

**Meeting Minutes of the Board of Trustees
DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT**

A Board of Trustees Workshop Meeting of the Board of Trustees of DRIPPING SPRINGS INDEPENDENT SCHOOL DISTRICT was held Monday, June 16, 2025, beginning at 5:00 PM in the Center for Learning & Leadership - Live Oak Room.

Attendance:

Olivia Barnard: Present
Kim Cousins: Present
Shanda DeLeon: Present
Mary Jane Hetrick: Present
Rob McClelland: Present
Tricia Quintero: Present
Stefani Reinold: Present

1. CALL TO ORDER AND ESTABLISH QUORUM
2. PUBLIC COMMENTS
 - A. Posted Agenda Items
3. PRESENTATIONS AND DISCUSSION
 - A. Learning & Innovation Update
4. ADJOURN

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September 26, 2019
Date

Attest:

President, DSISD Board of Trustees

Secretary, DSISD Board of Trustees

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BOARD ITEM SHEET

Regular Meeting Date: June 16, 2025

Agenda Item: Learning and Innovation Department Update

Reports Discussion Consent Action

Presenter: Assistant Superintendent, Learning & Innovation, Karen Kidd

Motion Language: N/A

Policy: N/A

Background: This workshop will cover updates from the Learning & Innovation department.

Attachments: 2025-2026 Learning & Innovation Presentation

Goals:

- We will ensure students possess the skills to confidently solve problems, communicate effectively, adapt, lead and innovate to be prepared for their future.
- We will create pathways for access to resources and programs for all students to support their personal well-being and growth.
- We will strategically recruit, hire, develop, and retain quality staff who can effectively fulfill our highest hopes for our students.
- We will enhance and align communication and engagement strategies to build and support relationships with parents, businesses, and our community.
- We will effectively and efficiently manage operational, programmatic and fiscal compliance.

Board Workshop: Learning and Innovation Update

June 16, 2025

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Agenda

- Intentional & Thoughtful Use of Technology
 - Goal
 - Timeline
 - Best Practices
- Single-Subject Acceleration
 - Purpose and Outcomes
 - Current Data
 - Differentiation

Intentional and Thoughtful Use of Technology: A Shift Towards Balance

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Pre-Pandemic vs Post-Pandemic Teaching

No Tech Use

- Encouraging tech adoption
- Overcoming resistance



Widespread Tech Use

- Heavy reliance on tech
- Post-COVID new teachers

Goal: Thoughtful & Intentional

Raising the Bar with Technology Roadmap

Thoughtful Use of Digital Learning Tools

- Presented to all DSISD teachers BOY 2024
- Experiences > Tasks
- Digital Innovator Program



DSISD EdTech Belief Statement

- District guidance on EdTech beliefs for Thoughtful & Intentional Technology Use



Call to Action

- Redefine the role of tech
- 9 best practices for teachers
- Ongoing support in collaboration with ICs + FLIs
- Differentiated PD support



New Tech TEKS Rollout

- New Tech TEKS were introduced for grades K-8
- Five categories: Computational Thinking, Creativity & Innovation, Data Literacy, Digital Citizenship, Practical Tech Concepts
- Created "I Can" Statements



Raising Expectations for the Role of Technology in Learning

- Clear Canvas guidelines + key changes
- Introduction of the Triple E Framework (Engage, Enhance, Extend)
- YouTube usage



Thoughtful & Intentional Use of Technology in DSISD

Thoughtful & Intentional Lesson Design

- Purposeful, goal-driven tech integration
- Engagement through active, authentic learning
- Balanced digital and hands-on instruction
- Student voice, choice, and agency
- UDL and real-time instructional adjustments
- Reflection, metacognition, and productive struggle

High-Quality Instructional Practices

- Engage, enhance, and extend learning
- Aligned to objectives and goals
- Differentiation and personalized pathways
- Collaboration, inquiry, and real-world tasks
- Data-driven instruction and feedback
- Multimedia, creation, and reflection

Technology TEKS + Future Ready Skills

- Technology TEKS integration across subjects
- Digital literacy and media evaluation
- Ethical and effective tech use
- Collaboration and communication tools
- Creativity, innovation, and problem-solving
- College, career, and global readiness

Safe Digital Learning Environment

- Explicit digital citizenship instruction
- Responsible, ethical online behavior
- Purposeful, age-appropriate screen use
- Safety, privacy, and content evaluation
- Accessibility and inclusive tech practices

Thoughtful Use of Technology

Dripping Springs ISD



Guided by the State of Texas' required Technology Integration TEKS and research-based best practices, DSISD's approach to educational technology is a balanced model that aims to empower deeper learning and help students develop the skills necessary for success in an evolving digital world. Through thoughtful and purposeful use of digital tools, we strive to create meaningful learning experiences that engage, enhance, and extend learning while fostering academic growth, innovation, and responsible digital citizenship.



In Dripping Springs ISD, we ...

- believe that technology, when used intentionally and strategically, can support traditional teaching methods and enhance the learning experience.
- integrate technology into the curriculum, based on teaching and learning goals.
- are dedicated to the thoughtful integration of digital learning tools to maximize student success and well-being.
- take a balanced approach to technology and monitor screen time.
- foster critical and creative thinking when utilizing technology in the classroom.
- use technology tools so that students can be creators, not just consumers.
- leverage accessibility tools to empower every student.
- encourage collaboration and interaction when using technology.
- maintain the importance of foundational skills and face-to-face interaction in the learning process.
- explicitly teach digital citizenship.



Learn more at
dsisdtx.us/edtech

The Learning First, Technology Second

Triple E Framework for Effective Technology Integration

Adapted from Liz Kolb



<h3>ENGAGE</h3> <p><i>Can the technology allow learners to...</i></p> <p>Focus Motivate Be Active</p>	<p>Engagement: Technology should actively engage students in the learning process. Focus on the learning goal, not the tool.</p> <ul style="list-style-type: none"> • Technology should keep students focused and actively participating. • <input checked="" type="checkbox"/> Use: Interactive tools, simulations, collaboration & creation apps. Make thinking visible. • <input type="checkbox"/> Avoid: Passive activities (ex: just watching videos or learning apps where learning is not active). • Technology, including slide decks is never a substitution for direct instruction. 	<p>Teaching Moves:</p> <ul style="list-style-type: none"> • I do-We do-You do • Think-Pair-Share • Purposeful partnering • Turn & Lead • Guided practice • Model navigation
<h3>ENHANCE</h3> <p><i>Can the technology allow learners to...</i></p> <p>Deepen Scaffold Personalize</p>	<p>Enhancement: Technology should add value to the learning experience beyond traditional methods. Students can create products that demonstrate learning in a way they can't do with traditional tools.</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Use: Multimedia resources, graphic design, and other tools that promote higher-order thinking. Provide opportunities to create vs solely consume. • <input checked="" type="checkbox"/> Use: Accessible content for all learners and allow for personalization. • <input type="checkbox"/> Avoid: Using tech for tech's sake where non-tech methods work just as well (or better). 	<p>Teaching Moves:</p> <ul style="list-style-type: none"> • Active listening • Graphic organizers • Visual representations of learning • Differentiation • Personalization • Think-Pair-Share
<h3>EXTEND</h3> <p><i>Can the technology allow learners to...</i></p> <p>Learn Connect Authentic</p>	<p>Extension: Technology can create authentic experiences or allow for real-world problem-solving in order for students to apply knowledge outside of the classroom.</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Use: Virtual field trips, digital portfolios, real-world problem-solving. • <input checked="" type="checkbox"/> Use: Face-to-face is best for direct instruction, but can provide opportunities for collaboration on projects outside of school. • <input checked="" type="checkbox"/> Use: Technology that promotes future-ready skills. • <input type="checkbox"/> Avoid: Activities that don't link to students' lives or future goals. 	<p>Teaching Moves:</p> <ul style="list-style-type: none"> • Examine real-world issues • Partner with outside organizations • Students investigate and direct their own project • Connect with experts

dsisdtx.us/digitallearning

Redefine & Raise Expectations for Digital Learning

Our students deserve classrooms where they can engage deeply, think creatively, and use technology to redefine what's possible — not just to complete a digital task.



Balance, purpose, and creativity

Elementary Single-Subject Acceleration

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Characteristics of Accelerated Students

1. Exceptionally high achievement in a subject area(s)
2. Mastery of subject-level materials at least one year ahead of current grade placement as exhibited by an 80% or above on the specified CBEs
3. Demonstrated desire to accelerate without parental pressure
4. Social-emotional maturity
5. Academic motivation
6. Persistence/grit
7. An intense interest in the specific academic area
8. Strong independent study skills

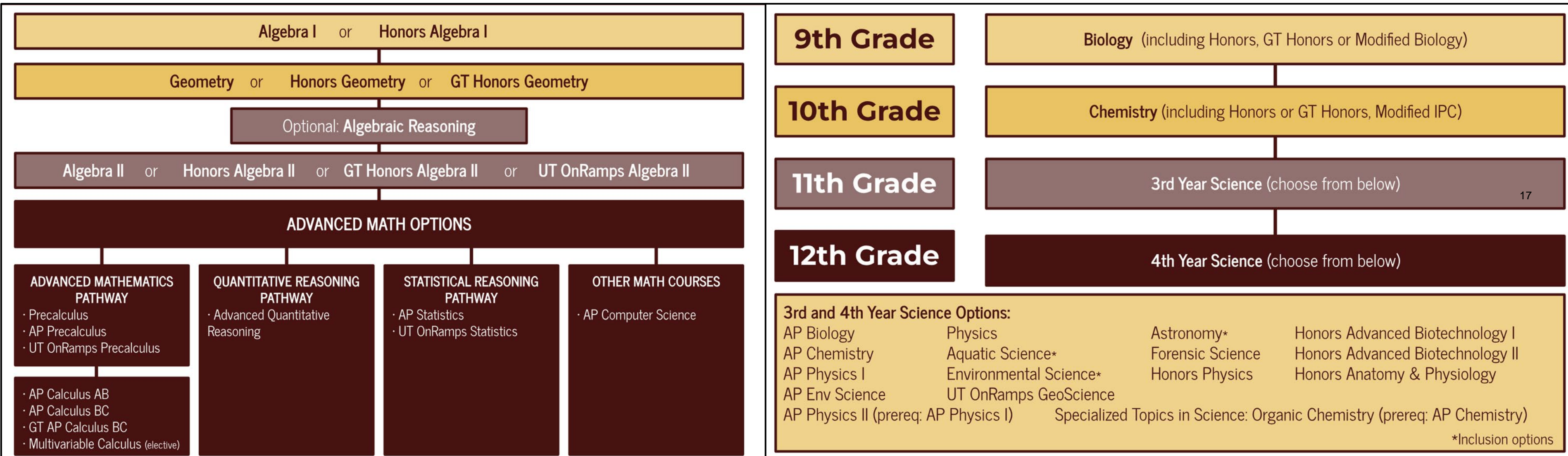
Purpose of Acceleration

- The purpose of acceleration is to afford opportunities for students to take more advanced coursework in high school.
- Meet student academic and growth needs.
- TEC 74.24 and Board Policy EHDC (Legal) EHDC (Local)
 - K-5 Whole Grade Acceleration
 - 6-12 Single Subject Acceleration
 - In DSISD, K-5 Single-Subject Acceleration

Can students still get advanced coursework in high school met without accelerating in elementary school?

Yes!

There are several advanced options available for math and science.



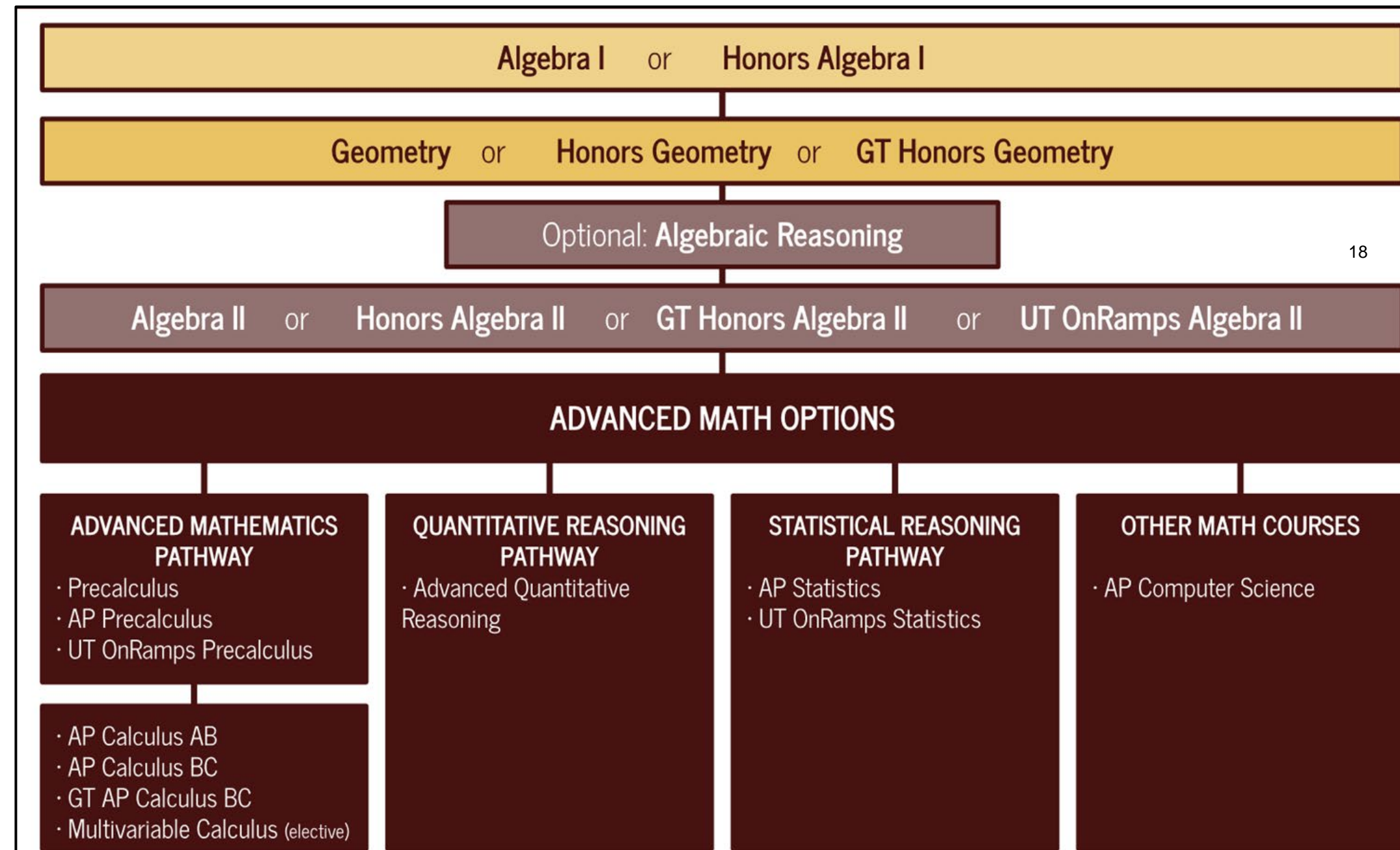
Many options are available to accelerate in math...these are just two examples.

● Math Pathway #1

- 6th Compacted math (6th/7th)
- 7th CBE to skip 8th and go into Algebra I
- 8th Geometry
- 9th Algebra II
- 10th Advanced
- 11th Advanced
- 12th Advanced

● Math Pathway #2

- 6th CBE to 7th
- 7th taking 8th
- 8th taking Algebra I
- 9th Geometry
- 10th Algebra II
- 11th Advanced
- 12th Advanced



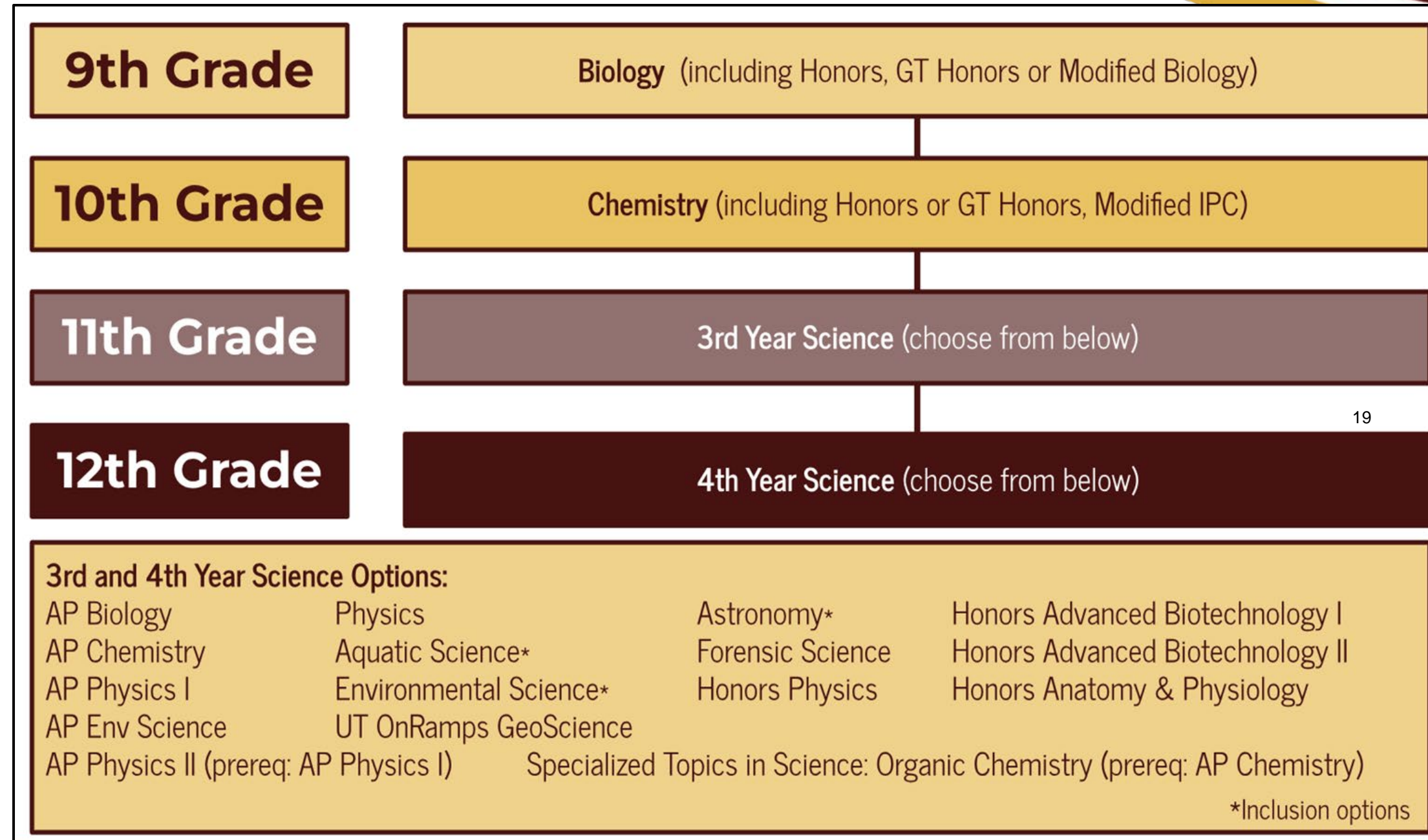
Science Also Has Several Options for Advanced Coursework

- **Science Pathway #1**

- 6th Science
- 7th CBE to skip 7th Science
- 8th Biology
- 9th Chemistry
- 10th Advanced
- 11th Advanced
- 12th Advanced

- **Science Considerations**

- Once a student finishes Biology, they can double up by taking Honors Chemistry and either Biotech or AP Environmental.
- Once they finish Chemistry, everything is on the table. Many students take multiple Science classes during their junior and senior year.



English and Social Studies Are Elective Courses

English Electives

- Creative Writing (not a state ELA credit)
- Advanced Creative Writing I- Meraki Pub (not an ELA credit)*
- Advanced Creative Writing II-Lit Genre (not an ELA credit)
- Advanced Creative Writing II-Humanities (not an ELA credit)
- Debate I, II, III, IV (not a state ELA credit)
- Debate Block
- ACC Speech (9-12) (spring) (not a state ELA credit)

Can be taken starting in 9th grade

Social Studies Electives

- Psychology (10-12) (1 sem.)
- Sociology (10-12) (1 sem.)
- AP Psychology (10-12)
- ACC Psychology (10-12) (fall)
- ACC Sociology (10-12) (spring)
- ACC Texas Government (12) (spring)

Can be doubled up after 9th grade and can be substituted for 10th grade social studies

Acceleration by the Numbers

Spring 2025 Credit by Exam for Acceleration Summary - Elementary Level (K-5)												
Current Grade Level	LA			MATH			SCIENCE			SOC ST		
	Tested	80+ score	Below 80 score	Tested	80+ score	Below 80 score	Tested	80+ score	Below 80 score	Tested	80+ score	Below 80 score
KINDER	4	1	3	16	2	14	2	0	2	2	1	1
1ST	12	0	12	23	4	19	5	0	5	4	0	4
2ND	7	1	6	19	5	14	4	2	2	3	1	2
3RD	12	2	10	24	1	23	7	0	7	3	0	3
4TH	4	0	4	15	5	10	1	0	1	1	0	1 ²¹
5TH	1	0	1	4	2	2	2	0	2	1	0	1
Total	40	4	36	101	19	82	21	2	19	14	2	12

Self Referred	188
Withdrew	12
Tested	176
Scored 80 or above	27
Scored Below 80	149

3-year Totals (Fall 2021-Summer 2024)		
Total Elementary Testers (K-5)	485	13%
Exams - 1st Attempt	931	25%
Score of 80% or higher	174	5%
Score below 80%	757	20%
Exams - 2nd Attempt (retest)	97	3%
Score of 80% or above	34	1%
Score below 80%	63	2%

Conversation about Considerations

- Academic Implications
- Operational Impact
- Financial Expenditure

How do we meet the needs of these elementary students?

- All teachers are required to have 30-hours of GT training
- Each year teachers receive a 6-hour update
- The state requires compacted math in 6th grade

Differentiation in the Classroom

- **Depth**
 - Going beyond surface-level understanding
 - Developing expertise
- **Complexity**
 - Making connection and examining relationships
 - Challenging students to think critically
- **Utilizing Higher Lexile Level Texts**
 - Introduce more complex vocabulary
 - Explore varied sentence structures
 - Present abstract concepts
 - Provide opportunities for inference and analysis