

**2016-2017  
Campus Improvement Plan  
for  
Billy Ryan High School**

**Denton Independent School District**

## **Mission Statement**

### **Denton Independent School District's Mission Statement**

*Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.*

### **Billy Ryan High School's Mission Statement**

Ryan High School will provide its diverse student population with a knowledge base that will make them productive citizens in the community and will prepare them for life after high school. The entire school, faculty, and staff will work together to produce individuals who are aware, concerned, knowledgeable, and responsible. RHS will foster citizenship, promote literacy, and cultivate personal fulfillment in its student body in a safe and healthy school climate.

## Board Goals

### Denton Independent School District's Board Goals

#### I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

#### II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

#### III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

**IV. Parent and Community Involvement...In pursuit of excellence, the district will:**

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

**V. Human Resources...In pursuit of excellence, the district will:**

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

**VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:**

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

**Campus Improvement Plan  
Billy Ryan High School**

**Progress Report Date:**

**WIG 1**

Ryan High School will facilitate and increase the academic achievement and four year completion for all students while maintaining a focus on subgroup and at-risk populations.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Employ early intervention strategies by counselors, APs, Diagnosticians &amp; teachers for any students exhibiting at risk behaviors</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Accountability summaries, Grade Reports, PGP's, AWARE, RTI, Assessments, Attendance Record, Discipline Referrals, Schedule of Services (4B), Data Dashboard, BLAST</p> <p>All staff</p>		<p>Number of Disciplinary Referrals, Decrease in Truant Students, Bonus Round Data, Teacher Tutorials</p>	<p>Accountability Summary Completion Data, Repeaters Report</p>	<b>Oct</b>
<p>Maintain continuous communication between staff and parents regarding students' progress</p> <p><b>Addresses missed system safeguard</b></p>	<p>Home Access Center, Naviance Grade Reports, 3 wk IPR's Campus Webpage, Teacher Webpage, District All Call System, Monthly Newsletter, Open House, Parent Orientation, Senior Parent Meetings, Facebook Fanpage, Twitter</p> <p>All Staff</p>		<p>Parent Surveys, Increased Parent Participation, Increased Parent Volunteer Hours, Increased enrollment of Campus Facebook Fanpage</p>	<p>Record of Volunteer hours, Parent Contact Documentation, Increased Use of Webpage, Facebook Fanpage Enrollment</p>	<b>Oct</b>
<p>Involve Assistant Principals in the tracking and monitoring of student attendance and employ earlier interventions for truant students</p>	<p>Attendance Records, Weekly Attendance Report, Teacher Access Center, Student Health Records, Attendance Review Committee,</p>		<p>Increased Daily Attendance, Decreased Truant Students, Accurate Attendance Coding</p>	<p>Accountability Summary, Distinction Designations, Completion Data, Increased ADA</p>	<b>Sept</b>

<p><b>Addresses missed system safeguard</b></p>	<p>Attendance Code Training, Implement Truancy Referral Document</p> <p>Assistant Principals, Attendance Officer</p>				
<p>Utilize Academic At Risk Liaison to evaluate progress of students who are at risk of failing STAAR and coordinate interventions (workshops, tutorials, Sat. school sessions, etc.) with the Dean of Instruction for identified at risk students.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>AWARE, GradeSpeed, Attendance Records, Rti Forms ELL and LPAC reports</p> <p>Ruby Kovoov Academic At Risk Liaison (AARL), Dean of Instruction</p> <p>SCE      \$43600    FTE    0.667</p> <p>SCE      \$13876    FTE</p>		<p>AWARE Data, Grade Reports, Rti Data</p>	<p>Accountability Summary, EOC results, Completion Data</p>	<p><b>Oct</b></p>
<p>Provide opportunities for Credit Recovery during school and after school, including alternate options for payment of credit recovery fees.</p> <p><b>Addresses missed system safeguard</b></p>	<p>Odyssey, Thursday Night Monitors, Computer Lab, Saturday school, 9th Grade Monitors, online resources</p> <p>Admininstration, Counselors, Thursday Night and Saturday School Monitors, Credit Recovery Teachers</p>		<p>Multitple Opportunities to Recover Credits</p>	<p>Credit Recovery, Completion, Decrease in Repeaters</p>	<p><b>Jan</b></p>
<p>Continuing BLAST program during the school day to address social, personal, and communication/language skill development in At-Risk students.</p>	<p>Gallup BLAST curriculum, Tutors, STAAR Study Guides, Attendance Incentives, AWARE data</p>		<p>Grade Reports, Office referrals, EOC results</p>	<p>Accountability Summary Completion data</p>	<p><b>Nov</b></p>

<p><b>X Addresses missed system safeguard</b></p>	<p>Two faculty members, Administration, and Counselors. RHS</p> <p>SCE \$20000 FTE</p>				
<p>Continue trailer courses for Algebra I, Math Models, &amp; Algebra II in order to keep students on grade level. Provide sheltered Algebra. Algebra II, Math Models and Geometry ESL classes. Provide inclusion classes in Algebra I, Geometry, Math Models, &amp; Algebra II. On-Track credit recovery.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Grade Reports, AWARE, Bonus Rounds, ELLC, ARDs, Case Monitors, Schedule of Services (4B)</p> <p>Teachers, Counselors, Administration, ESL Teachers, Inclusion Teachers, Regular Education Teachers, Diagnosticians. Algebra I teachers.</p>		<p>Assessments, Grade Reports, Transcript, PGP State Reports, Use of ELLC, Schedule of Services Page (4B)</p>	<p>EOC Results, Credits Earned, Math Credit Earned, Grade Reports.</p>	<p><b>Jan</b></p>
<p>Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes.</p> <p><b>Addresses missed system safeguard</b></p>	<p>AP Potential Rosters, Grade Reports, Teacher Planning Time</p> <p>Teachers, Testing Coordinator, Associate Principal, Counselors</p>		<p>Increased Opportunities for Minority and At-Risk Students to enroll in Pre-AP, AP, and Dual Credit courses, PGP, Parent Meetings</p>	<p>Increased Enrollment of Minority Students in Pre-AP, AP, and Dual Credit Courses, Participation in Parent Meetings</p>	<p><b>Jan</b></p>
<p>Offer Affordable SAT &amp; ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective to sophomores.</p> <p><b>Addresses missed system safeguard</b></p>	<p>SAT On-line Course, Revolution Prep Courses, Mock SAT &amp; ACT Exams, Webpage, Mail Outs</p> <p>Counselors, Administration, Dean of Instruction, Testing Coordinator</p>		<p>Opportunities for Students to Practice SAT &amp; ACT Exams, Communication to Students and Parents about SAT &amp; ACT Prep Opportunities</p>	<p>Improved SAT &amp; ACT Exam Results</p>	<p><b>Dec</b></p>

<p>Monitor attendance of all students through period-by-period attendance, with established attendance reporting policies for teachers and phone calls to parents and involve assistant principals in the referral process.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>District Calling System, Attendance Report</p> <p>Attendance Officer, Administration, Attendance Clerks, Truancy Personnel, Teachers</p>		<p>Daily Phone Calls to Parents by District Calling System, Consistent Use of Campus Attendance Reporting Procedures, Truancy Letters, Weekly Monitoring of Attendance Report, Monthly ARC Meetings, Universal Truancy Referral Document</p>	<p>PEIMS Attendance Report, Decrease in Truancy Rate, Increase in Completion Rate</p>	<p><b>Jan</b></p>
<p>Offer tutorial sessions WITHIN the school day for At-Risk students who cannot attend before or after-school Tutorials (due to transportation and/or work issues). Sessions will be offered during numerous blocks and staffed by National Honor Society members.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Select teachers (classroom monitor/attendance). National Honor Society students. Counselors (monitor)</p>		<p>Daily attendance by target population in tutorials.</p>	<p>Increase in class grades and attendance of at-risk population</p>	<p><b>Jan</b></p>
<p>Increase volume, quality, and participation of Look 2 Learning walkthroughs among administration and faculty.</p> <p>Department goals combined into singular campus goal of increasing students' ability to clearly state the learning objective (L2L level "3") by 50%</p> <p>Secondary goal to achieve a greater number (&gt;10%) of "higher order" observations during each semester.</p> <p><b>Addresses missed system safeguard</b></p>	<p>District "Training of trainers" and L2L administrative training.</p> <p>Administration, department chairs, district coordinators</p>		<p>Have all administrators trained in L2L by November 2016.</p> <p>Participate in revolving administrative walkthrough sessions at all high schools</p> <p>Share walkthrough data with departments and PLCs</p>	<p>Increase in meaningful feedback aimed at improving instruction.</p> <p>L2L data utilized in PLC planning.</p> <p>Increase in the observed rate of students able to clearly state a learning objective (L2L level "3").</p>	<p><b>Nov</b></p>
<p>Address pedagogical needs of Special Education students by re-assigning a proportion of the RHS Inclusion faculty to better align content areas and certifications/majors. Add planning time for Inclusion teachers to work with their content-area teacher.</p> <p><b>X Addresses missed system safeguard</b></p>	<p>Associate Principal</p> <p>Department Chairs</p>		<p>New faculty teaching assignments</p>	<p>Accountability summary EOC results (AWARE)</p>	<p><b>May</b></p>



## Campus Improvement Plan Billy Ryan High School

### WIG 2

By the end of the 2016-2017 school year, RHS will identify students not involved in any extracurricular organizations, teams, groups, or co-curricular programs and reduce that initial population by 20%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct "marketing" of clubs/organizations to student body (and specifically to target population)  <b>Addresses missed system safeguard</b>	Naviance Website Webpages Facebook  Sponsors Counselors		Direct contact with Students	Measurable increase in organization/club membership	<b>Oct</b>
Review of new faculty member interests/skill sets to identify new ideas for clubs and/or potential faculty sponsors. Utilize Gallup Strengths Finder Training to strengthen teacher skill sets.  <b>Addresses missed system safeguard</b>	Principal and Associate Principal		Meeting held Communication	New clubs former and/or new sponsors identified	<b>Sept</b>
Utilization of library "Makerspace" to identify student interests not addressed by current organizations.  <b>Addresses missed system safeguard</b>	Librarian Associate Principal		Student interest in Makerspace/usage.	Increased library usage during lunches and off-hours. Online collaborations with other Makerspace groups. Competition attendance	<b>Nov</b>
Solicitation of outside sources of funding/sponsorship for previously identified student-interest clubs  <b>Addresses missed system safeguard</b>	Administrators Faculty Parent volunteers		Meetings held  Follow-up strategies for developing new/alternative activities for students (if necessary)	New clubs/organizations formed.	<b>Sept</b>

## Campus Improvement Plan Billy Ryan High School

### WIG 3

To facilitate the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations.

STAAR End-of-Course exams emphasis on Science

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
For at least 40% of instructional time, students will prepare, conduct, and analyze field and laboratory investigations using safe, environmentally appropriate, and ethical scientific practices.  <b>Addresses missed system safeguard</b>	Science Teachers, Administration, Department Head		Student Participation, Teacher Lesson Plans, Grade Reports	TAKS Results, EOC Results, Grade Reports	
Conduct during school and after school STAAR remediation program for bubble students and students previously unsuccessful on Science EOC (Biology), which will include individualized and small group settings.  <b>Addresses missed system safeguard</b>	Department Head, Counselors, Science Teachers, ESL Teachers, SPED Teachers, Administration		Grade Reports, Bonus Rounds, Teacher Referrals, Attendance in TAKS Remediation Sessions	TAKS Results	
Provide mentors for students who were unsuccessful on Science TAKS exam.  <b>Addresses missed system safeguard</b>	Testing Coordinator, Counselors, Administration, G-Force, Academic At-Risk Liaison, Sponsors of Mentor Groups		Successful Progress in Class, Bonus Rounds, Attendance at Tutorials, Participation in Mentor Group	TAKS Results, Grade Reports	
Monitor students within a 4 question window of either passing or failing a previous Science EOC test.  <b>Addresses missed system safeguard</b>	AARL, Teachers, Testing Coordinator, Administration		Bonus Rounds, Grade Reports	TAKS Results	
Provide sheltered Biology, Chemistry, and Physics ESL classes.  <b>Addresses missed system safeguard</b>	ESL Teachers, Counselors, Administration		Bonus Rounds, Grade Reports, Use of ELLC	TAKS Results, EOC Results	

Administer Bonus Round Assessments in all Chemistry, Biology, & Physics classes.  <b>Addresses missed system safeguard</b>	All Staff		Bonus Round Assessments	Bonus Round Results	
Provide inclusion classes in Chemistry, Biology, & Physics.  <b>Addresses missed system safeguard</b>	Inclusion Teachers, Regular Education Teachers, Administration, Counselors		Bonus Rounds, Grade Reports, Schedule of Services Page (4B)	TAKS Results, EOC Results	
Provide Science Acceleration Course, within the school day, for students who failed Science STAAR Exit Level  <b>Addresses missed system safeguard</b>			Grade Reports, Course Enrollment, Study Island Log	TAKS Results	

## Campus Improvement Plan Billy Ryan High School

### WIG 4

Monitor the Freshman Task Force Committee and assist them in planning and developing strategies to assist in the transition of current and incoming 9th grade students, and that will increase the promotion rate for 9th grade students and the four year completion rate.

#### Four-Year Completion Rate & Freshman Repeaters

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize Counseling staff to present and implement Path to Scholarship program with 9th grade students.  <b>Addresses missed system safeguard</b>	Counselors, Administration, Path to Scholarship Facilitators		9th Grade Portfolios, Path to Scholarship Presentation to 9th Grade Students	Completed 1st Year Portfolio	
Develop and implement the STAAR Tutorial program for incoming 9th graders who were not successful on the Math and/or ELA 8th Grade STAAR test to provide acceleration in Math and Reading.  <b>Addresses missed system safeguard</b>	Counselors, Administration, Teachers, Administrative Intern		Successful Participation and Progress in the Raider Success Academy Program, Passing Grades	EOC Results, Grade Report, Earned Credits, Increased Promotion Rate	
Monitor RHS On Track program to maximize opportunities for students to re-learn curriculum and remain on track to graduate in 4 years, within and outside of the school day.  <b>Addresses missed system safeguard</b>	Counselors, On Track Facilitators, Teachers, Administration		Progress in the On-Track Program, Grade Reports	Increase in Promotion Rate, Earned Credits	
Continue to implement strategies that will ease the transition from 8th to 9th grade, including the Freshman 1st Day.  <b>Addresses missed system safeguard</b>	Counselors, Administration, STUCO, 9th Grade Task Force Committee, Freshman First Day Teachers.		Freshman 1st Day, Grade Reports	Increased Attendance at Freshman 1st Day, Increased 9th Grade Promotion Rate, 9th Grade Task Force Committee, Positive Survey Results	
Create Professional Learning Communities in all core area courses and provide time, during the school day, for collaboration particularly with at risk students  <b>Addresses missed system safeguard</b>	Department Chairs, PLC Chairs, Administration		Master Schedule, Bi-Monthly Meetings, Review and Use of Campus Date, Attendance at Staff Development	Aligned Curriculum, Increased Promotion Rate (Grade 9 to 10),	

## **Billy Ryan High School Campus Improvement Plan**

### **2016-2017 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Billy Ryan High School conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



## Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

## Data Sources Reviewed

***We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt***

List the actual data sources reviewed below.

SAT/ACT/PSAT Results and Readiness Reports

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State Assessment Data (TAPR)

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AP/ Dual Credit Enrollment Data

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Course / Class Grades

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AWARE data stoplight (Lynielle Meza report)

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See page 8 of the guide for probing questions related to Student Achievement

## Findings/Analysis

***“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”***

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Significant increases in STAAR English I scores 76% passing rate--highest in school since testing for EOC

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Significant increases in US History STAAR scores

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Significant increases in Algebra STAAR scores

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PSAT Commended (5) students recognized

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Received Distinguished in Mathematics in TEA Accountability Ratings

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Received Distinguished in Post Secondary Readiness in TEA Accountability Ratings

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Strong correlation between tutorial work that is being done and performance on EOC testing

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Continued increase in SAT/ACT participation as well as PSAT prep class participation

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### Needs

Continued growth in STAAR English II overall scores

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Additional support for Seniors who have not completed EOC requirements for Algebra I

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Continue to offer SAT/ACT test prep on campus

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Continue to work with SPED Inclusion teachers and content area teachers to work collaboratively for content improvement.

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## Summary of Needs

Continued work with STAAR English

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Improvement in Biology and Algebra EOC

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SPED improvement in EOC and content area

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**Demographics:**

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

**Data Sources Reviewed**

***Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt***

List the actual data sources reviewed below.

TEA Accountability Calculation Report	
eSchools Plus	
Data Dashboard	
TEA Longitudinal Report	

See page 7 of the guide for probing questions related to demographics.



## Findings/Analysis

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Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Overall graduation rate 96.4%

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Only 2% dropout rate

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Total graduation rate of 98% including graduation, continuing education, and GED

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97.6% graduation rate for African American students

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97.2% graduation or continued/GED rate for Hispanic students

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Faculty and staff diversity continues to increase

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Total SPED population shows an overall decrease from 233 to 225

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### Needs

Address basic services and needs of students

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Work to meet "in-school" needs of students throughout the school day

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Utilize tutorials as well as technology on campus to help be creative with student academic needs.

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## Summary of Needs

Basic services for students and meeting the needs of low-SES students

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adding technology and tutorial services for students

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**School Culture and Climate**

School culture refers to the organization’s values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

**Data Sources Reviewed**

***Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.***

List the actual data sources reviewed below.

Staff and student surveys	
AdvancED accreditation report from Feb. 2016 visit	
Naviance	
Classroom walkthrough data	
Campus Leadership Team	

See page 9 of the guide for probing questions related to School Culture and Climate

**Findings/Analysis**

***“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”***

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

97% approval rating from parents surveyed (over 430) parents when asked about administrative leadership on campus.

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Sense of community exists at RHS as evidenced by AdvancED survey of parents

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Wide range of options for students to be included in and feel engaged

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AdvancED reports that two areas of improved stakeholder satisfaction were in communication and student participation opportunities.

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Multiple support systems in place for all students.

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## Needs

Continued work on overcrowding in building and traffic flow between classes

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Still some questions with grading and assessment policy, although campus tends to be working in a positive direction with this topic.

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## Summary of Needs

Continued work with teachers on administrative support and sense of being in the classroom with them to support in the instructional process.

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Administrative communication with our stakeholders.

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## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

### Data Sources Reviewed

***An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey***

List the actual data sources reviewed below.

<u>Teacher Certification/Qualification Data</u>	<u>TEA Accountability data</u>
<u>Faculty and Staff surveys</u>	<u>First Year Teacher Academy Data</u>
<u>PDAS Evaluations</u>	
<u>Beginning of TTESS data accumulation</u>	
<u>TTESS Goals and Conferencing data</u>	

See page 10 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

***“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”***

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Continue to support teachers on campus with assigned mentors

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Professional Learning Communities for English I, II, III, Algebra I, Geometry

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Low turnover rate for the year. Hired 17 new teachers to RHS from a total of over 150.

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AP faculty position added for English and Science

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Continue to look for ways to hire teachers who can teach both AP as well as Dual credit classes

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100% of teachers are rated as Highly Qualified

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### Needs

More time needed with staff when it comes to review of TTESS

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More scheduled time to meet with mentors prior to starting the school year

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Continued support from Curriculum and Instruction teams who are visible and on campus to work with new teachers.

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## Summary of Needs

Plan to provide more time for brand new teachers and those new to the campus as they prepare for the start of the school year.

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Continued support of district resources that provide instruction and support throughout the year.

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**Curriculum, Instruction and Assessment**

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

**Data Sources Reviewed**

***There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English***

List the actual data sources reviewed below.

<u>DISD and State Curriculum Guides</u>	<u>Texas Education Agency Accountability Ratings</u>
<u>PDAS observation data</u>	<u>AdvancED final report</u>
<u>Look to Learning Walkthrough yearly data</u>	<u>_____</u>
<u>Texas Academic Performance Report</u>	<u>_____</u>
<u>AP Yearly Report</u>	<u>_____</u>

See page 11 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

***“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”***

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Professional Learning Communities in English I and II as well as Biology and Algebra I seem to add clarity and focus to work in these areas.

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Look to Learning indicates an awareness of student engagement, knowing the objective, and some move to higher order thinking strategies.

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Faculty beginning to interact more within and across departments, willingness to share work and ideas.

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### Needs

Continue to add to the PLC process and add additional grade level meeting times where possible.

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Continue to work with faculty on streamlining reassessment policies and procedures for students.

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Add to the teacher's ability to see other classroom observations and form a method in which these visits can be helpful.

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## Summary of Needs

Continuation of the PLC process with the ability to add subject grade levels for 11th English, Geometry, and Social Studies.

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More work with the grading and assessment policy with regard to teacher procedures for reassessment.

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**Family and Community Involvement**

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

**Data Sources Reviewed**

*The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson*

List the actual data sources reviewed below.

Denton Data Dashboard	Community feedback
Texas Academic Performance Report	
PTSA input	
Parent surveys through Naviance	
AdvancED survey data	

See page 12 of the guide for probing questions related to School Culture and Climate



## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Parents are generally pleased with the improvement with communication of the school.

---

Community feels that Ryan is a very 'welcoming school.'

---

Overall impression of the community is that Ryan is a "tradition-rich" school where everyone has an opportunity to get involved.

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### Needs

Additional tutorials to meet during the day and enable students to be able to get extra help without meeting after school.

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Broader scope of parent involvement. Increase in volunteer hours.

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## Summary of Needs

Additional help to meet the needs of students during the school day, making it easier for students to receive the help needed for tutorials.

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**School Context and Organization**

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

**Data Sources Reviewed**

***Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown***

List the actual data sources reviewed below.

Master Schedule	
School Map and Physical Environment Charts/Maps	
Organization Chart....District and School	
Support Systems/.Campus Mentors	
District Instructional Coaches	

See page 13 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

***“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”***

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Accessible and supportive administration

Faculty comfort in the autonomy that they have in their classroom

Continued advances in the library and technology are an attempt to keep faculty excited about the work being done at Ryan High School.

Collaboration of department chairs and administration enable a team effort to be used when hiring candidates for teaching positions.

### Needs

Time for teachers and administrators to collaborate more on TTESS.

More times during the year where teacher appreciation is observed.

## Summary of Needs

Times for TTESS and celebration of teacher appreciation scheduled throughout the year.



## Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

### Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

### Data Sources Reviewed

***The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent***

List the actual data sources reviewed below.

Technology (District) Specialists input on use of technology in the classroom.

PLC summaries

Texas Academic Performance Report data

Faculty surveys

AdvancED final report on technology

iPad and Chromebook cadre communications

See page 14 of the guide for probing questions related to School Culture and Climate

## Findings/Analysis

***“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”***

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

Campus Technology support is timely and provides great campus support for teaching innovative ways of using resources in the classroom

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Increased usage of Chromebooks across the campus

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Shifting to the use of Google classrooms

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TIA implementation of ideas into the classroom

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Wi-Fi increases in the building, adding to student use of the personal device in class.

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Use of many web-based teaching aids.

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### Needs

Additional Chromebooks to add to the core subject areas ability to use.

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More district staff development designed to address the needs of technology usage in the classroom.

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More efficient use of the computer labs.

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### Summary of Needs

Increase in both time and resources when it comes to the use of technology in the classroom.

---

More effective way to infuse the technology growth of the campus in a organized way for all to become involved.

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Comprehensive Needs Assessment Summary of Priority Needs  
Billy Ryan High School

**Demographics:**

Basic services for students and meeting the needs of low-SES students  
adding technology and tutorial services for students

**School Culture and Climate:**

Continued work with teachers on administrative support and sense of being in the classroom with them to support in the instructional process.  
Administrative communication with our stakeholders.

**Curriculum, Instruction and Assessment:**

Continuation of the PLC process with the ability to add subject grade levels for 11th English, Geometry, and Social Studies.  
More work with the grading and assessment policy with regard to teacher procedures for reassessment.

**School Content and Organization:**

Times for TTESS and celebration of teacher appreciation scheduled throughout the year.

**Student Achievement:**

Continued work with STAAR English  
Improvement in Biology and Algebra EOC  
SPED improvement in EOC and content area

**Teacher Quality:**

Plan to provide more time for brand new teachers and those new to the campus as they prepare for the start of the school year.  
Continued support of district resources that provide instruction and support throughout the year.

**Family and Community Involvement:**

Additional help to meet the needs of students during the school day, making it easier for students to receive the help needed for tutorials.

**Technology:**

Increase in both time and resources when it comes to the use of technology in the classroom.  
More effective way to infuse the technology growth of the campus in a organized way for all to become involved.

## Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Raiford Malone
2) Classroom Teacher	Carol Long
3) Classroom Teacher	Virginia Keeling
4) Classroom Teacher	Robert Lamon (EIC)
5) Classroom Teacher	Tiffany Biggers
6) Classroom Teacher	open
7) Campus-based Nonteaching Professional	Karen Guenther
8) Campus-based Paraprofessional and Operations Staff	Leslie Terronez
9) District-level Professional	Robert Stewart
10) Parent	Deann Grant
11) Parent	Kim Lahart
12) Community Member	Veronica Gibson
13) Community Member	Lucas McCullom
14) Business Representative	Justin Ray
15) Business Representative	open

CLT Meetings for 2016-2017			
#	Date	Time	Location
1	09/13/16	4:15 pm	The Conference Room
2	10/25/16	4:15 pm	The Conference Room
3	11/15/16	4:15 pm	The Conference Room
4	01/17/17	4:15 pm	The Conference Room
5	02/14/17	4:15 pm	The Conference Room
6	03/21/17	4:15 pm	The Conference Room
7	04/18/17	4:15 pm	The Conference Room
8	05/16/17	4:15 pm	The Conference Room