

**Dripping Springs Independent School District**  
**Walnut Springs Elementary**  
**2021-2022 Formative Review**



# Mission Statement

We partner with students, parents, and the community to provide a personal and exceptional education for every student.

Student Mission Statement:

At Walnut Springs we LEAD. We love learning, empower others, achieve greatness, and do what is right.

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Goal 5: Parent Engagement: DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses. 16





# Goals






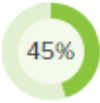
**Goal 1: Student Achievement:**







DSISD Life Changers will holistically and strategically develop and support the academic growth of all students.







**Performance Objective 1:** Students will demonstrate growth from previous years as measured by multiple data sources.







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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instruction: The campus will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. The campus will continue to utilize small group instruction to enhance reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency for providing small group instruction with all students on their instructional levels in reading and math will occur.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading/Writing/ELA: The campus will continue to utilize small group instruction to enhance reading. The campus ELAR vertical team will continue to develop consistent practices across all grade levels. Grades K-1 will use Early Reading Tutor as an intervention. First-2nd grade intervention will use Reading by Design for systematic phonics instruction. 3rd - 5th grade intervention will use Read 180 or System 44.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student gaps will close and students will meet an expected minimum of one year's growth in reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Vertical Alignment Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
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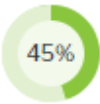

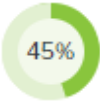
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Math:</b> The campus will continue to utilize small group instruction to enhance math. Grades 1-5 will use Do the Math and Closing the Distance. Number Corner will be used for grades K-1 as an intervention. Number Talks and Reflex Math will be utilized to ensure numeracy is strengthened. The campus math vertical alignment team will continue to develop common practices across grade levels including vocabulary development and problem-solving model.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop numeracy foundations and fluency. With consistent practices, students will make connections from grade level to grade level increasing their levels of progress and achievement .</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Vertical Alignment Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4: Science:</b> The campus will ensure experiential learning during science instruction. Professional Development and necessary science manipulatives, and vertical teaming will set the foundation for success. At Walnut, a Vertical Science Team will be developed in January to develop vertical plans addressing vocabulary and scientific investigations.</p> <p><b>Strategy's Expected Result/Impact:</b> With consistent practices, students will develop a better understanding of scientific inquiry and the scientific method.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Vertical Alignment Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5: Social Studies/Humanities:</b> The campus will integrate non-fiction, historical reading selections beyond the social studies class to enhance other content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will access content such as NewsELA to support social studies TEKS. Lesson plans and classroom visits will reflect social studies integration. The ELAR Vertical Team will plan for integration during Vertical Alignment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Vertical Alignment Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Sept	Nov	Mar	May
				









Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Essentials: The campus will provide instruction in music, art and physical education.</p> <p><b>Strategy's Expected Result/Impact:</b> The whole-child will be developed through physical and fine arts opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Essentials Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> MTSS (RTI): Teachers will monitor student progress through regular universal screeners for reading and math and utilize Eduphoria for data analysis. Case management will take place quarterly and MTSS meetings monthly. Tier II and III interventions will be developed and implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student learning gaps will close. Percent of students in each Tier will continue to better align with the MTSS Pyramid. When learning gaps do not close the referral process to consider other student needs is initiated.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Campus Interventionists Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Multi-Tiered System of Support (Response to Intervention): Teachers will identify struggling learners through the MTSS process and provide instructional methods such as intervention/tutorials for all students in math and ELA. WIN time will be used at grades K-5 to support all students with individualized needs for improvement. Intervention resources will include: Do the Math Closing the Distance Early Reading Tutor Reading by Design Read 180 System 44</p> <p><b>Strategy's Expected Result/Impact:</b> Through WIN Time, students will develop in academic areas specific to their individualized needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				







Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Data and Assessment: The campus will utilize district assessment procedures to support teachers in the analysis of data and in making real-time adjustments to both classroom and student-specific instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Data from assessments will be used in PLCs, Case Management, MTSS, and Data Meetings to inform instruction and address student needs to intervene including accelerated opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> English Learners: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading, and writing. Throughout the Fall Semester, a book study will be completed with "7 Steps to a Language-Rich Interactive Classroom by John Seidlitz and Bill Perryman."</p> <p><b>Strategy's Expected Result/Impact:</b> ELs (and all students) will develop language acquisition as these steps and strategies are implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Special Education Services: The campus will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow district-established procedures for child find, referrals, and evaluations. Time will be dedicated during in-service week to ensure teachers understand IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure compliance with Special Education programming. Provide necessary training and support to meet the needs of various abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Sped Team Leader</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with scheduling, ongoing professional training, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Dyslexia Teachers</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will adhere to established procedures for child find, referrals and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with training, ongoing professional development, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. 504 Coordinator</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. Individualized intervention plans will be developed through MTSS and progress monitored. WIN time will be master scheduled for K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Sept	Nov	Mar	May
				



Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to established guidelines for GT nominations, screening, selection and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand how to identify potentially gifted students also allowing students identified to mirror the student population. Teachers will better understand how to differentiate for all students.</p> <p><b>Staff Responsible for Monitoring:</b> GT teacher Campus Admin.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum and will focus on early childhood literacy and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling, professional development, and resources. Utilize ESGI to monitor skill acquisition in literacy and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Kindergarten: The campus will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare. At WSE, the campus plans events to transition kindergarten students such as kindergarten round-up, meet the teacher night, and Kinder Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Partner with families to develop and relationships and understanding to support our incoming students on their learning journey at Walnut.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				

Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Technology: The campus will provide innovative practices to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction and planning learning experiences for students. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will continue to develop and improve their abilities to use and integrate technology.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Facilitator of Learning &amp; Innovation Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Successful Transitions: The campus provides academic counseling support services to elementary students transitioning to the middle school campus. The campus will inform families of Tigers in Training and any other pertinent middle school information. We will partner with DSMS to educate incoming 6th graders about opportunities and experiences for Middle School.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more confident and better prepared to transition to middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports, and a plan for the school year. Weekly attendance reports and appropriate follow-up communication (attendance letter, phone call, email, home visit). Learners experiencing attendance challenges will be reviewed in MTSS for a plan of action to support the learner and families</p> <p><b>Strategy's Expected Result/Impact:</b> Provide more awareness and supports to families with attendance rates improving.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> DAEP: The campus will monitor performance data of students served in the DAEP including student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				



Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> WIN time will be used at grades K-5 to support all students with individualized needs for improvement. Intervention resources will include:            Do the Math            Closing the Distance            Early Reading Tutor            Reading by Design            Read 180            System 44</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress, gains, and close gaps through targeted WIN time.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin.            Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











**Goal 2: Staff Quality, Recruitment, and Retention:**

Support the vision and mission of the district by placing a Life Changer in every position.

**Performance Objective 1:** The campus will hire high-quality staff, highly qualified paraprofessionals and develop, empower and sustain leaders who are committed to the vision and mission of the district.

**Evaluation Data Sources:** Paraprofessional Compliance Report, TEA Equity Plan, Retention Reports, ADDs data, Increased Student Achievement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attract/Retain Staff: The campus will attract and retain highly qualified teachers for instruction and intervention/tutorials. The teacher mentoring system will be used to support and retain teachers. New staff will be provided culture building, training, and a thorough understanding of goals and expectations during New Staff Orientation.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff satisfaction surveys and retention rates will continue to improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p>	Formative			Summative
	Sept	Nov	Mar	May
				




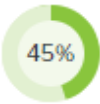


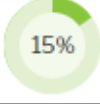
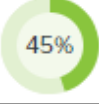
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development: The campus will provide information and access to professional development for teachers, administrators, paraprofessionals, and other staff as needed. As a campus, we will plan for PD as it aligns with the needs of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to improve their instructional strategies and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional Learning: Implement high-quality professional learning focused on the science of reading (Reading Academies) for all PreK-3rd grade teachers, leaders, and staff to build capacity in strengthening literacy skills for elementary educators and align instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner growth and development in literacy with targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Literacy Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Reading cohort leader, Director of Elementary Education, Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Professional Learning: Provide professional learning that emphasizes best practices in developing mathematical reasoning and numeracy and align practices within math across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner growth in math development and targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Math Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education, Director of Secondary Education, Principals, Curriculum Coordinators, Instructional Coaches, Teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Goal Setting (CNA/CIP):</b> The campus has an established site-based decision-making committee that focuses on the campus improvement planning process, and carries out responsibilities such as, but not limited to, the campus calendar, professional development plans, budgets, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will continue to determine areas in need of improvement and align resources to achieve this.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2: Fiscal Compliance:</b> To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will coordinate with the district in regards to budgets and federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Student needs will be met through aligned resources.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Public Meeting:</b> The district holds an annual public meeting upon receipt of campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will be informed and aware of campus ratings and CIP.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4: Student Safety:</b> The campus will utilize district aligned communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Procedures, and conduct safety/security audits. Equipment, hardware and software updates will be acquired as needed to enhance campus security measures. The campus will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.</p> <p><b>Strategy's Expected Result/Impact:</b> Through interventions provided as determined through MTSS, students will demonstrate closing of learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Title I: The campus will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will be made aware and gain an understanding of the meaning of Title I and how funds are used.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

DSISD will support and enhance students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive social-emotional/counseling and health wellness programs designed to address student needs.

**Performance Objective 1:** Promote social-emotional, mental, and health wellness for all students by increasing access to developed responsive support services as measured by surveys and feedback from students, parents, and staff.

**Evaluation Data Sources:** Survey data, response plans, counselor/MHP support data/MTSS operational reports,

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Early Intervention:</b> The campus will follow the district provided comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive services and interventions related to their presented needs. Social, emotional, and academic growth will result in this responsive approach. Data is gathered from students during biannual minute meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2: Addressing Abuse:</b> The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping staff and all stakeholders with professional development will assist with understanding, identifying, and responding to child maltreatment. Staff receive annual CPS and crisis management trainings provided by the school counselors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Anti-Bullying:</b> The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. The district maintains an anti-bullying policy and will increase student awareness of the tip line.</p> <p><b>Strategy's Expected Result/Impact:</b> Bullying referrals will decrease as a result of the bullying protocols and policy adherence by students and staff. Counselors provide anti-bullying lessons to all grade levels to give students ways to handle peer conflict, safe people to reach out to for support and offer language to resolve conflicts.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SEL: Build capacity with teacher professional development of SEL and additional professional counseling support within the district to address instructional loss, isolation, and anticipated increase in emotional distress as a result of the pandemic. We will implement Need One, Trust to ensure that all students have an adult they trust at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Data showing increases in student sense of belonging, resilience, and self-awareness skills. Academic achievement will increase. Teachers and staff are provided training on the implementation of morning meetings and Zones of Regulations so that students have language and a time to share concerns. Counselor shares examples of read alouds, conversations starters and/or videos that teachers can watch to continue topics that are discussed during monthly Care Classes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Counselors MTSS team</p>	Formative			Summative
	Sept	Nov	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> SEL: Follow the district TEKS-aligned comprehensive counseling curriculum that includes supports for elementary and secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of social-emotional curriculum supports within lesson design. Learner growth as indicated through surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p>	Formative			Summative
	Sept	Nov	Mar	May
No Progress       Accomplished       Continue/Modify       Discontinue				

**Goal 5: Parent Engagement:**

DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses.

**Performance Objective 1:** An increase in parental engagement through participation in campus/district events, positive connections to campus/district with an increase in overall communication throughout the district.

**Evaluation Data Sources:** Culture/Climate Survey results, sign-in sheets for district/campus events.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent and Family Engagement: The campus will educate and inform families about campus/district programs and services prior to the event to build capacity, understanding, and importance of parent and family engagement. A variety of communication methods will be used, in a language that parent can understand, including, but not limited to websites/social media, emails, school marquee, local newspaper communications, meet the teacher night, open house, report card pickup, parent/guardian meetings, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in events and programs noted in sign-in sheets. Use of climate/culture survey data along with website analytics will support feedback on implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnerships with parents and families and an increase in student achievement and supporting the whole child.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
No Progress       Accomplished       Continue/Modify       Discontinue				









**Goal 5: Parent Engagement:**

DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses.

**Performance Objective 2:** Increase communication initiatives to strengthen open and transparent two-way communication with all stakeholders.

**Evaluation Data Sources:** Utilize data from relevant surveys and feedback, sign-in sheets, community feedback.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase opportunities for authentic engagement of parents, residents, community members, and business partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of increased partnerships and engagement through events, promotions, social media, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure transparency, clarity, frequency, and timeliness of internal and external communications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased clarity and consistency with district and school communication as evidenced through community and climate surveys and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communication: Promote and enhance communication and collaboration across the organization.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased coherence and clarity within district departments and all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				