

Dripping Springs

INDEPENDENT SCHOOL DISTRICT

District Improvement Plan

2019-2020



MISSION

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

VISION

We inspire and equip students to be lifelong learners and positive contributors to the world.

LEADERSHIP

BOARD OF TRUSTEES

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CAMPUS ADMINISTRATION

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

Acknowledgements

The DSISD District Improvement plan was developed around the DSISD Portrait of Graduate and the 2016-2021 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 2018-2019 District Advisory Council include:

Beth Vartanian, DSES	Karri Potter, GT Specialist
Gay Klassen, WSES	Joanna Foster, Special Services
Amanda Chappel, RSES	Kristen Ray, Principal
Sarah Chew, SSES	Cindi Wade, Technology
Betsy Linker, DSMS	Kelly Knowles, Parent
Paula Matthews, SSMS	Lori Lee Loham, Parent
Jerri Ybarra, DSHS	Kat Hastings, Community Member
Kristen Adams, DSHS	Robbie Zamora, Business Representative

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. 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).

2019 NEEDS ASSESSMENT DATA & SUMMARY

DATA SOURCES:

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

- State & National assessment results;
- State Accountability Reports;
- Panorama stakeholder input surveys;
- Annual report from the School Health Advisory Council;
- Insight from Student Panels campus/committee;
- Insight and observation from campus & district leaders;

DATA ANALYSIS:

2018 ACCOUNTABILITY HIGHLIGHTS

OVERALL DISTRICT RATING	STUDENT ACHIEVEMENT	SCHOOL PROGRESS	CLOSING THE GAPS
A	A	B	A

*DSISD did not receive the eligible distinction for post-secondary readiness.

2018 ALL TESTS, ALL GRADES

% APPROACHES GRADE LEVEL	% MEETS GRADE LEVEL	% MASTERS GRADE LEVEL
37	69	77
STATE AVERAGE 22	STATE AVERAGE 48	STATE AVERAGE 91

COLLEGE, CAREER, AND MILITARY READY RATE

- Overall Score 72%
- AP/IB College Credit 28%
- College Ready SAT/ACT 61%
- Dual Credit Completion 33%
- Earned Associate's Degree 0%
- Earned Industry Certification .2%
- Graduated w/ IEP-Workforce Ready 0%
- Enlisted in the Armed Forces .7%
- Completed Coherent CTE Cert. 3.6%

SCHOOL PROGRESS

Prior Year	Did Not Meet Grade Level Current Year			Approaches Grade Level Current Year			Meets Grade Level Current Year			Master's Grade Level
Did Not Meet		122	130		4	193			44	12
Approaches Grade Level		158	0		279	306		330	361	109
Meets Grade Level	28			330			456		495	487
Master's Grade Level	4			71						1,427

Points Earned: 3,870 . Points Possible: 5,346

CLOSING THE GAPS

	5th Reading	5th Math	8th Reading	8th Math	English I	English II	Algebra I	Biology	US Hist.
All	95	93	93	95	90	88	86	97	99
Econ. Disad.	87	80	69	78	77	62	70	92	92
LEP	85	81	47	67	50	39	56	71	86
BE	63	75							
ESL	94	83	47	67	58	39	56	69	86
Sped	70	61	46	48	45	48	35	82	93
GT	100	100	100	100	100	100	100	100	100
At-Risk	82	75	70	76	65	65	56	87	99

SOCIAL & EMOTIONAL DATA SUMMARY 3-5

- Self-management 77%
- Social Awareness 72%
- Grit 67%
- Self-Efficacy 58%
- Growth Mindset 57%
- Emotion Regulation 55%

SOCIAL & EMOTIONAL DATA SUMMARY 6-12

- Self-management 84%
- Social Awareness 62%
- Grit 60%
- Self-Efficacy 53%
- Growth Mindset 50%
- Emotion Regulation 49%

ANNUAL STUDENT DATA SUMMARY 3-5

- Rigorous Expectations 81%
- School Climate 71%
- School Belonging 66%
- School Safety 65%
- School Engagement 59%

ANNUAL STUDENT DATA SUMMARY 6-12

- Rigorous Expectations 63%
- School Climate 49%
- School Belonging 41%
- School Safety 56%
- School Engagement 30#

SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS):

Below is a non-inclusive list of needs considered for the 2019-2020 DSISD District Improvement Plan:

- Continued enhancement and alignment of services provided to meet individual students' needs through special programs such as BE/ESL, GT, RTI/MTSS, 504, Special Education, and Accelerated Learning.
 - Ensure all students are making a year's worth of academic growth as reflected in district's "Progress" score on state accountability reports,
 - Increase performance of economically disadvantaged students and students served through special education by enhancing support systems for and beyond teachers,
 - Continue to enhance support structures, programs, and practices through campus and district SEL Action Plans to promote students' social and emotional well-being;
- Research ways to meet additional criteria reflected in the district's rating of "college and career readiness", *(Recommended for further consideration beyond the 2019-2020 school year);*
- Increase stakeholder's favorable responses in areas of school safety, appropriate understanding and effective addressing of "bullying", overall school climate and campus perception;

ALIGNMENT WITH DSISD STRATEGIC PLAN

1. Village

By 2021, DSISD will be viewed as the hub of the Dripping Springs Community. DSISD will help new residents feel welcome, existing residents feel valued, and all members of the community feel connected to the district. DSISD will be seen as open and caring organization that is committed to serving the children of the community.

2. Operations

By 2021, DSISD will operate effectively, efficiently, and innovatively to support the mission of the district through providing a safe, positive, learning environment for all students. District operations will function seamlessly to provide all facility, equipment, and material needs in a manner that addresses the ever-changing environment and anticipates continued district growth. District operations will partner with campuses and departments to support daily educational and life-changing experiences for all students.

3. Life Changers

By 2021, every position in DSISD will be filled with someone who makes a difference in the lives of children. Employees will take risks and be allowed to explore their passions and talents. Because of the equity of life changers in every classroom, parents will feel confident about the placement of their children with any teacher. Parents will have assurance that children are cared for and well-educated. Teachers and district staff will advocate for every student. The culture of DSISD will support and enhance the personal and professional growth of employees through their Personal Professional Learning Plans (PPLPs).

4. Personal and Exceptional Learning

By 2021, every student in DSISD will have a Personal Learning Plan (PLP). The culture of DSISD will support and enhance the social, emotional, and academic growth of each student. Students will take ownership of learning through exploration of passions and talents. Students will view academic challenges as opportunities for growth. Parents and educators will partner with students to reach their full potential.

2019-2020 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

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

Steps in Action Plan	Resources	Person Responsible	Timeframe & Formative Assessment	Measurement of Success
Be intentional in connecting with community members who have strengths and expertise in areas that could support identified students.	Leadership Connections with Community DS Leaders Community Organizations	Campus Principals with support from Director of Communications, Director of Community Services, Superintendent, & Counselors	October-Connect with Counselors & Principals to Identify Students in Need of Mentorship & Support; January -Review connections that have been made to meet needs	Campus documentation (compiled & shared at the district level) of community connections made in 2019-2020 through various programs and with individual students.
Create a structured network within the district to serve as a point of contact on each campus to activate volunteers when urgent needs arise.	Campus Personnel & Volunteers	Campus Designee with Support by Director of Learning & Innovation	Review at mid-year DAC meeting with summative reflection in April 2020	Documentation of established network of campus representatives.

OPERATIONS: GOAL 2

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

Steps in Action Plan	Resources	Person Responsible	Formative Assessment & Timeframe	Measurement of Success
Ensure all (100%) current staff and staff new to the district are aware of existing protocols and procedures.	Procedural Resources End of Year Survey Admin Training/Retreats	Assistant Superintendent of Finance & Operations; Assistant Superintendent of Learning & Innovation	October 2019: Formative Feedback on awareness and ease of access to procedural guides and resources from campus administrators	End of Year Survey: 80% positive feedback relative to-Ease of Access to Resources in Canvas and Stakeholder Feedback on Training & Support in Operations

LIFE CHANGERS: GOAL 3

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

Steps in Action Plan	Resources	Person Responsible	Formative Assessment & Timeframe	Measurement of Success
Enhance investment in personnel to meet and support the social and emotional development of all students in DSISD (at least 3 dedicated FTE's)	Funding for additional FTE's	Executive Director of Human Resources	Assess personnel support structure in Fall 2019	District Mental Health Implementation Plan Campus SEL Action Plans
Ensure crisis intervention and response procedures are in place and universally known and utilized on all campuses.	Safe Schools Online Training Beginning of the Year District Training	Counselors	Assess Fall 2019	Student survey responses: availability of emotional support when needed; Evidence of Mental Health First Aid Training for All (100%).
Promote common leadership language to positively impact DSISD culture.	Beginning of the Year Retreats Admin References to Resources in Canvas and Team Drive	Superintendent Assistant Superintendent Campus Principals	Mid-Year Stakeholder Feedback Pulse Check and End-of-Year summative review of all available data and feedback	Stakeholder Feedback and Survey Response Items: Effective Response to Bullying, School Climate, Campus Perception. Reduction in number of complaints.

PERSONAL LEARNING: GOAL 4

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

Steps in Action Plan	Resources	Person Responsible	Formative Assessment & Timeframe	Measurement of Success
100% Implementation of Learning Management System (LMS) to support progress monitoring, PLP's and PPLP's. At least 80% positive stakeholder feedback.	Canvas Canvas Training ADDS +Subscription for Facilitation	Assistant Superintendent of Learning & Innovation, Instructional Coordinator	September 2019 Spring Review: March 2020	Usage Statistics and Stakeholder Feedback.
Continue to enhance structures and practices to build teacher capacities to monitor and respond to student progress. See STAAR goals sheet above.	Map Title II- Professional Development	Campus Principals Instructional Facilitators	Ongoing/regular review of progress monitoring data and corresponding professional learning support	Progress Data on Universal Screeners and State Assessments End of Year 2020
Create support structures for administrators & Team Leaders to review campus data and create action steps in response to indicated needs relative to demographic and academic needs of students served. See STAAR goals sheet above.	Time-PLC Dedicated Days Across the District MAP Data, Substitutes for Teacher-Leader PLCs	Assistant Superintendent of Learning & Innovation; Campus Principals	Review end of year achievement data.	Increased percentage of students with adequate progress for the year and decrease in achievement gaps between populations

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.

Steps in Action Plan	Resources	Person Responsible	Formative Assessment & Timeframe	Measurement of Success
Vary instructional methods that address individual student needs.	RTI & IEP Training Ongoing Professional Development	Special Services Supervisors, Instructional Designer	Classroom Observations -Monthly from Central Office L&I	STAAR Results MAP Progress
Social skills training: suicide prevention, conflict resolution, dating violence, dropout prevention.	SEL Curriculum, Training & Resources Capturing Kids Hearts, Region 13, Keeth Matheny	Counselors, Assistant Principals Assistant Superintendent of Learning & Innovation	Evidence of Training-Safe Schools Completion SEL Action Plans	End-of-Year Survey: SEL Survey Items; District discipline reports
Career education for all students	To Be Determined	Counselors, Assistant Principals, CTE Coordinator	Counselor's Report of Activities-Reviewed November 2019	CTE Secondary Enrollment & Program Offerings
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 Devices-See DSISD Refresh Plan	Director of Technology Facilitators of Learning & Innovation	Reports of Devices	Annual Technology Report and Inventories

technology (hardware and software).				
Professional development: suicide prevention, dating violence awareness, dropout prevention, reading and math interventions, writing interventions, academic acceleration, discipline management.	Safe Schools Ongoing & Embedded PD: Summer Extravaganzas, Leaders & Life Changers on Campuses, PLC's on campuses	Instructional Designer Instructional Facilitators Assistant Superintendent of Learning & Innovation	Safe Schools Completion Reports	ADDs Professional Learning Records (25 Hours per Employee)
Services to the homeless/at-risk students.	Determined Based on Needs; Federal Fund Set-Aside	Director of Compliance & Accountability for Learning & Innovation	PEIMS -Student Enrollment Reports	Federal Fund Allocations
Provide information to Middle School and High School parents, counselors and students: higher education admissions and financial aid opportunities and sources	To Be Determined	Secondary Principals and Counselors	Evidence of Events & Resources	To Be Determined