



## Dripping Springs High School: Department Improvement Plan 2020-2021



### Data points to consider:

<a href="#">2018-2019 Federal Report Card</a>	<a href="#">2018-2019 TEA School Overview</a>	<a href="#">2018-2019 Texas Academic Performance Report (TAPR)</a>
<a href="#">2018-2019 School Report Card</a>		

### Each department will identify up to 3 goals for the 2020-2021 school year:

1. 1 data-driven academic goal (this must include an action plan for ECTs and MTSS (interventions))
2. 1 Social-Emotional goal (this can be embedded in #1 as an action plan)
3. 1 Blended/Remote Learning goal (this can be embedded in #1 as an action plan)

**Goal #1:** Academic: Every department will focus on our special population data (EL, Edu-Dis, SPED, At-Risk) by working towards improving instructional practices for these students through setting in-house data-driven goals, working through ECTs, and focusing on Rick DuFour’s question: “How will we respond when some students do not learn?”

**Objective 1:** We will see an increase in the engagement of these students.

**Summative Evaluation:** This will be reflected in assessments, attendance, test scores, and performance in class.

Activity/Strategy (can add rows here and label A,B,C, etc)	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact
Increase staff capacity in interventions	Admin. Instructional Team	PD – Challenge Success Pop-Ups Faculty Mtgs	Begin this year, will extend into next year	Professional Development is brought in by campus and district	Increased use of intervention strategies in classrooms, increased achievement among students based on ECT assessment data and goals
Work closely with District MTSS Team	Principal Assistant Principals Counselors	District Meetings	Begin this year, will extend into next year	Consistent attendance at district meetings Common data-collecting systems	A unified approach to MTSS across the district
ECTs will focus on “How will we respond when some students do not learn?”	ECTs Team Leads Dept. Heads Campus Admin.	ECT Common Planning Data gathering	Begin this year, will extend into next year	Increased data gathering and analysis of assessments in ECTs	Increased implementation of interventions as a result ECTs work together to address individual student concerns per

					assessment data
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**Goal #2:** SEL Goal: Address the Social and Emotional Learning needs through academics at the high school level.

**Objective 1:** Adopt and begin adult training for SEL Framework (Challenge Success) for DSHS

**Summative Evaluation:** Staff have a shared understanding of our SEL framework and can articulate the campus-based goals.

Activity/Strategy (can add rows here and label A,B,C, etc)	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact
Increase use of authentic assessments	ECTs Team Leads Dept. Heads Campus Admin. SEL Team	Challenge Success PD Pop-Ups Staff Meetings	Beginning Sept. through the end of the year	Development of authentic assessments in ECTs Deeper/less rote-driven learning Application-driven learning Campus Cohort	Decreased cheating Students increased participation during assessments Fewer gaps in student learning All ECTs provide opportunity for authentic assessments at least once per 9 weeks
Increase healthy work habits for students	ECTs Team Leads Dept. Heads Parents Campus	Challenge Success PD Pop-Ups Staff Meetings	Beginning October, ongoing	Staff participation in PD via Challenge Success School survey Campus Cohort	Students reporting less stress Increased student efficacy and advocacy based on

	Admin. SEL team				post-survey data (Challenge Success)
Build positive relationships with all students	ECTs Team Leads Dept. Heads Parents Campus Admin. SEL team	Challenge Success PD Pop-Ups Staff Meetings	August, ongoing	Teacher training Culture building Increased tutorial time (Tiger Time) Campus roll-out plan developed this year	Student voice is prioritized Students report connection with adults on campus based on post-survey data (Challenge Success)

**Goal #3:** Remote/Blended Learning: Increase engagement in remote/blended learning

**Objective 1:** Increase the utilization of our LMS (Canvas), structured interactions, and curation of digital resources.

**Summative Evaluation:** More frequent engagement of remote learning among students, fewer gaps in learning due to absence (school, illness, or personal absences), and increased quality of education remotely.

Activity/Strategy (can add rows here and label A,B,C, etc)	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact
Curate digital resources	ECT Teachers	Canvas ECT planning time Summer Teacher Work	By the end of the year	Shared bank of resources per department	Easy student access to learning resources
Structured Interactions	Teachers	Canvas	August 2020	Structure of Zoom	Students and parent

	Admin.	Zoom Screencast-o-matic		and asynchronous learning each period More consistent usage of Canvas across classrooms	feedback show Canvas is easier to navigate Teachers are using the structure of Canvas similarly Based on admin. Observations in teacher Canvas pages
Increased utilization of LMS (Canvas)	Teachers ECTs Dept Heads Admin.	District Training FLI Dept. Heads	August 2020 - end of school year 2021	All teachers actively using Canvas	100% of students actively using Canvas based on data usage reports