Denton Independent School District

Ryan High School

2020-2021 Campus Improvement Plan

Mission Statement

Billy Ryan High School seeks to provide its diverse student population with a sense of well-being and a sense of belonging. Because of students' individual needs, Billy Ryan High School stresses individual attention to each student to allow each individual to develop to his/her fullest potential. In a safe school climate, the entire school faculty and staff work together to produce individuals who are aware, concerned, knowledgeable and responsible. Therefore, Billy Ryan High School seeks to foster citizenship, promote literacy, produce workers and cultivate personal fulfillment in its student body.

Vision

The vision of Billy Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the work force, or the military.

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Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

RHS currently has a very diverse student body. The makeup of the school community is a tradition-rich one, marked by years of success in all levels of the educational process. The actual student makeup is consistent in an average enrollment between 2050-2200 over the previous three years. An overall high number from over a decade ago saw RHS at 2,550 student, and a recent lower attendance number reflects a total of 1840.

The diversity of the campus includes the following: 2067 enrollment. Of that number, 57.6% are Economically Disadvantaged. 44.5% of those students are At-Risk. Makeup of the campus includes 17.5% African-American, 41.3% Hispanic, 36.9% White, .09% American Indian, 2.5% Asian, .03% Pacific Islander, and .06 Two or More Races.

Staff at RHS is comprised of 67.2% with Bachelors degrees. 26.4% with Masters degrees, and .7% with Doctoral degrees. Experience make up is as follows: 1st year: 6.5%, 1-5 years: 22.9%, 6-10 years: 17.7%, 11-20 years: 33.9%, Over 20 years: 19%. The average years of experience for RHS staff is 12 years.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus includes attention to many areas of academic,

social and emotional, and overall growth of the student. Staff at RHS recognize that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus are a critical component of the RHS team. ESL programs that have been increased with staffing have enabled the school to focus on many varied needs of the school. ESL classes for English Language Learners has been a focal point for the school for several years.   In addition, there have been increases in many programs that introduce new curricular areas for the needs and interest levels of the student body at Ryan. CTE programming for the capturing of the CCMR and state accountability have added to the overall progress of the school as it relates to the growth of the individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population **Root Cause:** Various social, emotional, academic, and other academic needs associated with the school population.

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2020-2021 school year will bring unique and challenging opportunities that the staff will embrace with enthusiastic energy. As has been the case in previous years, the academic progress of RHS embraces planning to address numerous focus areas. As the campus is accustomed each year, review of academic standards from previous years assessment tools are utilized. With the closure in the early portion of March of 2020, this year's state assessment data is not available. What is available to disseminate, however, is the campus baseline data that has been accumulated through the individual teacher record.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve in the skill levels for both subject areas. The use of introductory NWEA Map testing from the 2019-20 opening serves as a starting point for many of the Algebra domains and areas of emphasis with remediation as well as review.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains the ability to show improvement in the areas of writing both expository essay as well as persuasive essays. Writing and paragraph development remains a target for students of RHS. Attention to the details of the well-developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

Ability of teachers to attend workshops, share ideas in the Professional Learning Communities and explore various other resources to help struggling writers write and to help struggling readers improve

is a top priority for the campus.

Student Learning Strengths

Consistency in the method in which the ELA department has approached the importance of evidenced-based writing has enabled the students to progress over their time at RHS. The ability of the students to understand that with each piece of writing that they complete, there is an expectation that if you write it, you support it with facts and elaboration. Additionally, it is important for students continue to understand the rules of grammar in completing quality assessment-level writing.

With regard to Algebra and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Nearpod as well as various other skill building practice materials are used on a daily basis. RHS Algebra teachers meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Closing the gaps for students in both writing and mathematics in a year that was interrupted by COVID 19 created challenges. The ability to complete the yearly curriculum requirements in a face-to-face environment was missing, so the n need to revisit some of those skills presents challenges. **Root Cause:** Absence from a face-to-face teaching platform due to COVID 19 and increasing demands of use of time in planning for skill building in both math and reading/writing skills.

School Processes & Programs

School Processes & Programs Summary

Ryan High School has a long-standing tradition of excellence in all academic and extra-curricular programs. One of the primary reasons that the success has been maintained is through the retention and recruitment of highly qualified staff. The TEA TAPR report indicates that RHS is above the state average in years of experience and is also above average in those teachers who currently hold Masters and Doctoral degrees. With regard to years of experience, the following statistics are recorded for RHS:

Over 20 years experience: 19.3%

11-20 year experience: 34.7%

6-10 years experience: 19.3%

1-5 years: 24.7%

1st year: 2%.

The average years of experience for Ryan High School is currently 12.4 years. The daily absentee rate for the campus last year was 6.8%. This has been a significant positive trend for the campus not only from the previous year, but also from the previous three years. The teacher turnover rate for the previous year was 11%

School Processes & Programs Strengths

Ryan High School continues to utilize their ability to find the strengths of their staff to best fit the needs of its student body. The added support for the English as a Second Language learning population has continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the

ESL population is at an all time high for the campus. Core areas have consistent ESL certified and content area certified teachers across all curriculum. Programming has allowed for the ability to utilize the ESL team to work collaboratively with teachers developing professional development that in turn produces strategies that have been effective in the past year's growth. Increased parent involvement has also been a priority. ESL Interventionist has continued to mold many aspects of the job, has influenced the position across the district, and made RHS one of the innovators in high school ESL programming.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high quality education, while at the same time remain innovative and creative with high at-risk student population. **Root Cause:** Increasingly difficult demands placed on all teachers with the current Pandemic and the recent closure of schools. The need to continue to close the gaps created by the loss of face to face time from the 19-20 school year.

Perceptions

Perceptions Summary

Ryan High School is a tradition-rich school. The school has long been an established pillar of the community, enabling its students to have many opportunities for their educational goals. The school participates in a number of extracurricular programs intended to extend the overall development of the total student experience. With a community of RHS graduates, the overall support system for the school and its programs is superb. The Ryan community provides numerous opportunities for work programs, donations to the school, involvement in the PTSA, and various other forms of teacher appreciation and staff awareness. The Raider Renaissance program was designed many years ago to begin a system of recognition for students and staff. The Renaissance program continues to honor students for their outstanding classroom accomplishments, leadership endeavors, and attendance. This has become a consistent tradition of the school to pay tribute to teachers and students for the work well done. Numerous community and parent volunteers blend their time and talents together to dedicate honored time and tributes to teachers and students three to four times per year.

Perceptions Strengths

Strengths of the Ryan High School culture and climate would indicate that much community support in many forms is a consistent. The school has excelled in both academic and athletic endeavors for nearly two decades. The work that is supported by all stakeholders is indicated in the various surveys that are part of the district wide school and building evaluation. Parents, students, and staff indicate that they have a very high regard for the communication and dedication that Ryan offers to students and families. Surveys indicate that students and families have confidence in the staff and leaders of the school. For the most recent staff engagement survey, high levels of satisfaction were affirmed for the overall effectiveness of the school leadership and teachers of the campus. Another strength of the

campus has long been that students feel that they can always find a person on the campus willing to listen and help them with their concerns. This is a long-standing tradition and strength of the school, and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. **Root Cause:** Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
* Incorporate best practices into teaching, learning, technology and leadership
* Foster and support an advanced digital learning environment
* Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Increase passing rate for each semester for Algebra 1 students for 2020-21 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th grade students.. Continue work on improved EOC ratings for students in both English 1 and English 2. Goal of above 75% passing rate for EOC 9th and 10th grade state assessment.

HB3 Goal

Evaluation Data Sources: District benchmarks, In-class assessments, Review of state-released practice tests, End of Course Algebra 1 and English 1 and English 2 state assessment

Summative Evaluation: Met Objective

Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Gradual improvement in skill sets in both Algebra 1 as well as English writing and reading performances.	Dec	Mar	May	May
Staff Responsible for Monitoring: ELA and Math teachers, campus administration, district level supervisors.				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:
* Honor the dedication and professionalism of all staff
* Celebrate, respect and promote the value of diversity in our Denton ISD Community
* Support a working environment ensuring open and transparent communication
* Establish high expectations for success
* Instill in students a love of lifelong learning
* Foster a positive, welcoming environment encouraging parent and community partnerships
* Promote health, wellness and emotional well-being
* Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: Continue the tradition of honoring professional staff as well as student academic success each month. Invite parental involvement in all aspects of the school experience, in addition to providing quality communication with regard to all school day-to-day business.

Strategy 1: Establish monthly recognition of staff and students through campus-wide celebration and acknowledgement of the completed work. Invite community partners to share in their contribution to the school staff and students and recognize and show our appreciation for what the community means to the school.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy's Expected Result/Impact: Higher academic performance in the classrooms. Continued building of sense of value, worth, and appreciation for teachers. Growth of community support for the school and ability to give back to the sponsors and show of appreciation.				
Staff Responsible for Monitoring: Renaissance class from high school. Sharla Gilhome, leader of student support groups, Counseling staff, Administration, Adrian Eaglin.				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Opportunities for Students

In pursuit of excellence, we will:

* Support college, career, military and life readiness
* Engage students in extracurricular clubs and organizations
* Advocate for public education across the state and nation
* Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Ryan High School continues to strive for 100% participation in some form of extracurricular activity for all students. RHS works to enable students to have an opportunity to be a part of some team, group, club, or extra outlet of the regular school day.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Student survey both mid year and end of year used to record student participation in the various school offerings outside the regular school day.
>
> **Summative Evaluation:** None

Strategy 1: Work within Student Council and various other student leadership groups to publicize the list of all available student offerings (class clubs, fine arts, athletics, etc.) so that students have an awareness of the school outside of the classroom). Additionally, have published offerings through counseling offices to make student aware of the possibilities of clubs and extracurricular activities.	Reviews			
	Formative			**Summative**
	Dec	**Mar**	**May**	**May**
Strategy's Expected Result/Impact: Increased number of overall student body who are participating in extracurricular activities. Goal will be 100% . **Staff Responsible for Monitoring:** Coaches, sponsors, teachers, administrators, staff **TEA Priorities:** Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Personnel for Ryan High School

Name	Position	Program	FTE
Ruby Kovoor	Academic Liaison	At-Risk Support/Intervention	75%

Addendums