionals, L&I Staff, Special Services Staff	Staff Training Completion Reports	Ongoing throughout school year	Observation of strategies and tools being implemented within classrooms across the district.
Continue to provide accelerated instruction to students who require additional support to meet the criteria outlined in <a href="#">EIE(LEGAL)(LOCAL)</a> and <a href="#">EHBE(LEGAL)(LOCAL)</a> .	District Instructional Resources and Programs, DSISD Response to Intervention (MTSS) Handbook	Campus Administrators Teachers Interventionists Special Services Staff L&I Staff	State Assessment Scores MAP Common Assessments	Ongoing through school year	State Assessment Result, Dropout Rates, At-Risk Rates

Promote positive discipline management, including unwanted physical or verbal aggression and sexual harassment, through staff and student training.	SafeSchools, Mental Health First Aid, Dating Violence Mock Trial	Chief Human Resources Officer, Counselors, Campus Administrators, Mental Health Professionals	Staff Training Completion Reports	Ongoing throughout school year	Discipline Reports
Continue strategies designed to recruit highly effective teachers.	Job Fairs, Recruitment Ads, Applicant Tracking Online System, HireVue Interview Platform, Indeed, Professional Association Job Boards	Chief Human Resources Officer, Campus Administrators	Administrator Feedback, Candidate Inquiry	Ongoing throughout school year	Administrator Feedback, Classroom Observation, ADDS
Uphold the district's bullying policy.	<a href="#">FFI(LEGAL)(LOCAL) Tiger Tip Line Bullying/Cyberbullying and Internet Safety</a>	Campus Administrators, Campus SROs	Tiger Tip Line	Ongoing throughout school year	Tiger Tip Line
Determine and communicate the duties of peace officers, school resource officers, and security officers to the DSISD community.	Board Policies <a href="#">CKE(LEGAL)(LOCAL)</a> , MOU with Hays Co Sheriff's Dept	Director for Student Services	DSISD Student Handbook upload to district website	July 2020	DSISD Student Handbook
Continue implementation of the Coordinated Health program as noted in <a href="#">FFA(LEGAL)(LOCAL)</a>	Texas Department of State Health Services (Tx DSHS) <a href="#">Coordinated School Health website</a>	Assistant Superintendent for Learning & Innovation, Director of Child Nutrition, SHAC	Ongoing evaluation of adherence to nutritional guidelines and physical activity goals as stated in the district plan	Ongoing throughout school year	Compliance with plan requirement
Create and implement a Comprehensive School Counseling Plan as specified in <a href="#">TEC 33.005</a> .	<a href="#">Texas Model for Comprehensive School Counseling Programs</a>	Counselors, Assistant Superintendent for L & I	Plan Completion	Ongoing throughout school year	Plan Implementation
Create and implement a <a href="#">State Compensatory Education Plan</a>	<a href="#">Texas Education Agency (TEA) Compensatory Education Resources</a>	Assistant Superintendent for L&I, Chief Financial Officer, Director of Finance, Director of Special Services, Director of Student Services, Campus Administrators,	Plan Completion	Ongoing throughout school year	Plan Implementation
Fulfill the components of <a href="#">Title I, Part A - Improving Basic Program</a> , which include opportunities for all children, including each student group (economically disadvantaged, major racial and ethnic groups, children with disabilities, and English Learners) to meet the challenging State academic standards, increased learning time and well-rounded education (enriched/accelerated curriculum), addressed needs of at-risk students, and the development/distribution of a parent and family engagement policy.	ESSA Regulations	Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance, Director of Student Services, Campus Administrators campuses receiving Title 1 funds, L&I Staff	Quarterly review of program components' compliance	Ongoing throughout school year	ESSA Compliance Report
Fulfill the components of <a href="#">Title I, Part C- Migrant</a> , which support high-quality and	ESSA Regulations	Assistant Superintendent for L & I, Chief Financial Officer, Director of Finance,	Quarterly review of program	Ongoing throughout school year	ESSA Compliance Report

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

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

<b>Professional Staff</b>	<b>Parents</b>	<b>Community Members</b>	<b>Business Members</b>	<b>DSISD Member</b>
Melinda Gardner, Principal	Chysawndra Schultz (Cassie)	Walt Kudrop	Allan McAden	Kim Hatcher, Community Ed
Maureen Jamail, Assistant Principal	Jake and Sarah Adams(rotate months)	Kellye Daniel, PTA Representative	Aaron Bond	
Kinder/1 <sup>st</sup> Grade: Stephanie Needham	Brooke Alkire		Anya Lopez Fuentes	
Special Education: Neil Hicks, Ann Johnson	Nicole Bevilacqua			
2nd/3 <sup>rd</sup> Grade: DebiDealing	Lindsay Fredenburg			
4th/5 <sup>th</sup> Grade: Angie Ellis				



**Statement of Purpose:** The components of the 2020 - 2021 Walnut 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 (2019), Staff input, MTSS data, Special Education Data, Discipline Records and Counseling Services.

**Goal:** Continue to reduce the number of students identified at MTSS Tier 3, maintaining the number of students receiving Tier 3 intervention through MTSS below 5% - 8% and Tier 2 between 10 %-15%. **DIP Goal 4**  
[Tier Percentages Chart](#)

Strategy	Expected Results/Impact	Person Responsible & Indicators	Formative Review
<a href="#">Guided Reading Protocols</a>  (Continue to understand and implement with fidelity protocols)	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	IF, Admin, Teachers  Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, DRA Results	December March May
<a href="#">Guided Math Protocols</a>  (Continue to understand and implement with fidelity protocols)	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	IF, Admin, Teachers  Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, Results on Campus Based Assessments	December March May
Purchase and utilize reading and math intervention tools such as MAP growth, Edgenuity, Heggerty, Phonics Awareness, Reflex, Games/Manipulatives.	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.  Meeting student needs for targeted growth and progress.	Admin, IF, Teachers  Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, DRA Results	December March May
Continue to improve and implement case management routines for all students to address	Allow in time interventions for students. (Includes closing gaps, identifying possible disabilities	Case Managers: Admin IF FLI Reading Interventionists	December March May

<p>the needs and progress of all students. Include specific monitoring of students indicated from Spring 2020 due to remote learning.</p> <p>Schedule case management one time per quarter.</p>	<p>impacting learning and behavior, and acceleration.)</p>		
<p>Work to streamline the steps teachers must make in order to document progress of students that are receiving Tiered interventions in reading and math.</p> <p><a href="#">Reading Progress Monitoring Tool</a> <a href="#">Math Progress Monitoring Tool</a></p>	<p>Teachers will be able to be more intentional with data collection on individual students in MTSS.</p>	<p>Teachers and Case Managers Staff Survey, Spring 2020</p>	<p>December March May</p>

**Goal:** All students will show one year growth in Reading Levels by the end of the 2020-21 School Year. **DIP GOAL 4**

Strategy	Expected Results/Impact	Person Responsible & Indicators	Formative Review
<p>Continue implementation of ELAR Vertical Leadership Team</p>	<p>Improve and align our practices which will increase consistency and effective resulting in improved student outcomes.</p>	<p>ELAR Leadership Team, IF, Admin, Interventionists</p> <p>Protocols, practices, observation feedback, data (DRA, Maps, STAAR)</p>	<p>December March May</p>
<p>We will continue to train, understand, and implement <a href="#">Guided Reading Protocols</a> with fidelity.</p>	<p>Students will receive the instruction needed for their level to work towards at least one year's progress.</p>	<p>Teachers, IF, Case Managers</p> <p>Running Records, Eduphoria data, MAP data, DRA data</p>	<p>December March May</p>

Provide peer and consult led professional development in the area of Guided Reading and research-based reading strategies.	Teachers will become more proficient and effective with Guided Reading and Reading Instruction so that teachers are more confident in their practice and students' gaps in reading will continue to close.	Teachers, IF  Coaching Cycles with observation and feedback, lesson plans, Guided Reading "Binders".	December March May
Teachers will continue to learn and implement ECTs (Effective Collaborative Teams) with a focus on unpacking reading and Math TEKS, developing appropriate reading and Math assessments, and analyzing student data.	Teachers will increase clarity with Reading and Math TEKS and as a result become more effective and efficient with their instruction. Teachers will use data to inform their instruction and drive student growth.	Teachers, Admin., IF  Data analysis from assessments, MAP data, DRA data	December March May

**Goal:** Student Performance Category "Meets Expectations" will increase by at least 10% for all students on all tests (STAAR). **DIP Goal 4**

Strategy	Expected Results/Impact	Person Responsible & Indicators	Formative Review
Develop Case Management for student populations of Academically Disadvantaged and Hispanic to improve the Relative Performance Domain.	Closely monitoring the performance, progress, and needs of these students will allow us to intervene timely and effectively.	Case Managers, Teachers  Case Management Meetings, data including DRA, MAPS, formative and summative assessments, STAAR Interim given in November and February.	December March May
A spiraled Math component will be purchased and implemented.	Consistent spiraling of TEKS and skills will allow students adequate practice for developing and progressing.	IF, Teachers  Students increased accuracy on daily warm-up, quizzes and summative assessments.	December March May
A math problem solving model will be determined and	Students understanding and using a problem-solving model	Formative and summative assessments with students successfully understanding and	December March May

implemented K-5.	to process word problems will allow fluency for working through problems with accuracy. Additionally, students using the same model from year to year or teacher to teacher will provide consistency needed.	solving word problems.	
Teachers will meet to disaggregate data after summative (STAAR Interim) assessments to understand and plan for enrichment and interventions (as aligned to STAAR blueprints) to close gaps and support student progress toward mastery.	Students will receive the individualized enrichment and interventions needed regularly to develop and progress towards mastery. Student Performance Levels of Meets Grade Level and Masters Grade Level increase.	IF, Teachers, Admin.  Formative and summative data, STAAR Interim Assessments	December March May

**Goal:** Provide an environment where 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. **DIP Goal 2, 3**

Strategy	Expected Results/Impact	Person Responsible & Indicators	Formative Review
Classrooms will host community meetings Monday-Friday.  Topics will be aligned with Leader In Me Habits.	Provides opportunities to develop relationships within the classroom. (teachers:students, students:students) Strong relationships will improve student performance.	Counselors, Lighthouse Coordinators, Admin, Teachers  Staff and student survey, discipline data.	December March May
<a href="#">New Teachers will be trained and utilize Zones of Regulation to support students in recognizing their emotions.</a> Returning teachers	Provides opportunities for teachers to be intentional in supporting students who may not be regulated. Allows students to support each other/increase	Counselors, Teachers  Reduced conflict among peers and students with teachers, staff and student survey, discipline data.	December March May

will continue to use.	understanding of feelings.		
<u>Teachers and Staff will utilize Peace Pathways to support students in resolving conflict.</u> Training to new staff and refresher for LIM (Leader in Me) trained staff will be provided.	Provides intentional opportunities for students to solve peer to peer conflict in a productive way.	Counselors, Lighthouse Team, Teachers, Admin. Reduced conflict in the classroom, staff and student survey, discipline data.	December March May
<u>Teachers will utilize a Peace Corner Box to help students self-regulate their emotions.</u>	Each classroom teacher will have a specialized grade level box with different tools to support students when they are dysregulated.	Counselors, Teachers  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.	December March May
Every student will have a role on the campus as leaders (school wide, classroom, Friday assembly roles, new student mentors, habit trainers)	Students will feel valued, a sense of belonging, and ownership, vital parts of school culture/climate.	Lighthouse Team, Action Team Reps  Grade level LIM representatives and LIM Action Teams will track through team notes, student surveys, discipline data.	December March May
Each grade level classroom will host a service project.	Provides students with an opportunity to understand the greater world around them and to feel the positive emotional impact of giving to others. Students will be positive contributors.	Team Leaders, Teachers, Counselors  Fulfillment of service project, team notes, reporting of results of project through CAC minutes, student survey.	December March May
Implement school-wide programs such as: No Place for Hate Inclusive School Week Unified Champions Healthy Habits Week	Improve relationships, compassion for others, student value, acceptance, and sense of belonging.	Counselors, Special Programs Teachers, Nurse	December March May
Continue Leader in	Develop students and	Lighthouse Team, Admin	December



Me implementation.	staff with skills to be successful and contributors.	Student and staff surveys, discipline data	March May
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**Goal:** Engage all stakeholders in ways that support the ongoing and future success of the campus and district. **DIP Goal 1**

Strategy	Expected Results/Impact	Person Responsible & Indicators	Formative Review
Communication to Walnut Families will be provided in ways including: Website, Social Media platforms, and Email Blasts.	Families being up to date and current with goals, vision, events, etc. with the campus.	Admin, Leadership Team  Parent surveys	December March May
Make efforts to increase PTA membership and participation in opportunities.	Improve partnerships and relationships. Improve student academic performance through parental engagement.	PTA Board, Admin  PTA membership data	December March May
Continue the implementation of Watchdogs Program.	Improve partnerships and relationships. Improve student academic performance through parental engagement.	Admin, Watchdog Lead	December March May
Host a variety of events with families and community members including: Parent Orientation Academic Events Career Fair Field Day Habit Hunt	Improve partnerships and relationships. Improve student academic performance through parental engagement and community partnerships.	Admin, Counselors, Team Leaders, Lighthouse Team  Parent survey	December March May

**Goal:** We will equip and engage teachers and staff with tools, resources, on-going learning to be successful in the ever-evolving classroom. **DIP Goal 3, 4**

Strategy	Expected Results/Impact	Person Responsible & Indicators	Formative Review
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<p>Provide 3-5 grade teachers CanvasCon training.</p> <p>TOT model will be used.</p>	<p>Teachers will become more proficient with the implementation and use of Canvas.</p>	<p>3-5 teachers, IF, Admin</p>	<p>December March May</p>
<p>Provide opportunities for PD such as: Leading in a Virtual Environment Virtual Teaching Reading Institutes Math Instructional Practices</p>	<p>Improving proficiency, knowledge, and strategies for a variety of instructional practices.</p>	<p>Admin, IF, Teachers</p> <p>Lesson plans, observation feedback, student formative and summative data, teacher survey</p>	<p>December March May</p>
<p>Implement and plan for Trainer of Trainer (Leaders &amp; Lifechangers) for teacher-shared learning opportunities.</p>	<p>Teachers will gain knowledge through the learning of peers. Teachers will gain leadership skills and opportunities.</p>	<p>Admin, IF, Teachers</p> <p>Observation feedback, teacher survey</p>	<p>December March May</p>