

# Billy Ryan High School



Campus Improvement Plan 2018-19

# Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
  - 1: Student Achievement
  - 2: Teacher/Staff Recognition
  - 3: Internal Processes
  - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

## Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

**Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members.

**Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

**Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

## Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

# Mission, Vision, and Values

## District Mission

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

## School Mission

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.

## School Vision

The vision of 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 workforce, or the military.

## School Values

Excellence, Community, Perseverance, Responsibility

**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. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Employ early intervention strategies by counselors, APs, Diagnosticians & teachers for any students exhibiting at risk behaviors	Admin. Faculty Central Services C&I Accountability summary,	17,476 SCE (Night School, Sat. School, Tutorials)		Number of Disciplinary Referrals, Decrease in Truant Students, Night School and tutorial attendance	Accountability Summary Completion Data, Repeaters Repor TEA Accountability Report	October-May
Maintain continuous communication between staff and parents regarding students' progress	Grade Reports, PGP, AWARE, RTI, Assessments, Attendance Record, Discipline Referrals, f	45,000 Ac. Liaison		Teacher Tutorials STAAR /EOC results Improvement levels in Reading from ESL, and	College Readiness Report (TEA) PTSA Newsletter School Wires Phone and e-mail /HAC	October-May
Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes.	Internal and outside sourcing for ACT/SAT prep PSAT classes in master schedule Continue campus SAT/ACT Prep classes			SAT/ACT report National Merit Report AP Distinguished and Commended report	Master Schedule class enrollment numbers. University records of dual credit students	October-May
Provide SAT & ACT Prep course, with scholarships available, to all students in need. Offer PSAT prep class as an elective to sophomores.	ESL staff			Teacher Tutorials STAAR /EOC results Classroom observations, Workshops, Materials Master Schedule ESL Dept. work with campus	ESL Academic Interventionist report Quarterly grade reporting	October-May
Added ESL /ELA teaching units (3) to meet the needs of ELL population for Reading and Writing initiatives		3 ESL Teaching 180,000				

**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. RHS will strive to increase passing percentages in all End-of-Course assessments, exceeding the state averages.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Focus on SPED population with targeted Instruction designed to meet the needs of students and provide strategies for overall academic success	All staff Diagnosticians SPED case monitors			IPR reporting from 3, 6, 9 weeks EOC assessments District assessments	Improved overall success rates on all coursework Credit audits to ensure on track for graduation	Aug. - May

**WIG 2: Ryan High School will work to recognize and retain high quality teachers, and will strive to consistently honor the accomplishments of staff and students .**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Review of new and returning 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. Addition of Strengths Academy to HS 101 programs. Include Strengths curriculum to strengthen teachers in the areas of English 3 and World History in addition to the various campus opportunities offered</p>	<p>Principal and Associate Principal Teachers, Students Parents Central Admin.</p>			<p>Meetings held Communication Gallup workshops Campus presentations Strengths training Campus, District, State presentations</p> <p>Board presentations at end of 3rd quarter Faculty input during end-of-year meetings</p>	<p>End of Year conferences T-TESS reviews Teacher interviews Faculty Engagement survey</p>	<p>Sept.- May</p>
<p>Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents</p>	<p>Scott Spaulding Reina Johnson</p>			<p>Family dinners and presentations. Strengths study</p>	<p>Student achievement in the classroom Behavior modification</p>	<p>Sept.-May</p>
<p>Student/Staff Recognition programs For Teacher/Staff/Students of the Month</p>	<p>PTSA, Renaissance Committee</p>			<p>Awards programs December and May Recognition through PTSA Validation for student academic achievement</p>	<p>Continued focus on academic achievement Teacher and Staff recognition of hard work Community involvement in awarding recognition Teacher presentations at district and state level</p>	<p>Sept.- May</p>



**WIG 3:** By the end of the 2018-2019 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%.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Direct “marketing” of clubs/organizations to student body (and specifically to target population)	Naviance Website Webpages Facebook Sponsors Counselor Teachers Coaches			Direct contact with students Rosters of clubs and sports Participation	Measurable increase in organization/club Membership  Athletics and Fine Arts participation numbers	October-May
Review of new faculty member interests/skill sets to identify new ideas for clubs and/or potential faculty sponsors. Utilize Gallup <b>Strengths Finder</b> Training to strengthen teacher skill sets. Addition of <b>Strengths Academy to HS 101 programs</b>	Principal and Associate Principal Teachers, Students Parents Central Admin.			Meeting held Communication Gallup workshops Campus presentations	New clubs former and/or new sponsors identified	--Sept--- May
Solicitation of outside sources of funding/sponsorship for previously identified student-interest clubs	Administrators Faculty Parent volunteers			Meetings held Follow-up strategies for developing new/alternative activities for students (if necessary)	Board presentations at end of 3rd quarter  Faculty input during end-of-year meetings	October-May
Family Night communication meetings to discuss school classes, clubs, organizations, and information sessions to inform parents	Scott Spaulding			Attendance at quarterly meetings for parents.  Open House 8th Grade Night	Parent feedback, Parent Surveys Q/A sessions	Nov.-May

	<b>RHS</b>	<b>EcDis</b>	<b>AI/AN</b>	<b>Asian</b>	<b>Black/AA</b>	<b>Hispanic</b>	<b>NH/PI</b>	<b>2+Races</b>	<b>White</b>	<b>LEP 1Mon</b>	<b>LEP</b>	<b>LEP 2Mon</b>	<b>SpEd</b>
<b>Total Students</b>	<b>516</b>	338	5	4	104	227	1	7	168		91	22	56
<b>Math 2017</b>	<b>82%</b>	78%	100%	-	77%	80%	-	86%	86%		68%	86%	50%
<b>Total Students</b>	<b>516</b>	337	3	10	92	242	1	6	162		103	43	65
<b>Math 2018</b>	<b>83%</b>	78%	-	100%	78%	84%	-	67%	82%		74%	98%	42%
<b>Total Students</b>	<b>1081</b>	651	10	17	180	475	3	10	386		182	24	105
<b>Reading 2017</b>	<b>68%</b>	59%	42%	100%	57%	63%	-	70%	79%		35%	71%	20%
<b>Total Students</b>	<b>1117</b>	699	11	19	199	487	2	12	387		201	62	113
<b>Reading 2018</b>	<b>64%</b>	55%	47%	84%	57%	56%	-	71%	77%		27%	78%	16%
<b>Total Students</b>	-	-	-	-	-	-	-	-	-		-	-	-
<b>Writing 2017</b>	-	-	-	-	-	-	-	-	-		-	-	-
<b>Total Students</b>	-	-	-	-	-	-	-	-	-		-	-	-
<b>Writing 2018</b>	-	-	-	-	-	-	-	-	-		-	-	-
<b>Total Students</b>	<b>539</b>	336	4	7	94	236	1	8	189		87	22	52
<b>Science 2017</b>	<b>86%</b>	81%	-	100%	80%	83%	-	88%	92%		60%	95%	58%
<b>Total Students</b>	<b>577</b>	358	4	12	99	246	1	6	209		111	42	65
<b>Science 2018</b>	<b>84%</b>	77%	-	92%	82%	78%	-	83%	92%		54%	98%	51%
<b>Total Students</b>	<b>463</b>	237	2	12	72	190	-	4	183		71	2	42
<b>SocSt 2017</b>	<b>93%</b>	89%	-	100%	88%	90%	-	-	98%		83%	-	64%
<b>Total Students</b>	<b>470</b>	262	5	10	74	197	2	2	180		73	1	37
<b>SocSt 2018</b>	<b>94%</b>	91%	80%	100%	96%	90%	-	-	97%		77%	-	76%



## 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
- UbD Units of Study
- 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...

Classroom Assessments (Major and Minor)
Technology
Standards-based curriculum
Differentiation Implementation
Professional Learning Community Goals
District benchmarks

Special Program Schedules  
TEA State Accountability ratings

## 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 reveal 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...**

<b>Strengths...</b>	<b>Needs...</b>
All subject passing rates for EOC 75% Math EOC 79% passing rate Science EOC 87% +8% above state average Social Studies 91% + 14% above state average 69% passing rate for all economically disadvantaged students Increased number of students enrolled in AP/Dual credit classes. Increases in African American, Asian American, and American Indian students enrolled. TEA Distinctions: ELA/Reading, Science, Postsecondary Readiness	Continued improvement in passing rates for economically disadvantaged students  Continued focus on the needs of the English Language Learner  Continue to offer and recruit for workshops for AP staff and to recruit AP students Continued work with tutorials and additional interventions for English, Science, and Math

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education Funding  
Academic Liaison  
ESL funding to help with the new staff that has been put in place in the ESL department  
EOC tutorials  
Night School  
Saturday School



## 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, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP 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...

Enrollment
Attendance
Ethnicity
Gender
Mobility/Stability
Leaver Report
College Dual Credit/AP enrollment
TAPR report data

Special Population participation

## 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 reveal 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...**

<b>Strengths...</b>	<b>Needs...</b>
<p>Annual dropout rate decreased (1.7%) is below that of the district (2.2%) and state (6.2%).</p> <p>RHS graduation rate is (96.8%).</p> <p>Increase in number of CTE students enrolled in CTE courses for the year.</p> <p>CTE teachers increased to (13%) of total teachers employed</p> <p>53% of students are economically disadvantaged 13% are ELL eligible-- 267 current ELL students 13.5% mobility rate</p>	<p>Continued focus on the English 1 and English 2 EOC and helping with At Risk population</p> <p>Focus on reading improvement at all levels.</p> <p>Look at overall success rates on two or more EOC among all populations</p> <p>Continued monitoring of ELL programs with new staff and training opportunities</p> <p>Writing focus in PLC</p> <p>Continue cross-curricular writing focus</p> <p>Incentives to continue with attendance improvements</p>

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education  
Academic Liaison  
Attendance Liaison



## Family and Community Involvement

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

### Potential Data Sources

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

## 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...

Denton ISD Campus Culture and Climate Survey  
RHS "Chat with Counselors" survey  
CLT Survey 5/3/18  
Parent Volunteer information  
Mobility data  
Community Service Agencies

## 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 reveal 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...**

<b>Strengths...</b>	<b>Needs -</b>
Teachers caring and kind (student/parent survey results) Sense of community (parents and community responses) Communication improvements REMIND 101 Teacher e-mail communication with parents Home Access Center PTSA involvement UNT Mentoring program	More community recognition days scheduled at school  Continued “one place stop” to check for parent updates  Scholarship workshops  FAFSA assistance workshops

**Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<p>Continued updates to parents on communicating the goals of the school</p> <p>Additional parent/student collaboration Nights for FAFSA and college and career educational opportunities</p>
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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
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- 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  
Duty Rosters  
Safety Plan  
Leadership meetings  
Administrative meetings  
Counseling and Support Services  
School Map and Physical Plant  
Supervision structure

## 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 reveal 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...**

<b>Strengths...</b>	<b>Needs...</b>
36.8% of RHS teachers have between 11-20 years of experience 21.3% of RHS teachers have between 1-5 years of experience 86% of parents felt that there was a teacher, counselor, or other staff member that can help their student 82% of parents felt that administrators make decisions that are in the best interest of students 92% of staff feel that communication between school administration and staff is effective 86% of families felt informed about school events	Continued efforts to recognize the work of teachers and staff at RHS  Continue to encourage teacher attendance..provide incentives  Continue to work with student accountability  Provide consistent feedback and communication to students and parents

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Continue to provide quality instruction from experienced teachers Continue work with student accountability In-lieu support
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## School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, 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...

Surveys  
Questionnaires  
Focus Groups  
PTSA  
Interviews  
Open House  
Parent meetings

## 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 reveal 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...**

<b>Strengths...</b>	<b>Needs...</b>
Administrative support Counseling support Experienced teachers Scheduling opportunities Technology upgrades Safety	Continued safety precautions and visibility  Continued collaboration with staff regarding school events  Improved quality and quantity of staff recognition

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Continued recognition of staff for daily accomplishments Work to meet the needs of all student populations State Compensatory Funding
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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 Program 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...

SBEC
T-TESS Goals/ Reviews/ Conferences
Staff Mobility/Stability Report
Human Resources Staffing Reports
Graduation, Completion, Dropout Reports

## 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 reveal 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...**

<b>Strengths...</b>	<b>Needs...</b>
RHS above state average in years of experience Above state average in teachers with Masters and Doctorate degrees 36.8% of teachers have between 11-20 years of experience Daily absentee rate for teachers at RHS 7.6% down from 16.4%	Continued retention of quality teachers  Recruitment of highly-qualified teachers in numerous disciplines  Improvements in teacher recognition programs

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

State Compensatory Education Adopt-A-School recognition Student Council Campus Preferred Vendors
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## 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
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

## 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...

State Assessment Data  
TELPAS  
TAPR (Texas Academic Performance Report)  
SAT/ACT/PSAT Results  
Graduation Completion Rate  
Advanced Courses/Dual Credit  
Distinguished Recognition Reports (TAPR)

Promotion/Retention Rates  
Standardized assessment data

## 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 reveal 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...	Needs...
<p>All subjects passing rate for EOC 75%            Science passing rate 87%            Math passing rate 79%            Social Studies passing rate 91%            Increase in number of AP testers            AP enrollment increase            Dual Credit class offerings            Distinction recognition in three subject areas (Science, College Readiness, Social Studies)            72% Hispanic passing rate for all EOC            14 AP Scholars/Scholars w Honors/National Hispanic Scholar</p>	<p>Continued improvement in English 1 and English 2            EOC results Goal of over 72% passing rate for both            Reading improvement for ESL population            Increased passing rates for classes and EOC for all populations            Above state average in all subjects for EOC            Tutorial programs, Night School, Saturday School            Continued SAT/ACT/Dual Credit promotion</p>

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Continued support for ESL teaching units  
 State Compensatory Education funding  
 Community resources for food and tutorial sessions beyond the school day





## 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.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- 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 world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown*

### List the actual data sources reviewed below...

Bright Bytes survey Campus technology report (CLT survey) Professional Development and Teacher Needs Assessment Central Services Technology support
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## 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 reveal 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...	Needs...
Access Continued use of Google Apps for education Increase in supply of Chromebooks (district and campus provided) Chromebook usage increased 2017-18 Technology used to support curriculum, instruction, and assessment goals Leadership Technical support	Additional technology professional learning opportunities Professional planning opportunities Continued work on digital citizenship Teacher and student use of the 4C's-Creating, Collaborating, Critical Thinking, and Communication

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

State Compensatory Education
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## Summary of Priority Needs

### Demographics...

Continue efforts of Academic Liaison and Attendance Liaison in their work with at-risk students success rates. Work with teacher tutorial programs to reach more students throughout the year. State Compensatory Education funds.

### Student Achievement...

Continue work with TSI and Academic Readiness. Encourage participation in SAT/ACT preparation. Improve passing rates of English I and English 2 EOC. Encourage completion of licensure programs for CTE.

### School Culture and Climate...

Build on the development of teacher recognition programs. Continue to keep parents informed about events of importance at RHS. Increase student recognition opportunities via technology in Commons. Increase involvement of faculty with the work of the PTSA.

### Staff Quality, Recruitment and Retention...

Increase the efforts to recognize and retain high quality teachers. Continue staff recognition programs throughout each month through PTSA, Adopt-A-School, and campus recognition initiatives. Recruit highly-qualified, ESL certified teachers for future years.

### Curriculum, Instruction, and Assessment...

Increased participation in Professional Learning Communities not only through the campus but across campuses with Strickland and Myers (particularly in the subject areas of English, Math, Science, Social Studies). Planning across horizontal and vertical teams. Increase numbers of students scheduled for AP and Honors courses. Monitor the work being done by ESL Academic Interventionists across the campus ESL curriculum.

### **Family and Community Involvement...**

Publicize school-wide events and continue communication with all stakeholders regarding school events. Increase parent participation at school-sponsored activities. Bring in community stakeholders for career awareness days throughout the year. Partner with the universities for a number of campus mentoring programs.

### **School Context and Organization...**

Continue to work on student academic accountability through various support programs both during school and with after school tutorial programs. Increase the recruitment of highly qualified and certified teachers to support the needs of the campus.

### **Technology...**

Continue working toward the classroom innovations in Google and various platforms that are offered through campus and district supported sources.

# Campus Leadership Team (CLT)

## CLT Members

Role	Name
Teacher	Robert Lamon
Teacher	Lisa Thomason
Teacher	Virginia Keelling
Teacher	Azalea Yuoh
Teacher	Raiford Malone
Teacher	Mary Durbin
Teacher	Stephanie Valle-SAC
Campus-Based Non-teaching Professional	Karen Guenther
Campus-Based Para or Operations Staff Rep	Leslie Terronez
District-Level Professional	
Parent Rep	Dr. Robert Stewart
Parent Rep	Adrian Eaglin
Community Rep	
Community Rep	Justin Ray-Jostens
Business Rep	
Business Rep	

## CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
9-18-18	4:15	Conf. Room
10-16-18	4:15	Conf. Room
1-22-19	4:15	Conf. Room
2-19-19	4:15	Conf. Room
3-19-19	4:15	Conf. Room