

# Dripping Springs

INDEPENDENT SCHOOL DISTRICT

## District Improvement Plan

2018-2019

Campus Improvement Plan 2018-2019

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  
Barbara Stroud - Vice President  
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Dale Whitaker - Executive Director of Communications  
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Julie Pryor - Principal, Walnut Springs Elementary School  
Mandy Sargent - Principal, Rooster Springs Elementary School  
Kristen Ray - Principal, Sycamore Springs Elementary School

## Acknowledgements

The DSISD District Improvement plan was developed around the DSISD Portrait of Graduate and the 2016-2011 DSISD Strategic Plan. The planning process was facilitated by the 2017-2018 District Advisory Council and the members of the district's leadership team. Principals are responsible for using a similar process with the involvement of their Campus Advisory Councils to develop their campus improvement plans.

**Contributing members of the 2017-2018 District Advisory Council include:**

Cindi Wade

Jason Haydon

Kari Potter

Michael Kryszack

Sara Mulvahill

Loren Wells

Hank Weikert

Tara Ballard

Vicki Lynch

Gay Klassen

Jennifer Riddlebarger

Megan Smith

Ricci Dunn

Derek Woods

Alex Shindeldecker

Jeff Bixby

Tom Gabrielsen

## 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).

## 2018 NEEDS ASSESSMENT DATA & SUMMARY

Data and input to determine needs and priority improvement actions for the 2018-2019 school year included:

- State assessment results;
- National assessment results;
- Panorama stakeholder input surveys;
- SEL Research Consultant's Summative Report;
- Annual report from the School Health Advisory Council;
- Insight from Student Panels campus/committee;
- Insight and observation from campus & district leaders;
- Stetson Special Programs Study;
- TASB Salary Study

Below is a non-inclusive list of needs considered in prioritizing action items for the 2018-2019 DSISD District Improvement Plan:

- Development of comprehensive and aligned Response to Intervention Program;
- Protection of counseling roles for counseling responsibilities such as elevation of intentional and aligned efforts to support social and emotional learning;
- Continued investment in technology tools and individuals' technology skills to transform learning;
- Continued investment in seeking and responding to stakeholder input to build trust through meaningful and positive relationships;
- Continued investment in the personalization of student learning and personalization of professional learning for DSISD employees;
- Continued enhancement and alignment of services provided to meet individual students needs through special programs such as BE/ESL, GT, RTI, 504, and Accelerated Learning.

## **2018-2019 IMPROVEMENT PLAN-ACTION ITEMS**

The DSISD District Improvement plan was developed around the DSISD Portrait of Graduate and the 2016-2011 DSISD Strategic Plan.

**VILLAGE: GOAL 1**

Support the vision and mission of the district by building a culture where all members feel welcome and connected.

Objective 1.1: Build Trust through meaningful and positive relationships

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Be responsive to questions and concerns from the community.	Questions/Concerns Addressed; Annual Stakeholder Input Surveys	District/Department/Campus Leaders	Ongoing	Annual
Promote understanding of the district's vision and mission.	Inclusion of vision and mission in printed and verbal communications	Superintendent, Communications Director, District/Department/Campus Leaders	Ongoing	Annual
Publicize availability of committee positions at campus and district levels and respond promptly to those interested.	Positions communicated through multiple modes	Campus Principals, L&I Department, District Communications Director	Ongoing	Annual
Schedule administrators for periodic campus and department visits	Calendar Scheduling and Attendance at Opportunities	Superintendent, Assistant Superintendent for L&I	Ongoing	Annual

Objective 1.2: Strengths open and transparent two-way communication with all stakeholders using effective and appropriate methods.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Encourage Visionary Leaders to plan dissemination of information at their work sites	Meetings scheduled	Visionary Leaders	Ongoing	Annual
Prepare counselor and teachers to consistently explain what personalized learning means for students	Information shared on campuses	District & Campus Leaders	December 2018	Ongoing

**VILLAGE: GOAL 1**

Support the vision and mission of the district by building a culture where all members feel welcome and connected.



Objective 1.2: Strengths open and transparent two-way communication with all stakeholders using effective and appropriate methods.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Hold forums to introduce new programs or address specific issues	Informed stakeholders; meetings held	Superintendent; Assistant Superintendents; Director of Communications. Principals	Ongoing	Annual
Plan face-to-face input gather opportunities	Meetings held, level of participation	Communications Director, Superintendent, Assistant Superintendent for L&I, Principals	Ongoing	Annual
Encourage consistency in format and frequency of communication between campuses	Comparison of campus methods	Principals, Communications Director	December 2018	2018-2019
Send out updates during design and construction phases	Updates included in emails and newsletters	Communications Director, Project Manager	Key intervals in planning/construction process	Annual

Objective 1.3 Cultivate and manage community partnerships that are mutually beneficial.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Explore opportunities for student-run enterprises (school cafe, boutique, catering)	Idea discussed by teachers; opportunities identified	Teachers, Elementary Principals	Fall 2018	2018-19
Establish a process for students of all ages to submit business proposals.	Established application process	Cornerstone Coordinator, Teachers, Business Office Contact	Fall 2018	2018-19

## VILLAGE: GOAL 1

Support the vision and mission of the district by building a culture where all members feel welcome and connected.

Objective 1.3 Cultivate and manage community partnerships that are mutually beneficial.

Steps in Action Plan	Measurement of	Person Responsible	Deadline	Timeframe
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	Success			
Create a system where students can earn community service by assisting the senior community (yard work, deliveries, errands).	Guidelines established, student interest surveyed	PALS Sponsor, High School Counselors	Fall 2018	2018-19
Connect with DS Friends Foundation to determine opportunities for student involvement.	Contact made	PALS sponsor, Community Services Director	December 2018	2018-19

## OPERATIONS: GOAL 2

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

Objective 2.1 Provide resources to support district operations.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Perform annual needs assessment for existing equipment.	Equipment needs are identified in budget requests	Department Heads	March of each year	Annual
Schedule annual inventory audits to verify accurate year-end inventory reports.	Audits reveal accurate inventory reports	Department Heads	July 15 <sup>th</sup> of each year	Annual

Objective 2.2: Develop and formalize departmental operating procedures.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Review procedure manuals for compliance with district policies and federal/state regulations.	Procedures will be in alignment with district policy and applicable regulations; policy and regulations to be noted in procedures	Department Heads	June	Annual

## OPERATIONS: GOAL 2

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

Objective 2.2: Develop and formalize departmental operating procedures.



Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Create training materials for identified audiences.	Training materials ready for use	Department Heads	July 2018	2018
Schedule initial district-wide training on standard operating procedures.	Training is conducted	Department Heads/L&I Department	August 2018	Annual
Update training materials annually.	Updated manuals in a timely manner	Department Heads	July of each year	Annual
Develop process for notifying departments of new employees.	Notifications are sent to appropriate departments when new staff are hired	HR Department	September 2018	2018
Train new staff on procedures manuals as they enter positions.	New staff are trained on procedures within 60 days of job assignment	Department Heads/HR	October 2018	2018

Objective 2.3: Implement innovative solutions to address operational challenges.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Look for innovative solutions.	Operational costs decrease or efficiencies increase with implementation of innovative solutions	Department Heads and Staff	Ongoing	Annual
Research innovative solutions for feasibility.	Increase in implementation of alternative solutions	Department Heads and Staff	Ongoing	Annual
Inventory district wide planted areas and assess plantings.	A district wide inventory of planted areas is completed	Facilities & Construction Staff	January 2019	Spring 2018
Develop a plan to reduce/modify areas for more water saving designs and plantings.	A plan for replacing plantings has been developed	Facilities & Construction Staff	January 2020	February 2019

## OPERATIONS: GOAL 2

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

Objective 2.3: Implement innovative solutions to address operational challenges.

Steps in Action Plan	Measurement of	Person Responsible	Deadline	Timeframe
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	Success			
Design landscaping that is simple, drought resistant, and maintenance free.	A landscaping plan in place that incorporates simple, drought resistant, and maintenance-free landscape areas	Facilities & Construction Staff	January 2020	February 2019
Work with consultants to design rainwater recovery ponds.	Designs are completed and feasibility has been determined	Facilities & Construction Staff	January 2020	February 2019
Work with consultants to design irrigation systems generating the water source from rooftop condensation.	Feasibility has been determined	Facilities & Construction Staff	January 2020	February 2019

### LIFE CHANGERS: GOAL 3

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

Objective 3.1: Develop, empower and sustain leaders who are committed to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Compile a list of potential leadership opportunities per campus or department.	Completed list	Administrators and Directors	Summer 2018 (ongoing each year)	2018-19
Identify potential leaders at each campus or department to fulfill these leadership opportunities.	Assignment of leadership opportunities to specific personnel.	Administrators and Directors	September 2018 (ongoing each year)	2018-19, annually thereafter
Create and provide aspiring leaders professional development	Leadership professional development offered and credit received by participants	L&I Dep't	Fall 2018	2018-19

### LIFE CHANGERS: GOAL 3

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

Objective 3.1: Develop, empower and sustain leaders who are committed to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
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Match staff interests with available opportunities at the campus or in the district.	Increased participation in or transfer to other job experiences	Campus/Department Administrators	Fall 2018	2018-19
Establish recommended guidelines for leadership mentoring.	Working draft of guidelines for leadership mentoring (suggested meeting schedule, topics to cover, etc.)	L&I Dept. & Campus Principals	Spring 2018	2018-19
Identify new leaders and their needs.	List compiled from Visionary Leaders.	L&I Dep't	July 2018	2018-19
Mentors/new leaders partnered to assure accountability.	Mentors and new leaders partnered at the Visionary Leaders Retreat	Superintendent	July 2018	2018-19
Review and revise new evaluation tool as needed.	Suggestions survey completed and adjustments implemented for the following school year.	Learning and Innovation Dep't	March of Each Year	Annual
Organize regular meetings for Principals, APs, Instructional Leaders, IFs/FLIs, and Campus/Dep't Leadership Teams.	Calendar meeting dates drafted for each leadership group	Administrators and Directors	Ongoing	Annual
Uniform district-wide procedures, guidelines, and expectations are clearly communicated.	Written district/department procedures, guidelines, and expectations.	Department Administrators	Summer 2018	2018-2019
Directors and administrators collaborate and encourage innovative solutions or options.	Feedback in various forms from team members.	Life Changers Administrators and Directors	Ongoing	Annual

### LIFE CHANGERS: GOAL 3

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

Objective 3.1: Develop, empower and sustain leaders who are committed to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
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Establish a culture of saying "yes" more often.	Feedback in various forms from team members.	Life Changers Administrators and Directors	Ongoing	Ongoing
Objective 3.2: Recruit and hire personnel who are committed to the vision and mission of the district.				
Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Revise job descriptions of instructional positions to include a statement to support and promote the vision and mission of the district.	Statement included on instructional position job descriptions.	HR Director	Spring 2018	2018-19
Determine effective recruitment methods and identify recruitment deficits or areas for improvement.	HR Department Recruiting Protocols Draft	HR Director	Fall 2018	2018-19
Research innovative recruitment methods.	Research completed	HR Director	Spring 2019	2018-19
Investigate appropriate geographic radius for job fairs.	Research completed	HR Director	Spring 2019	2018-19
Investigate new avenues of promoting the district through technology.	Research completed	HR Director	Spring 2019	2018-19
Present innovative recruitment and promotion efforts to the Board.	Board presentation	HR Director	April 2019	2018-19

### LIFE CHANGERS: GOAL 3

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

Objective 3.2: Recruit and hire personnel who are committed to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Review fast-growth district staffing guidelines and make	Updated Staffing Guidelines and	HR Director	Spring 2018	2018-19

necessary updates to DSISD staffing guidelines.	implementation of those guidelines.			
Campus hiring committees review and interview candidates using the guidelines.	Implement guidelines	Campus Administration and Hiring Committees	Summer 2018	2018-19
Revise employee handbooks receipts to verify that signing means the employee knows and acknowledges the district vision.	District Vision emphasis in the Employee Handbook acknowledgment	HR Director	Summer 2018	2018-19
Clearly communicate vision in interviews and when offering positions.	Interview Documentation	Campus & Central Office Administrative Teams	Fall 2018	2018-19 and annually thereafter

Objective 3.3: Inspire and sustain personnel who are committed to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Create campus-wide and/or individual grade level/department focus groups regarding school climate.	Focus group agendas, attendance records, meeting minutes	Campus administrators/dept heads	Fall 2018	2018-19

### LIFE CHANGERS: GOAL 3

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

Objective 3.3: Inspire and sustain personnel who are committed to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Gather data regarding school climate and present recommendation steps for climate improvement to campus administration	Focus group climate and improvements steps report submitted to campus principal.	Campus Focus Groups	December 2018	2018-19



Collaborate with higher-ed to provide advanced degrees/certifications.	Staff's acquisition of advanced degrees/certification	Assistant Superintendent for L & I, Department Heads, Campus administrators	May 2018	2018-19
Develop a Google form for staff use to communicate their desire to explore other educational options/opportunities within the district.	Form development	Campus administrators/dept heads	Spring 2018	2018-19
Survey employees to determine types of recognition desired.	Survey results	HR Dept	Summer 2018	2018-19
Review employee suggestions and determine/implement feasible options.	Implementation of options recommended by staff	HR Dept	Summer 2018	2018-19
Explore alternatives to current recognitions such as a Wall of Honor, local newspapers articles for long-term employees (i.e., 20+) and implement feasible options.	Implementation of alternatives	District and campus level administrators and dept heads	Summer 2018	2018-19

### LIFE CHANGERS: GOAL 3

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

Objective 3.4: Develop and support Personalized Professional Learning Plans (PPLPs) aligned to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Determine the needs of each campus/department in order to provide certifications in those areas.	Needs assessments	Administrators; Directors	June 2018 and ongoing	2018-19

Recruit staff interested in obtaining certification or training to meet the campus/department needs.	Staff lists	Administrators; Directors	June 2018 and ongoing	2018-19
Create cohorts of staff working toward same certifications/degrees for support across the district.	Cohort lists	Administrators; Directors	June 2018 and ongoing	2018-19
Evaluate current stipends for advanced degrees and certifications.	Evaluation presented to the Board as a component of the Pay Study Review in 3.2.1.a steps.	HR Director; Assistant Superintendent of Business	Spring 2018	2018-19
Consider increasing stipends to compete with other area districts.	Evaluation presented to the Board as a component of the Pay Study Review in 3.2.1.a steps.	HR Director; Assistant Superintendent of Business	Spring 2018	2018-19
Identify local and online education and certification programs.	List of programs	Dept. of L&I; Community Services	January 2018	2018-19
Contact local and online education/certification programs about use of DSISD facilities.	Facilities reservations	Dept. of L&I; Community Services	March 2018	2018-19

### LIFE CHANGERS: GOAL 3

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

Objective 3.4: Develop and support Personalized Professional Learning Plans (PPLPs) aligned to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Negotiate with local and online education/certification programs for cost breaks for DSISD employees.	Program agreements	Dept. of L&I; Community Services	April 2019	2018-19
Advertise with staff the opportunities to participate in these	Advertisements	Dept. of L&I; Community Services	May 2019	2018-19

programs in district and/or at a lower cost staff.				
Partner with local and online education/ certification programs to exchange services (for example provide advertisement for their services).	Program partnerships	Dept. of L&I; Community Services	April 2019	2018-19
Identify staff and community members to provide professional development to other staff members after hours.	Commitments from staff members to lead trainings	Director of Community Services	March 2019	2018-19
Outline professional development opportunities to inform staff on purpose of training.	Course summaries and catalog	Director of Community Services	April 2019	2018-19
Establish a communication plan to advertise training opportunities based on areas of need.	Courses catalog; advertisements	Director of Community Services	April 2019	2018-19

### LIFE CHANGERS: GOAL 3

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

Objective 3.4: Develop and support Personalized Professional Learning Plans (PPLPs) aligned to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Research mentor training programs and/or philosophies.	Research notes and presentation to Visionary Leaders	Instructional Leaders	June 2018	2018-2019
Adopt or develop a mentor training program for teaching and non-teaching positions.	Identification or adoption of mentoring program	Instructional Leaders; Visionary Leaders	June 2018	2018-2019
Establish mentor guidelines and create a mentor handbook.	Guidelines and handbook	Instructional Leaders	June 2018	2018-2019

Establish procedure for selecting mentors.	Written procedures	Instructional Leaders; Administrators	June 2018	2018-2019
Recruit and train mentors.	Mentor list and training participation	Instructional Leaders	Summer 2018	2018-2019
Establish competitive mentor stipends or other benefits.	Board proposal	Assistant Superintendent of Business	Summer 2018	2018-2019
Provide ongoing support and training for mentors.	Training participation	Instructional Leaders	August 2018 and ongoing	2018-2019
Survey staff to determine what PD resources would be most beneficial.	Survey results/analysis	Instructional Leaders	Summer 2018	2018-2019
Determine the best avenue for disseminating PD information (website, intranet, other source).	Presentation to the board	Instructional Leaders; Director of Technology	Summer 2018	2018-2019
Create outline/components for district PD website or intranet.	Completed outline	Instructional Leaders; Director of Technology	Summer 2018	2018-2019

### LIFE CHANGERS: GOAL 3

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

Objective 3.4: Develop and support Personalized Professional Learning Plans (PPLPs) aligned to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Align district PD website/intranet with PPLPs.	Completed outline	Instructional Leaders; Director of Technology	Summer 2018	2018-2019
Promote district PD website/intranet with all staff.	Advertisements	Instructional Leaders; Director of Technology	Summer 2018	2018-2019
Survey staff for feedback on benefits and needs of district PD website/intranet.	Survey results	Instructional Leaders; Director of Technology	Summer 2018	2018-2019
Establish professional development website to communicate PD	Live website	Instructional Coordinator	Summer 2018	2018-2019

opportunities and provide resources.				
Research other districts' professional development academies, conferences or summits which occur either during the summer or for consecutive staff development days during the school year.	Research analysis shared with Visionary Leaders	Instructional Leaders	Summer 2018	2018-2019
Determine best schedule for a district learning academy.	2018-19 district calendar	Instructional Leaders; Administrators; DAC	Summer 2018	2018-2019
Survey staff for professional learning style needs and preferences.	Survey results	Instructional Leaders	January 2018	2017-18
Identify and recruit potential presenters and facilitators.	Presentation applications	Instructional Leaders	August 2018	2017-18

### LIFE CHANGERS: GOAL 3

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

Objective 3.4: Develop and support Personalized Professional Learning Plans (PPLPs) aligned to the vision and mission of the district.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Advertise and communicate goals of the district learning academy, conference, or summit.	Advertisements; participation lists	Instructional Leaders	August 2018 and ongoing	2018-19
Establish incentive program for participating in the academy, conference, or summit.	Advertisements of incentive; participation lists	Instructional Leaders	August 2018	2018-19
Establish a volunteer organization of high school students with an adult sponsor to provide child care for staff during district	Club memberships and childcare participation	High School Leadership Team	Summer 2018	2018-19



professional development.				
Identify best practice strategies to implement.	List of expected strategies	Administrators; Instructional Leaders	Summer 2018	2018-19
Develop guidelines for trainings to incorporate these strategies.	Training guidelines	Administrators; Instructional Leaders	Summer/Fall 2018	2018-19
Train in-district trainers to incorporate best-practices in learning opportunities.	Training participation	Instructional Leaders	2018-2019	2018-19
Personalize learning opportunities for staff based on PPLPs.	PPLP reflections and evidence of learning	Administrators; Instructional Leaders	Summer 2018 and ongoing	2017-18

## PERSONALIZED LEARNING: GOAL 4

Support the vision and mission of the district by creating and implementing Personalized Learning Plans (PLP) that maximize each student's potential.

Objective 4.1: Implement Personalized Learning.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Develop a template for the Personalized Learning Plans/Student Profiles & Portoflios	<ol style="list-style-type: none"> <li>List of providers to provide bids</li> <li>Data collected for pilot discussion and cost</li> </ol>	Director of Technology and High School Counselors	Spring 2018	2018-2019
Identify possible providers of digital format for sustainability (i.e. Skyward, Bridges).	<ol style="list-style-type: none"> <li>List of providers to provide bids</li> <li>Data collected for pilot discussion and cost</li> </ol>	Director of Technology and High School Counselors	Spring 2018	2018-2019
Review proposals and make provider selection.	Final choice of provider to present to the DSISD Board	DSISD Cabinet	Summer 2018	2018-2019

Conference with students, parents, and educators to enter appropriate data into the PLP.	Conferences held with stakeholders	As assigned by campus	Ongoing	Annual
Objective 4.2: Personalized Learning - Establish a culture where personalized learning drives all decision-making.				
Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Allocate time for teachers to analyze integrated TEKS and develop a plan for implementation.	Plans are developed	Teachers	January/Summer	Annual
Organize regular planning/training sessions throughout the school year for implementation of the integrated curriculum.	Sessions held	Horizontal Teams IF	Quarterly	2018-2019/Annual

## PERSONALIZED LEARNING: GOAL 4

Support the vision and mission of the district by creating and implementing Personalized Learning Plans (PLP) that maximize each student's potential.

Objective 4.2: Personalized Learning - Establish a culture where personalized learning drives all decision-making.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Provide training in a variety of instructional models that facilitate in-depth and sustained inquiry.	Completion of training	ASLI	2018-2019	2018-2019
Develop lesson plan template that supports inquiry based learning.	Development of template	IF	2018-2019	2018-2019
Focus on creating learning spaces that facilitate personalized learning.	Creative learning spaces are established	ASBO Campus Leadership	Ongoing	Annual Review & Planning
Acquire technology to meet personalized learning needs.	Technology acquired	ASBO Director of Technology	Ongoing	Annual
Enhance the learning environment with innovative instructional materials to meet	Teachers have needed materials	ASBO ASLI	Ongoing	Annual

personalized learning needs.		Campus Leadership		
Train teachers in developing and using a variety of assessments to guide instruction.	Training occurs	ASLI IF	Ongoing	Annual
Teachers will develop pre-assessments to establish baseline and measure growth.	Pre-Assessment	Teachers	Spring/Summer 2019	2018-2019
Teachers will develop authentic post-assessments to determine concept mastery and growth.	Authentic Post-Assessment	Teachers	Spring/Summer 2019	2018-2019

#### PERSONALIZED LEARNING: GOAL 4

Support the vision and mission of the district by creating and implementing Personalized Learning Plans (PLP) that maximize each student's potential.

Objective 4.2: Personalized Learning - Establish a culture where personalized learning drives all decision-making.

Steps in Action Plan	Measurement of Success	Person Responsible	Deadline	Timeframe
Develop common assessments to align with original scope and sequence to hold stakeholders accountable for student learning.	Common Assessments created	Teachers	Spring/Summer 2019	2018-2019

#### STATE AND FEDERAL REQUIREMENTS

Objective 1: Continuously improve upon district performance on each state assessment and accountability ratings, decrease identified achievement gaps, and ensure exceptional annual progress for each student.

Strategies will include, but are not limited to:

- Vary instructional methods that address individual students needs.
- Social skills training: suicide prevention, conflict resolution, dating violence, dropout prevention.
- Career education for all students.

- Technology will be integrated in order to support learning. Increase access to technology (hardware and software), while continuing to build the digital capacity of students, staff, parents, and other district stakeholders in the use of technology (hardware and software).
  - Professional development: suicide prevention, dating violence awareness, dropout prevention, reading and math interventions, writing interventions, academic acceleration, discipline management.
  - Services to the homeless/at-risk students.
- Provide information to Middle School and High School parents, counselors and students:
- higher education admissions and financial aid opportunities and sources

**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>
Julie Pryor	John Kroll	Walt Kudrop	Allan McAden
Maureen Jamail	Kathy Mervin		Aaron Bond
	Kim Hatcher		
PK:Jennifer Franco	Nicole Bevilacqua (Rex's Mom)		
Kinder: Candy Wahlers/Kinnison Bryan	Ben Morton		
1 <sup>st</sup> Grade:Stephanie Needham	Candace Perez		
2 <sup>nd</sup> Grade: Margie Webber	Chysawndra Schultz (Cassie)		

3 <sup>rd</sup> Grade:Darby Broussard			
4 <sup>th</sup> Grade: Ryan Clark			
5 <sup>th</sup> Grade:Debi Dealing			
Sped/Special Areas: Mark Britt :			



**Statement of Purpose:** The components of the 2018 - 2019 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, Student surveys, Staff surveys, RTI data, Special Education Data, Discipline Records and Counseling Services.

**Goal:** Decrease the number of students receiving RTI Tier 3 support in both math and reading from 11% to <5% and 19% to <5% respectively.

Lead Measure	How will this influence the goal?	How will we track progress?
<a href="#">Guided Reading Protocols</a>	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, DRA Results
<a href="#">Guided Math Protocols</a>	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, Results on Campus Based Assessments
Utilize reading intervention tools such as MAP growth, Lexia, Heggerty, Phonics Awareness Games/Manipulatives	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, DRA Results
Utilize math intervention tools such as MAP math skills, Bridges, Number Talks, Daily Math Fluency Activities	Supports classroom teachers in being intentional; gives clear direction to instruction and what resources to utilize.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, Results on Campus Based Assessments
To improve case management routines of students that are receiving RTI services	Case Managers will rotate with students from year to year.	Staff Survey, Spring 2019
To streamline the steps teachers must make in order to document progress of students that are receiving RTI in reading and math.  <a href="#">Reading Progress Monitoring Tool</a> <a href="#">Math Progress Monitoring Tool</a>	Allows teachers to be more intentional with data collection on individual students in RTI.	Staff Survey, Spring 2019
<a href="#">To provide intensive reading intervention to lowest 1% of students in Kinder - 2nd Grade.</a>	Students will receive 30 minute, 1:1 reading intervention, 3 times per week.	Eduphoria Notes, Case Management Meetings, Progress Monitoring Notes, DRA Results

**Goal:** 100% of Walnut Springs' students will demonstrate growth in writing from the beginning of the year to the end of the year, based on the school wide writing rubric, by June 2019.

Lead Measure	How will this influence the goal?	How will we track progress?
<a href="#">Writing Goal</a>	Each grade level will be responsible to their commitment to accomplishing the goal at large.	Team Meeting Notes, Verification of Mastery Results, Student Writing Samples
Grade levels will incorporate lessons into their daily writing plans to ensure accomplishment of goal.	Each grade level will be responsible to their commitment to accomplishing the goal at large.	Team Meeting Notes, Verification of Mastery Results, Student Writing Samples, Classroom and Hallway Displays

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

Lead Measure	How will this influence the goal?	How will we track progress?
<a href="#">Each classroom will host community meetings Monday - Friday.</a>	Provides opportunities to develop relationships within the classroom. (teachers:students, students:students)	Staff and student survey, administration meetings with students.
<a href="#">Teachers will utilize Zones of Regulation to support students in recognizing their emotions.</a>	Provides opportunities for teachers to be intentional in supporting students who may not be regulated. Allows students to support each other/increase understanding of feelings.	Reduced conflict in the classroom as measured in staff and student survey and routine referrals to administration.
<a href="#">Teachers and Staff will utilize Peace Pathways to support students in resolving conflict.</a>	Provides intentional opportunities for students to solve peer to peer conflict in a productive way.	Reduced conflict in the classroom as measured in staff and student survey and routine referrals to administration.
<a href="#">Teachers will utilize a Peace Corner Box to help students self-regulate their emotions.</a>	Each classroom teacher will have a specialized grade level box with different tools to support students when they are	Provides opportunities for teachers to be intentional in supporting students who may not be regulated. Allows

	dysregulated.	students to support each other/increase understanding of feelings.
Staff Book Study - Zones of Regulation	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.	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.
Every student has a role in the campus as leaders (school wide, classroom, Friday assembly roles, new student mentors, habit trainers)	Provides for students to feel valued and a vital part of school culture/climate.	Grade level LIM representative and LIM Action Teams will track through team notes.
<a href="#">Each grade level classroom will host a service project.</a>	Provides students with an opportunity to understand the greater world around them and to feel the positive emotional impact of giving to others.	Fulfillment of service project, team notes, reporting of results of project through CAC minutes.
<a href="#">Every student will have a Personal Learning Portfolio.</a>	Each student PLP will be vertically aligned. By the end of each grade level one component of the PLP will be completed. Students leaving Walnut at the end of 5th grade will have a completed PLP (PK-5) that will support their continued growth in middle school.	Grade level LIM representative and LIM Action Teams will track through team notes, Spring Student Led Conferences.